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.

Directorate of Distance Education
University of Kashmir, Srinagar - 190006
www.ddeku.ed.in

CONTENTS

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 constrains. 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 nineteen 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. 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

THE IMPASSE

Sandeep Kumar [*]

ABSTRACT

This paper analyzes governance of development in globalized world with special reference to suffering of third world nations in the process of development. Using a regulationist analysis of the different development theories, efforts has been made to highlight the problems and issues of these theories with each other and within, through which an unbalanced and unstructured development happening in the world. The paper also point out the hegemony of West on politic, development, economy and especially education in the third world nations. It is also important to understand how development was being perceived by different theories such as modernization, underdevelopment theory, dependency theory and theory of articulation of mode of production. Entire analysis is revolved around liberalization and how aims of education become market oriented? What have we lost for the sake of development through liberalization? This paper will help to develop a critical perspective about the development, economy, politics and education and their impasse.

Key Words :   Education, Technology and development

INTRODUCTION

The aim of education is always to provide a better life, and still the aim is same but the meaning of better has changed with time especially spiritual to product oriented. After second world war, third world come in existence and their basic challenge was development, specially strengthening the national identity, for which education was considered important and development was in center. Soon, the concept of development of society as a whole is supplanted by the compartmentalized idea of modernization. This leads us to social stratification, dependency and dominance in education and politics.

In 1970, when quality as a great goal came in existence, these concerns and problems increased more in social and political life, like quality for equality or quality for inequality. Then, education bringing inequality became the center point of discussion. At this point education was not only a mean of social transformation but beyond that. Questions like how to achieve liberalization or freedom from oppression were being questioned. And therefore, various changes occurred such as meaning of education gets changed, identity formation is understood in cultural term and domination and reproduction is viewed in term of politic. Therefore, investigation about these dimensions also became important.

So, education become means to create domination and subordination. It is important to note that Ivan Illich and Freire side line these discussions and talked only about power and oppression. Developed understanding of development creates alienation between social and economic development. For the advancement of technology and development of riches, it has failed to touch the bottom line of the half of the world or the people of marginalized in different way. The contradiction in development exists due to social and political reasons which reside in an economic system and its sustaining ideology that render the weak -weaker and rich-richer.

[*]   Assistant Professor, Department of Education University of Delhi.

The third world countries have paid a heavy price for having uncritically takes of the dominant ideology of development. It is also important to know that the industrialization in developed nations was due to the internal cultural and structural pressure , but in third world it was superimposed and very painful process, which includes colonialism and neo-colonialism, cultural subordination and socio-economic distortion. Education also become sufferer of this, which could not develop according to the need of our nation.

The relationship of modernization to education and development – focus has shifted from caste association and its role to education, to role of education for economic and technology development dominantly. It does not mean that nothing else was happened but the domination was of economic aspects. Parallel other work was also taking place, like what is taught, who teaches and how, how is all this determined in actual practice. Bernstein, Bourdieu etc were working in this area. Pedagogy of oppressed (1970), deschooling society (1973) tried to make social sense of education, which includes authority of learner, teaching learning process, evaluation, hegemonies of text books etc. This change was optimism to pessimism which started the era of criticism and that is how the objective of education becomes to deal with the pressure of economy. In this entire process, it has become important to understand that what is the meaning of developments is in itself, what is its scope. It is also important to see that how it was appropriate or not appropriate to the need of the people.

At policy level colonial legacy keep influencing education policies and because of this a large part of developing world has been catering to the need of few ruling communities.

In this context, an important question emerged that, to what extent have policy maker of education in India been able to shake the colonial past? Were they able to formulate sovereign policies?

In Education, language is also a great tool to create domination. For example Bihartried to develop a different culture based on language. For this highly *sanskritised hindi* , called *shisht bhasha* were being used in education, which was not the language of common man. Language except a medium of instruction creates hegemony like what and how to say something.

To understand this hegemony, it is also important to see that for the sake of modernization the notion of welfare state is declining in India. The idea of common good is now determined by market.

Education commission (1968) said rural education in general and agricultural education in particular and it limits the primary education till primary level. Though Gandhi's basic education talked about the need of national system of education, but it could not happened and schools became for elites.

Market oriented policies of government become the concern of discussion. China also worked upon market oriented economy but the fact is that 1.80 million populations in china is illiterate which is 1/6 of the world population. So profit syndrome creates hurdle for academics. Indian education system has also become market dominated and with lots of ambiguities at constitutional level, such as, constitution talked about providing equal opportunities and also provides space for privatization e.g.Pre- school system is fully privatized and capitation fee has also become institutionalized.

Constitution carries contradictions about education and economics. Brain drain is also taking place because of this. We are failed to provide skill based jobs. It resulted, we neither retain high qualified people nor become able to provide education to poor people. Indian education system supports this duality. What so ever was given for the sake of education that could not associate with poor people and only elite celebrate the higher education (sen, 1982). Somehow, if these marginalized people get accessto school,

2

they feel alienated and started feeling to leave their own community. This is one reason of developing middle class and we play with the words such as 'sanskritaization.' And Situation has become like, they are away from their own community but not near to other one. In this process state always play a significant role. State always controls the system and this control may be of government or private organization. So, for better situation a more positive state intervention programme supported by community initiative is urgently required. We have to understand and accept that when we talk about upliftment of poor's, we cannot talk only about liberation for the sake of development. UNDP (1996) report says that because of very less investment in education development could not give what it supposed to be.

Above discussion leads us to the impasse in development and education, which can be understood as:

1. Inability to move beyond the weakness of old paradigms.
2. Inability to come to terms to changes the international and global order

Till 1945, Western societies were the endpoint for Development to which all other societies are inspired. This understanding was being criticized by a new theory called *underdevelopment theory*. Underdevelopment theory says that advanced capitalist world exploits the backward nations. This alternative model could not become more effective or convincing. It analyzes inequality differently in the new international economics. This idea or view was very good but the strategy was not that strong. Underdevelopment theory was being questioned by some third world nations, those were succeeded in industrialization. Then a new theory comes into existence and known as *dependency theory*. They argued that marginalized nation can be developed but with dependency on the developed nation.

The combination of new capitalist mode and traditional non capitalist modes is known as 'internationalization' of capitalization. It was known as *theory of articulation of mode of production*, through which industrialization or new division of labor take birth in third world nation. (Frobel,1980).

This theory was also being criticized because it kept talking about both. It explains both the break down and the preservation of non-capitalist mode of production in terms of 'logic of capital'.

Here again we need to talk about the impasse which come into existence. We can understand these impasse in three ways; Evolutionism, Dogmatism, Inability of theory to explain the changing reality of the world.

Evolution: underdevelopment and dependency theory challenged the tradition- modern dichotomy that stored in the heart of modernization theory. It challenges the idea that west is norm and third world is the deviation from the norm.

Dogmatism: keep challenging other theories but could not work on empirical worth and so fail to utilize the correct method.

Changes in the global order: In this context there were three issue – the neo liberal 'counterrevolution' and related to this the collapse of 'state socialism', industrialization of third world and north south debate.

Modernization theory came in existence when European and Janise Empire ended and cold war started. This word was used by left in France first time, when they said third path or third way between capitalism and communism. Firstly Nehru, Nasser etc. used this term and they raised the debate of north-south instead east- west in terms of wealth and power and raised the issue of fairer trade rule for the world, with this, neo international economic order come in existence. But still there weresome issues with this very idea. First till 1980 third world nations had associated with one of the power either USA or Russia,

second till this time all nations started believing that to achieve modernity economic growth is important or essential, specially industrialization and third, both criticize the neo classical theory of international trade. Here it is important to know, what modernity believe about how society changes.

Modernization theory believes that every society goes through these stages of development.
- The traditional stage
- The preconditions of the take off
- Take off
- The drive to maturity
- High mass consumption

And all these changes will take place through the process of industrial growth. Industrial growth will bring individualism, equality of opportunity and shared values. This will happened because a commercial industrial system imposes certain organizational and institutional requirement not only on economic but on society also (Moore, 1965).Objective of Modernization theory, which comes into existence during cold war, was not to remove poverty from third world, moreover, the objective was to create a bulwark against communism.

Here, we need to understand that the problem was not with modernity moreover, it was with ways to achieve it. Technology was considered supreme and society based on technology to achieve the modernization. But, in against, it is also important to know that societies influence technology and technology does not determine social structure, as there are many examples that,societies those use same technology does not have the same social structure. USA become advanced in technology but ethic crises also increased. It is also important to know that in India in 1960 Green Revolution increase the productivity through technology, even than benefit was taken by only rich people because social structure socialized the technology and so technology diffused in highly unequal social structure and the access of technology was also highly unequal. This inequality was being addressed by underdevelopment and world system theory. Frank (1969) argues that modern world give support to those traditional nations who promoted this modern world. But problem is that the notion of so called traditional world was the creation of modern world. It means that first world countries may advance through self-impulsion but the dependent economy can only expand as a reflection of the expansion of the dominant countries.

Here it is important to know that modernization theory was criticized on their evolutionary idea and underdevelopment theories were criticized because of their mirror image of evolution and its focus on trade –relation rather the relation of production. On these criticisms, the theory of articulation of mode of production comes in existence.

This theory says capitalist development differs in both time and space, in this way it rejected the claim of uniformity by development and underdevelopment theory. This theory emphasis on the determining role of the mode of production it provides a better mechanism to understand the underdevelopment.

They also argued that, those who talked about trade relation should talked first about mode of production, and this need to be done with reference to production of surplus product which the world into core and periphery.

Free wage labor exists in core nation but not in the periphery nations. Third world nations are included in world economy on the basis of un-free relation of production, which was non capitalist mode of production and also prevent the unprecedented accumulation of capital. So, the unequal trade relation was

4

actually the unequal relation of production. And that is why capitalist countries were able to establish their hegemony over non capitalist modes of production based nations.

But, the above mentioned relationship was not static and capitalist mode of production also started in the nations who are at periphery, but it was a different kind of capitalism. Firstly it was different from the core nations in terms of quality, and this difference was because of its combination with non-capitalist mode of production.

According to this, social formation and modes of production are two different things. Social formation refers to combinations of eco-political and ideological practices and a mode of production refers to economic level which determines the different level of domination in the 'structured totality' that constitutes the social formation.

It is important to know that economic level controls economic level so that it can push that level which will reproduce the mode of production.

The basic objective of non-capitalists mode is the articulation of where the capitalist mode dominant and where is the highest need of capitalist mode? For example, peasant workers do work on land and get very less wages. They can earn more if they work somewhere else. Peasant workers get exploit because capitalist buy raw material on cheap rate and sell prepared material more costly. If capitalist want this process to be continued then they have to maintain the society or community of peasant workers. A petty community mode of production also exists in capitalist economy, which will provide cheap goods to these poor workers. And the people who sell cheaper will get more cheap labor and need another cheaper market. And it will reduce the reproduction cost of workers. Meillasoux (1981) said that capitalist and domestic economy has a relation because of imperialism, because this relationship creates a mechanism of reproducing cheap labor power to its profit, and with time it become such reproductive process in which power become more poor and rich richest.

In summary, theory of articulation of modes of production argues that capitalism in the periphery 'co-exist' or join together with non-capitalist mode of production and form a social formation. Underdevelopment is not the product of trade relation even it is because of the preservation of non-capitalist mode of production. So, the preservation of non-capitalist mode of production is actually in the interest of the capitalist mode, at least when the capitalist mode is dominant.

Conclusion:

This article has defended the discipline of development studies. I have tried to show the impasse about economic, development and education. Article tried to put more attention to the specificity of particular localities, but this must not be seen at the expense of the recognition that there are universal needs, and that the struggle for these needs continues to lead to social conflict. Without such recognition, development studies will undermine its own future and patronize the so called third world rather than critically engage with it. Paper helps to develop a critical understanding about the underpinnings of different development theories with their critics and as a base of new theory. So this paper helps to understand the different development theory to understand the impasse with reference to especially in education and development.

References

Frank, A.G. (1969). Capitalism and Underdevelopment in Latin America, New York: Monthly Review Press.

Frobel, F. (1980). New International division of labour, Cambridge: Cambridge University Press.

Hindess,B. (1977). Mode of Production and Social Transformation, London: Routledge.

Moore, W. (1965). The Impact of industry, New Jersey: Prentice Hall.

Moore, W. (1963). Social Change, New Jersey: Prentice Hall.

Meillasoux, (1981). Maidnes, Meals and Money, Cambridge: Cambridge University Press.

DROPOUT AMONG TRIBES: A MATTER OF CONCERN FOR ALL OF US

Steen Pagan
Ph.D. Research Scholar
School of Social Science,
Jawaharlal Nehru University
New Delhi-110067

ABSTRACT

After more than six decades of independence, India has been struggling with numerous challenges, including tribal (8.6 percent of the total population) education which needs an urgent attention. Despite huge investment in education and numerous flagship programmes, high dropout rate still exists among tribal due to various reasons. This study conducted by adopting sample survey method and qualitative research with 69 sample of Kharia tribal dropout children, their parents, teachers and civil society members to explore the unnoticed socioeconomic and cultural background, institutional constraints on the educational achievements of tribal children in the state of Odisha. This study also looks into the role of civil society to bridge the educational gap among tribes in Odisha. This study found various causes and consequences of dropout among these tribes in elementary education such as school factors, home factors, social and cultural factors, economic factors, communication factors, language factors, illiteracy etc. Hence, the government has to do a lot more for the education of these tribes by adopting different measures such as appointment of qualified teachers, upgrading school facilities, more investment, proper monitoring of implemented flagship programmes, financial supports, proper communication facilities etc.

***Keywords:** tribal education, dropout rate, elementary education, universalization of education, right to education and Kharia tribes.*

Introduction

The indigenous communities in India have been habituated with distinct tradition, culture and speak different dialects. These communities have been encountering many challenges in India in general and in Odisha particular because of the systematic marginalization as a historical fact on the one hand and asymmetrical development by the nation-state on the other. For instance, there is a huge gap and a high dropout rate found in education of these communities vis-à-vis general category. District Information System for Education of India (DISE) report (2013-14) shows the Gross Enrolment Ratio (GER) of 101.36 in primary education, 89.33 in upper primary, 97.00 in elementary, 76.64 in secondary and 52.21 in higher secondary respectively in 2013-14 in India. It also indicates the enrollment of Scheduled Tribes (STs) is 11.09% in primary education and 9.37% in upper primary education of the total enrollment rate in 2013-14. The perceptible gap between STs and general is a challenge for policy makers, educationist and social scientists to understand the root causes of the high dropout rate. The tribal in Odisha constitutes 9.2 percent of the total tribal population in India. Among them, more than 70 tribal groups are living mainly in rural and hilly areas of Odisha. This study seeks to undertake educational problems of Kharia tribes in Odisha. Social, economic, education and health status of them are reported to be inadequate as the Human Development Index (HDI), Odisha has been shown at the bottom since 1999 in comparison to other states in India (Indian Human Development Index Report, 2011). It is in this context; the present study becomes

significant to find out the persistence of the high dropout rate in elementary education among the tribal groups.

In India, tribes are treated as out-castes for long, as they have been isolated from mainstream and living a miserable life (Thorat, 2004). Similarly, there has been a huge gap among the tribes in the domains of education, income, social status, human dignity, health, sanitation etc. in comparison to others. Studies have also revealed a high dropout rate in elementary education among these Kharia tribal schools going children in rural Odisha. Despite a bunch of welfare measures taken by the state, no significant changes are visible in education and mainly in the living standard of these tribal people in Odisha due to various reasons. In Odisha disparities between social groups are continuing to remain for long. Tribal groups suffer from the accumulative disadvantages because of their spatial and social location. It adds to the entitlement failures, lack of accountability and high rate of corruption. Therefore, the problem of the tribal development is a complex one that needs careful attention ((De Hann and Dubey, 2005, Kulkarni, 1980).

There has been a global debate on universalization of primary education since the 1960s and the American Coleman Report in 1966 made a commitment to equal educational opportunity for all children across regions, race, class and gender. Education for all was to acknowledge and recognize the strong inter linkage between educational achievement and subsequent economic wellbeing as it has been proved among higher income families and their economic prosperity based on educational achievements. Since, access to education has been poor among lower income families around the world, global debate on universal primary education for all becomes significant to the developing societies like India. Though access to free education has been declared as fundamental rights in India between the age group of 6-14 years children, the dropout rate continues to exist and persist particularly among the lower income groups.

The public expenditure on education, including all levels, is very low in India as compared to the other countries of the world. The Human Development Report of India (2011:237) shows that in 2000-01 India had made an expenditure of 3.9% of GDP and over the years it has been reduced. As far as India is concerned, it is a land of large population, diverse cultures and full of numerous potentials. She is growing and the investment in human resource development is also growing slowly, though, since 2000-01 it has been decreased till 2012 due to global recession and other domestic causes. Since improving the quality of human resource is necessary for the development of the nation, it needs more investment. But huge investment is made to exploit natural resources for industrial progress. As a result, it created a huge investment gap and imbalance in investment for people. This dilemma of development is visible in the form of less investment in education and thereby huge opportunity gap in education between diverse sections of society in general and most deprived groups like tribal children in particular. In fact, opportunity gap was found in all sectors of education of tribe in Odisha. The present study, indeed, examines the causes and consequences of dropout rate among the Kharia tribe.

Tribal History in Indian Society

Hindu religion described what depicted in the Vedas, Hindu society is classified into four fistly, varnas or castes: Brahmin (priest and teacher), secondly, Kshatriya (ruler and warrior), thirdly, Vaishya (trader), and finally, Shudra (servant). Subdivided into many smaller castes or jatis are found later. Additionally, Dalits and Adivasis are lower in the social hierarchy and have been left outside the caste system. The Dalits, were called "untouchables" and later Mahatma Gandhi renamed them as Harijan

("children of God"). They are now constitutionally denoted as the Scheduled Caste (SCs), and the adivasis or the tribe, as the Scheduled Tribe (STs). In the Indian framework, "scheduled" has a specific meaning that is different from the common practice. The SCs and SCs are mentioned in a list of the castes and groups which were pinched and counted in two separate schedules of the Constitution of India (Desai and Kulkarni, 2008). Though India is the largest nation in the world with tribal concentration and almost half of the tribal researchers are here, the exact meaning referred to tribes in India, is not clear till today.

During colonial periods, British used to call these tribal people as criminal tribes in some places, because they revolt by not listening the colonial government and were busy in their own practices. After colonial rule, the tribes have been increasingly brought in contact with the larger society and with the world through means of transport, trade and commerce (Xaxa, 2001:2769). But during post-independence, in 1952, they were de-notified by the government of India as the aboriginal people of the land and different kind of initiations were taken like reservation in, union/state legislature, educational institutions and employment, provision of scholarship for primary to higher education, reservation in job promotion, special provisions for them within Plan Expenditure in the Annual Budget which is known as sub-plans and so on for their development. Article- 342 and Article-366 (25) of Indian Constitution distinguishes and defines the Scheduled Tribes.

After independence, the impact of economic development became deeper and more extensive among the tribal with a rapid development of communications and contact with non- tribal society and its exploitative elements. But still the pressure of non-tribal settlement is forcing them to go into forest and hill which is causing cultural and economic impoverishment. The tribal situation is simmering with acute discontent of a basically different character over the last many years is clear from the emergence of Naxalite movement which arose mainly in the tribal tracts. 1990s, after the Government of India focused on the competitive global market by exploiting her natural resources and in the name development, numerous tribes have been displaced. Land is taken away from them, a major source of livelihood of these people (Pathy, 1981 &1999, kunhaman, 1985 and Xaxa, 2001). So despite constitutional and legal safeguards, the lives of the tribes have been worsened and socio-cultural lives have been destroyed (Pathy, 1999:106). The educational benefits, reservations, special development programs for the tribal people are still in contradictions (Kamat, 1981). So, for their development, we have to understand their environment or their local based needs, interests and cultures (Watson, 1970). In Nehru's words, it is known as 'tribal pachsheel'. It means, each and everything is to be considered while tribal development agenda formulation and execution (Jharkhand Forum).

The Mission Mode Project (2013) for school education reveals that there are 1, 24, 500 secondary schools, over 11 lakh elementary schools and more than 71 lakh teachers engaged in teaching in India. Similarly, to assess the progress of education sector, Government of India prepared a 'Report to The People for Education, 2011-12' reveals that the Gross Enrollment Ratio (GER) has increased in comparison to other categories of student that is Scheduled Tribes' enrollment in elementary school is 119.7 percent (120.50 boys and 118.7 girls), secondary school is 53.3 percent (57.00 boys & 49.1 girls), in higher secondary is 41.5 percent (45.4 boys & 37.3 girls) and elementary to higher secondary is 94.8 percent (96.8 boys & 92.8 girls). On the other hand, the dropout rates have also increased to 35.6% in primary, 55% in elementary and 70.9 in secondary education of the tribal students at national level.

Table- 1
GER in India, 2011-12

Class	BOYS		GIRLS		TOTAL	
	ST	ALL	ST	All	**ST**	ALL
I-V (6-10 yrs.)	137.2	115.40	136.7	116.7	**137.00**	116.00
VI-VIII (11-13 Yrs.)	90.7	87.70	87.00	83.1	**88.9**	85.5
I-VIII (1-13 Yrs.)	**120.5**	**104.90**	**118.7**	**103.7**	**119.7**	**104.3**
IX-X 914-15 Yrs.)	57.1	69.00	49.1	60.8	**53.3**	65.00
I-X (6-15)	108.2	97.60	105.3	94.8	**106.8**	96.2
XI-XII (16-17 Yrs.)	32.7	42.20	24.8	36.1	**28.8**	39.3
IX-XII (14-17 yrs.)	45.4	55.50	37.3	48.4	**41.5**	52.1
I-X (6-17yrs)	96.8	88.00	92.8	84.4	**94.8**	86.5

Source: "Statistics of School Education, 2010-11"

The table given below shows a clear picture of grade wise dropout rate of tribal student in India. The highlighted row is the dropout rate in elementary education and a comparison can be made here of tribal student with all categories of students. It is also clear from the table that the dropout rate among tribal students is high.

Table-2
ST Dropout Rate in 2010-11

Class	Boys		Girls		Total	
	ST	All	ST	All	**ST**	All
I-V	37.2	28.7	33.9	25.1	**35.6**	27.0
I-VII	**54.7**	**40.3**	**55.4**	**41.0**	**55.0**	**40.6**
I-X	70.6	50.4	71.3	47.9	**70.9**	49.3

Source: "Statistics of School Education, 2010-11"

Boom of the District Information System for Education (DISE) (2013-14) expressions that the enrollment of STs was 11.09% in the primary and 9.37% in the upper primary education of the total enrollment in the year 2013-14 and the average annual dropout rate was 4.67% in primary education, 3.13% in upper primary education and 4.17% in elementary education at the national level.

Despite all initiatives or programs, the developmental status of tribes are not yet satisfactory The paradox is noticed here is that, in primary school education, the enrollment ratio is good and the dropout rate is high, despite universalization of primary education began one and half decade ago. It is in this context, this study becomes significant to investigate the dropout rate in the primary education and its causes and consequences among the tribal groups in the state of Odisha. Since, primary education is the critical minimum for overall development and intellectual growth of any society and foundation for building a sustainable use of human resource, its direct or indirect impact on children of backward communities are paramount.

The Tribe in Odisha

Odisha became an independent state got separated from British ruled Bihar-Orissa-Madras provinces on the first of April 1936. Administrative unites of the state constitutes 30 districts, 314 blocks and 317 Tehsils. The total population is estimated to be 4, 19, 74,218 (34970562 rural & 7003656 urban) and the sex ratio is 1000:1029. Out of total population 9590756 (22.8%) are tribes (Census report, 2011). In the state, more than 62 notified tribal groups have been residing and Kharia is one of them. Kharia tribes distributed around neighbouring state of Odisha like Bihar, Jharkhand, Chhattisgarh, Odisha and West Bengal (Govt. of Odisha, 2013). As far as educational status of the state is concerned, the literacy rate was 72.9 percent, however, the dropout rate of the tribal students was reported to be 22.1% in primary education, 74.6% in elementary and 85.6 secondary education (Govt. of India, 2013). No doubt, role of the state is critical for the development of deprived sections of society. In this context, strategies on public policy and public investments get immediate attention in these gray areas of development. For example, policies such as Midday Meal (MDM) and Sarva Siksha Abhiyan (SSA) are flagship programs for improving the quality of elementary education in India began in 1995 and in 2000 respectively. In spite of these initiatives, the tribal education in India in general and Odisha in particular is not satisfactory. Despite reasonable public investment in education, the tribal education in Odisha is under trial. Due to high corruption, less accountability among bureaucrats, politicians and disinterestedness of teachers, development of tribes remained stagnant. As a result, most of the tribal people in Odisha are continued to be illiterate and living without foods, sanitation, proper health facilities, communication and quality education in the forest and hilly areas.

Among 30 Districts in Odisha, district Jharsuguda is found to be rich in mines, industries and business outlets. In fact, it was new a district being carved out of Sambalpur District on the first of April 1994. The total population of the district was 579,505 (296,690 males and 282,815 females) which has grown 13.69% from 2001 and the density was reported to be 274/sq.km. Development indicators such as literacy (78.86%), sex ratio (953) and the child sex ratio (943) have also shown moderate. About 60 percent live in the villages (census report, 2011).

It has been observed that the environment is not conducive for education in the district. Now the district is changing fast because of the introduction of industrial units, power and steel plants. Serious environment degradation is vividly visible on the one hand and employment and financial condition of the district are rising up on the other. The KBK region of Odisha constitutes ten districts, located in western part. This region is the most backward in the state and it has been considered as one of the most vulnerable area in the world. No adequate health facilities, education and communication facilities are found here. Poverty hits the lives of the people very hard. Jharsuguda District is one among the ten districts of this region where educational environment is bound to be poor here. The dropout rate in elementary schools is reported to be high. Dropout rate in the district is a matter of concern. So the study area is reported to be incidence of high dropout among tribal children. (All India School Education Survey, 2013)

Kharia tribe has been habituated almost all parts of the district, but they were distributed unevenly. The socioeconomic, educational, health conditions are miserable. Rarely, children from this tribal community are completing matriculation and I am the only post graduate belong to the Kharia tribe in the district even today. It has been observed in the district that the exploitation of dominant upper castes has resulted in the marginalization of tribal. Almost all benefits of the tribes have been cornered by the caste

Hindus in the district as they were in the bureaucracy and politics. No doubt, educational status of the district is high, but it very less among the tribal community and many of them remained illiterate. Now the situation is changing due to rapid industrialization in the district.

Rationale and Field Area Covered

After more than six decades of independence, India has been struggling with numerous challenges, including education despite enormous investment has been through in this sector. India pledge with the league of 135 nations to make education a fundamental right committed for access, attend and complete elementary education for all constitutionally. Despite this, a large section of society is still remained backward, particularly the tribal communities. Living conditions of tribes are extremely poor in terms of basic amenities like access to food, education, health, sanitation and communication. Recently, India Government's Human Resource Ministry, alarmed the high dropout rate among the children (July 2014). Apart from this, many studies show an educational gap among tribes, particularly in Odisha. The Indian Human Development Index Report, 2011 for instance, reveals the position of the state of Odisha being very poor. There are numerous factors and forces hinder the educational achievement of the tribes. In this context, this study is undertaken to explore the unnoticed socioeconomic and cultural background, institutional constraints on the educational achievements of tribal children in the state of Odisha. This study also looks into the role of civil society to bridge the educational gap among tribes in Odisha.

The existing studies suggest that the backwardness of tribal in India is fundamentally due to lack of education. But, there is no study so far on the Kharia tribes of Odisha. Dropout rate is reported very high among them, despite of different flagship programs, such as Sarva Shiksha Abhiyan (SSA), Mid-Day Meal (MDM) scheme and Right To Education (RTE) implemented to ensure completion of 14 years of schooling to realize universalization of elementary education. Because of various constraints, the rights and provisions are not reaching to the tribes. There is a huge gap between the government policies on the one hand and ground realities in the field, on the other. By keeping in mind the equal educational opportunity for all on the one hand and growing educational inequalities among the tribes on the other, this study intends to explore the educational status of tribes in the Jharsuguda District of Odisha. It specifically investigates, whether social, school, home environment, economic and other social factors influence the high dropout rate in elementary education among the Kharia tribal children? In corollary to this, this study also examines the consequences of high dropout among the tribal children?

Though, Jharsuguda District has shown high literacy rate and rich in minerals, industries, business as shown in government reports, the reality is something different from the official records. The present study is carried out among the Kharia tribes as the researcher has been a member of the same tribe and has been observing the community since childhood. It is noticed that only few Kharia young tribes are completing matriculation due to miserable living conditions. Most of the tribe's men do wage laborer to earn livelihood. The state of Odisha for the last several years has been at the bottom of the low development index in India (Indian Human Development Report, 2011). There is no such visible educational environment in the district and the tribes are neglected in every sphere of life. For instance, because of the less irrigation facilities, tribes lost their agricultural activities and as a result, they are in search of job in other state for livelihood. Because of these structural problems and uneven development, conditions for improving education status of them are very poor. Hence, the dropout rate of early education

is found is to very rampant. Therefore, the present study focuses on the elementary education to find out the real causes that led to the high dropout rate among Kharia tribes. This study explores the challenges, opportunities and gap in education among them. It also finds out hidden unnoticed causes and consequences behind the high dropout rate in the elementary education.

Methodology

Mediation research has been considered with theoretical and empirical practices in different paradigms of human life, including education, international dispute resolution, labor management, judges, mental institutions, community, environmental, managerial, public sectors, marital, parent- child, child custody and police interactions (Wall and Lynn, 1993:161). Academic Mediation Theory has been deployed for long to study different kinds of mediating factors which influence academic performance in school and lead to drop out of school. It is not only limited to this problem, but also to study other numerous factors in the entire education arena such as problems in student-teacher relationship, parent-teacher association, curriculum framework, policy formulation, investment in education, child centered education, school environment, home environment, teacher training, children's socioeconomic and cultural background and so on.

Sample, Tools and Method

This study rely on both primary as well as secondary information. Primary sources include governmental documents, records, laws, policy statements, newspaper reports, important persons' opinions, conference documents and programs. Secondary sources include books, periodicals, journals, newspapers, official reports, and internet. The nature of data are both qualitative and quantitative. Quantitative data largely gathered from secondary sources such as census and research reports and existing literature related to the problem of study. Quantitative data are used to analyse the comparative trends of dropout rates in general and different regional and socio-cultural groups in particular. In addition to that, during fieldwork, an attempt is made to assess the dropout rate in quantitative terms as well.

Since Kharia tribe children are out of school or leaving schooling incomplete, there is a need for understanding the structural and cultural factors responsible for such problems. In this context, descriptive analysis based on qualitative information is used to understand the grass root problems and their possible alternatives to find a solution.

The Kharia tribes of Odisha constitute as the field area of the present study to identify the educational gap between them and to explore the causes and consequences of dropout. For the convenience, field is divided into four strata of groups such as dropout children, their parents, teachers and civil society members. School dropout children belong to the Kharia tribe are selected from two rural elementary schools from two Blocks out of the five Blocks of Jharsuguda District due to time constraints. Dropout children of class I to VIII from 2007-08 2012-13 academic year are selected by identifying them in school records as dropouts by teachers. Sample units of the elementary schools for field work is selected as per the latest census 2011 subjected to distribution of Kharia tribes in the district. A sample survey is executed to collect primary information from the strata identified. Semi-structured interview scheduled is prepared and used for each strata to collect both qualitative and quantitative information from elementary school dropout Kharia tribal children, their parents, teachers and for civil society members. An electronic device is also

used to record the interview process to save time. The researcher has collected data from 69 subjects including 17 Kharia tribal dropout children (male-07 and female-10), 20 parents (male-16 and female-04), 12 teachers (male-08 and female-04) and 20 civil society members (male-13 and female-07) engaged in different positions in the society.

The current study is narrow to the Kharia tribe of the Jharsuguda District in Odisha and focused on the influential factors of dropout among Kharia tribal students in elementary schools, due to time constraint. This research study is based on a sample study of tribal children, parents of these children, teachers and civil society members of the Jharsuguda District in Odisha. Jharsuguda district has five blocks and the researcher has selected this area by keeping in mind the high dropout rate among the tribal children, especially among the Kharia tribe in the district. But due to time constraint, the researcher has covered only two Blocks namely Kolabira and Kirmira for the present study. In 2010, the constitution of India through education as a fundamental right for children between the age group of 6-14 years. It means every child has right to access educational institutions in India freely and compulsorily without any discrepancy. Despite this, there is a high dropout rate among tribal in elementary education. There are numerous bottlenecks in all sectors of education in India. But this research study is limited to only elementary (class I to class VIII) education due to time bound space, financial constraint and inappropriate communication facilities in the study area.

Major Objectives

The following objectives are set to focus the study in context:-

The first objective was to find major causes and consequences of dropout among children belongs to the Kharia tribe in Odisha. Secondly, to examine the socioeconomic and cultural backgrounds of these dropout children. Thirdly, to explore the institutional constraints that led to school dropout rate high among the tribal children. And finally to study the role of civil society organizations on the development of tribal education. Based on the objectives, certain leading questions were framed for empirical enquiry.

Major Findings

The following are the major research findings of the study:-

The government of India has been implementing many flagship programs to increase the enrollment ratio of the tribal children in the school. SSA, MDM and RTE are the major programs among them. Despite these policy prescriptions, there are some pertinent issues being noticed in the study. For instance, basic facilities like adequate class room, separate toilet for teachers, computers for teachers were found to be inadequate. There was no adequate teaching and non-teaching staffs, about 66 percent of school, there was no proper sitting arrangement for teachers, no computer was available for students, no playground, no reinforcement provision for children, no electricity and no television. Similarly, it has been found that in the study area there was no library, no sport kits, no drinking water facility, no eco-clubs, no special counselling for children, no regular salary for teachers and no in time book distribution among children in 33 percent school in Odisha. The study reveals that about 47.05 percent (Male-29.41% and Female-17.64%) Kharia tribal children have been dropping out from the school due to poor academic performance in the school. About 40 percent parents have also accepted that children have not gone to school because of below average performance in their studies. Similarly, responses were also gathered form

14

teachers (50%) and civil society members (50%). The low performance syndrome let the tribal children create less interest in attending schools.

About (82.35%) of the Kharia tribal dropout children (male-35.29% and female-47.05%) expressed that they left school because of they had no interest in studying by observing the school environment and they were thinking of not being forced to remain within the four wall. Lack of interested is reported to be adversely affected the children to visit school according to parents, teachers and civil society of the sample responses constituting 90 percent.

Despite of government provision of free book distribution for children in elementary schools in the country, about 64.70 percent Kharia tribal children (male-11.76% and female-52,94%) left school at the middle due to shortage of study materials like pencil, copies, bags etc. Parents were also of the view that they could not afford to buy study materials for their children because they were poor daily wage laborers. Teachers were expressed deep sorrow about this problem of these tribal children and carelessness from the side of parents was major issue. They revealed that thye can afford to help one or two child in this regard by providing pencils, bags and copies from their own salary, but not possible to provide every child of the school. Civil society members have also scored this problem very high.

All the Kharia tribe children covered under this study, have left the school at the middle due to worst financial condition at home. Parents could not support their children for education. Because most of the parents were daily wage earner and struggling for survival. Parents and teachers were agreed that the financial condition of their family forced them to leave school. Some parents were very much interested to send their children for studies, but because of economic condition, they could not. It is revealed from the field report that all parents covered in this study aere daily wage laborer.

Teachers were of the view that engagement of children at household activities and help extending to their parents in agriculture and some other activities, is one of the major causes of dropout. Some teachers expressed their deep sorrows by listening the word 'will you feed us' with anger while teachers try to convince parents to send their children to school regularly. Most of the parents (80%) were agreed that without the constant help for their children, they cannot sustain livelihood. Civil society members informed that this community earns its livelihood by daily wage labor work. So they are bound to do this in spite of their willingness to send children to school.

The study found that about 76.47 percent tribal children have left school due to the pressure came from their peers groups. They have followed that their peers group asked to do. Most of the parents (90%) were also reported that the children had peers groups pressure ot leave the school at the middle. Some parents revealed that though children were left home for school, they do not attend classes. Instead they used to hide away from the vicinity of school so as from the teachers. Sometimes they used habituate drinking illicit alcohol and rice beer in their early age. As a result of it, they never turned to the school and eventually ignored parents or teachers. Members of the civil society were of the view that it is the cultural and social barriers block the children to visit school regularly.

Majority of children (64.70%) have left school because of the ill treatment and insult by teachers on the group of children not having adequate study materials, proper dresses, bad habits etc. a sizable number of teachers, parents and civil society groups too agreed on it.

About 90 percent parents informed that they could not afford for the study of their children because more than five children were there in the family and they had no any other source to support

children. So large family with many children has also causing dropout among these children due to financial constraints. Most of the civil society members were also informed about this concern. Some of the teachers too agreed with the parents views. But they opined that since government is providing facilities, parents are left with minimum liabilities for their children's education.

It is found in the study that proper care and in time motivation and reinforcement are needed for everybody to do better in life and it is also found essential for tribal children at school. At home and in the society. Most of the dropout children informed that lack of reinforcement and motivation by parents and teachers led them to leave school. But most of the parents disagreed to this. Instead parents and civil society members blamed the children for not being self-motivated for studies. In order to overcome lack of motivation among students and parents. It has been suggested that frequent Parents-Teacher Association (PTA) meeting to be conducted regularly. But teachers, in fact accused that most of the parents do not attend such meetings.

The civil society members informed about the poor connectivity and communication in the schools. The tribal settlements are spread around interior places are being vulnerable to roads connectivity and hence less access to the government offices located in distant places. All the schools covered in the sample study are within 35 kilometers from the District Head Quarter. Similarly, there was no proper communication facility. The Xaxa Committee Report, 2014 has outlined five criteria to identify the backwardness of tribal communities and geographical isolation has been one of them which is very critical in our study as. Because of lack of access, 41.17 percent children could not go to school regularly and eventually they left school. Parents and teachers were also agreed to this kind of problem faced by these people even today.

The study found that almost all the dropout children of this community did not approach teachers to discuss their problem with them. Had they discussed their problem with their teachers, things would have been different then. All the teachers covered in the sample study were also expressed the same that children of these community often hide their personal problems in b front of teachers because of fear. Some teachers of course scolded to some children. But they tried to explain and convince these children and eventually they failed.

From the study it is clear that the data gathered from all strata of the sample were agreed upon the lack of proper and regular communication between children/parents and the school. Teachers accused parents of not being visited to school to attend meeting in spite of repeated request to discuss about the academic performance and future of these children. Parents were also informed and confessed that they never visit school as they were kept busy with work throughout the day. Most of the civil society members were also expressed their anger on parents and teachers about this problem.

The teachers and civil society members are of the view that the parents and children of this tribal the community neither well informed nor aware about the government facilities extended to them. Most of the parents expressed their inability to understand the welfare provisions because of illiteracy and ignorance. In some cases, parents informed that they were busy for their livelihood and expected more from the government to eliminate their poverty. Some teachers informed that parents were addicted to alcohol consumption out of their meager wages and as a result, unable to support their family. This became a major factor influencing tribal children to leave school.

The study revealed that almost all the dropout children covered under this study, were interested in further study while the researcher explained them about National Institute of Open Schooling (NIOS). In the same way their parents and civil society members were also viewed of numerous educational opportunities available for all children under 17 of age. Most of the children and their parents were repented about leaving school right now. They expressed that thing could be something different, if they could complete their education.

It is a matter of fact that the parents of the dropout children had no high thinking or dream for the future of their children after education, because of their illiteracy. Parents were themselves unable to understand the real value and importance of education and in this situation how could they inspire their children. They were thinking of survival only and did not pay attention to their children. Neither did they encourage their children for schooling nor did they meet teachers in the school to discuss about the future of their children.

Parents of these children have confessed that they have been daily wage laborers to earn their livelihood and they expressed their inability to support their children for education. Sometimes they forced their children to leave school at the middle. Another major problem of them was more children in the family due to which they cannot afford to send all of them to school. Although government has been providing facilities to the tribal children for their studies, parents were unable to bear minimum responsibilities held. As a result, children left school without completion. The dropout tribal children were also informed the inability of their family to inspire them at the time of crisis.

There was nobody found educated in the tribal settlement to support and motivate the Youngers and guide them for higher studies. Everybody in the sample study expressed this problem. Without proper guidance either from parents or educated people. Children were often misguided by their peer groups.

Since most of the parents of these children were either illiterate or dropout themselves. They don't feel worthy and usefulness of educating of their children, instead, dropout children have been in a position to earn money adequate by doing manual labor work and other kind of jobs like driving, store keeper etc. Parents were found to be happy about their children as the children earning and supporting to the family.

The study also found out that children leaving school due to severe illness. Some parents were also expressed the same and they did not send their children to the school. But teachers had disagreed with this that disease is the reason for dropout. Civil society members informed this problem which forces children to leave school at the middle. During the field work, it has been observed from the field that some dropout children were died due to severe diseases and the parents of them were interviewed by the researcher to explore the reality.

The RTE has implemented in the country and made education as a fundamental right of every children between the age group of 6-14 years. Section 17(1) of the RTE act strictly prohibited about the physical punishment of children in the school. Despite this, the study reveals instances of punishment. As the researcher has covered all the subjects from the academic year 2007-08 to 2012-13 in the study area. Some dropout children have reported to leave school with fear of corporal punishment by the teacher. But on the other hand, teachers disagreed about this kind of cases in the school. Some parents and civil society members were also viewed the same as children did. Hence before implementation of RTE, corporal punishment was also a major obstacle for children to make entry in the school.

Nearly 50 percent children in the sample have left the school, because of the insensitivity of of teachers towards the tribal culture, habits, ways of talking, manner, dressing pattern etc. Similarly, more than 50 percent parents were also of the same view and reason of leaving school. Some civil society members expressed their concern about this matter in the school and they suggested to notice and monitor this kind of cases inside the school.

Nearly 20 percent of both male and female parents reported that they are forced their children to leave school to help them in the household activities. Dropout children accused their parents of being forced them to leave school despite they had shown interest in studies and were doing well at the school. As the parents were daily wage laborers, they had no options left other than forcing their children to support them in their woks so obviously children have to leave school at the middle to support the poor family. It is in this context, some teachers suggest that families of tribal settlements are to be settle financially well by the government to begin with.

It is no doubt that the internal problems of families influence the education of the children. For instance, some dropout tribal children were reported have left the school after separation of their families. In such cases, mother took the children to the interior villages without having found proper communication facilities and schooling. As a result, they were bound to leave studies in the middle. Some parents were expressed their inability to rehabilitate such children in the new social settings. For short term benefits, children were not motivated by parents for education that would have been long term effect for these children.

More than 50 percent dropout children have reported that they have language problem in the classroom. Since Kharia tribes use distinct dialect for everyday communication, language in the school and communication was found to be alien to them. But gradually they have picked up the school and book languages. However, some could not cope up with new language and hence left school at the middle. Therefore, it is necessary to keep in mind while framing curriculum for these children. Some teachers have also expressed their concern and suggested to avail different kinds of story book in their own dialect for effective teaching.

There is need for special training for the teachers to make sense of the social, cultural and economic background of the tribal children. Special efforts in teaching and counselling would inspire children for studies and thereby better performance. The study shows that most of the teachers remain engaged in non-teaching activities as a result children get less attention whenever they were in needed of. Reward and felicitation of hard working teachers and students are being suggested for motivating them to pursue further studies. The teachers who are engaged and committed for the tribal education should get reward for their performance as well as regards from society. On the other side of the spectrum, parents have kept their high expectation on the performance of school and the governmental support for its maintenance. The members of civil society have highlighted that the government should create teaching-learning environment in the state, especially among tribes so that their development in every sphere of life would be visible and definitely help in the nation building. In doing so, the goals of universalization of elementary education is achievable eventually by the state. The government has to change first the present scenario of tribal society to bring them to main stream of the development and subsequently, society has to change its perception towards the tribal communities to keep them as integral of the developmental process

of the nation. Furthermore, there is an urgent need for more research and innovations oriented towards the progress of tribal communities in the country.

Conclusion

Tribal education in India, especially in the state of Odisha is an urgent issue that needs to be considered. Because tribes are treated as out-caste for long and hence they have been isolated from main stream and living miserable life (Thorat, 2004). Similarly, there has been a gap among the tribes in the domain of education, income, social status, human dignity, health, sanitation etc. in comparison to others. Studies have also revealed a high dropout rate in elementary education among these Kharia tribal school going children in rural Odisha. No doubt, the level of literacy among the Scheduled Tribes (ST) has always been a matter of concern. In the case of education of the tribes of Odisha, it is much lower that of the rest of the population. In order to achieve the Universalization of Elementary Education (UEE), specific and need based policies are needed. Because of the failure of the policies, even today more than 24 percent of the population in the country remains illiterate and the conditions of trines are worsened.

The study found that the social inequality and discrimination persists as long as tribal groups are remained uneducated well. This would adversely affect the overall growth and development of the community as a whole. In this regard, the state of India has also implemented RTE to ensure access, attend and completion of elementary education in the nation. But educational status of the tribal children has been reported unsatisfactory, especially in the state like Odisha.

There are numerous factors responsible for the less performance in education and high dropout rate. The social, cultural and economic background of these people needs to be understood first, so that appropriate policies can be framed with the active participation of tribal communities. There is an urgent need for recognizing and rewarding those teachers and activists committed for the tribal education. Respective ministry's direct involvement of tribal education may make the system more effective and accountable to the system and people. It has been alleged that the general government schools are neglected by the state in spite of the fact that the larger concentration of tribal children are found in these school. In other words, negligence of government institutes will adversely affect the education of tribal children who are left with no other options like private educational facilities available for the rich.

It is a matter of fact that the tribes in India are closely associated and solely dependent upon nature for their livelihood. As a result, they have learned simplicity from nature. But today, tribal groups are rising their voices against the state what we call them as maoist or internal threat to the nation like the abnormal situations of nature. So let's understand their interest and convince them for education through non-violence. In other words, education of tribes of India is the viable solution for the overall development.

References

All India School Education Survey Report, 2013

Coleman Report, 1966, USA

Coleman, J.S. et al. (1966), Equality of educational opportunity, US Govt. Printing Office, Washington.

Desai, S. and Kulkarni, V. (2008), Changing Educational Inequalities in India in the Context of Affirmative Action, Demography, Vol. 45, No. 2, pp. 245-270.

DISE Report, 2013-14, NUEPA, New Delhi.

India govt. and Odisha Govt. orders and notifications on Scheduled Castes and Scheduled Tribes.

Indian Human Development Report, 2011, Planning Commission of India, Oxford Press.

Irani, S., Primary School Dropout Rate Matter of Concern, The Times of India, 23 July, 2014.

Jharkhand Forum (www.jharkhand.org.in, dated/13/09/2014/1:30AM)

Kamat, A. R. (1981),, Education and Social Change Amongst the Scheduled Castes and Scheduled Tribes, Economic and Political Weekly, Vol. 16, No. 31, pp. 1279-1284.

Kulkarni, S. D. (1980),, Problems of The tribal Development in Maharashtra, Economic and Political Weekly, Vol. 15, No. 38, pp. 1598-1600.

Kunhaman, M. (1985), The Tribal Economy of Kerala: An Intra-Regional Analysis, Economic and Political weekly, vol.20, No.11, .16, pp.466-474.

Molnar, A. (2012), A Study of The Nature and Causal factors Responsible for The High rate of School Dropout in the Sekyere Central District of The Ashanti Region, Ghana, unpublished thesis.

Pathy, J. (1981), Class Structure in Rural Orissa, Sociological Bulletin, vol.30, No.2, September, pp.163-183.

Pathy, J. (1999), Tribe, Region and Nation in the Context of the Indian State, Sociological bulletin, vol.48. No.1/2, March- September, pp.97-111.

Report to The People on Education, 2011-12, Ministry of Human Resource Development, Govt. of India.

Statistics of School Education, 2011-12 & 2012-13

The Census Report, 2011, Govt. of India.

Thorat, S. (2004), Marginalized Groups and the Common Minimum Program, Social Scientist, Vol. 32, No. 7/8, pp. 70-75.

Wall, J.A. and Lynn, A. (1993), Mediation: A Current Review, Journal of Conflict Resolution, vol.37, No.1, pp.160-194.

Watson, W. (1970), Education in the tribal/Global Village, Twentieth Century Literature, Vol. 16, No. 3, Special Issue: Modern Canadian Literature pp. 207-216.

Xaxa Committee Report on Tribal Education, 2014, Ministry of Tribal Affairs, GoI

Xaxa, V. (2001), Protective Discrimination:Why Scheduled Tribes Lag behind Scheduled Castes, Economic and Political Weekly, vol.36, No.29, pp.2765-2772.

Treatment and Effectiveness of Health and Family Welfare Telespot Messages on Television

Dr. SHIKHA KAPUR
Department of Adult and Continuing Education & Extension
Jamia Millia Islamia, New Delhi-110025
Email: kapur.shikha@rediffmail.com, skapoor@jmi.ac.in

ABSTRACT

Telespots are television advertisements comprising of social and commercial advertisement that entail a brief telecast of approximately a few seconds or one minute duration communicating important message. The Ministry of Health and Family Welfare (MoHFW) first introduced Health and Family Welfare Telespots (HFWTs) in 1988. However there is dearth of Studies on the importance of telespots in generating awareness amongst the masses the type of treatment that should be given to a telespot message. Also which treatments holds more appeal and should be used in the production of telespot messages in order to improve the effectiveness has remain neglected altogether in media and communication studies. This study has been conducted in two parts. The first part systematically studies the message treatment given to the Telespots telecast on DD-1 National Channel of Doordarshan between May to December 2011. In the second part the effectiveness of treatment of telespot messages was studied with respect to views per telespot amongst the respondents drawn from within Delhi between January and February 2012. For the purpose of study of the telespot message treatment. two categorizations were evolved. Findings indicate that the Straight Sell Presentation under Categorization I and Non-Celebrity treatment of telespot message under Categorization II have a better appeal for the Viewers in the Study.

Key words: Health and Family Welfare Telespots, Television, Ministry of Health and Family Welfare, Doordarshan, Social advertisements, Treatment of telespot, Straight Sell Presentation, Non-Celebrity Promotion, Celebrity Promotion

Introduction

Telespots are television advertisements- a brief telecast of approximately a few seconds or one minute duration communicating one message related to any area such as: health and family welfare, consumer awareness, environmental issues, why and how to pay taxes or even about a bargain sale that are interspersed between the various popular programmes. In recent years the Pulse Polio Campaign has been very successful in India in mobilizing people and motivating them to take there under five children for oral polio vaccine.

The telespots are TV advertisements that may be commercial or social in nature and could even be both. The commercial telespots have a profit motive, and are produced to attract the people and to persuade them to buy the product or service being advertised through these telespots.

Social telespots on the other hand lack profit motive and are meant for creating awareness and knowledge among people. They elicit attention of the receivers and make them aware about the social issue that can lead to further enquiry and constructive action that can effect or even lead to a social change.

Evolution of Social Telespots: International and Indian Scenario:

Telespots have a long history that dates back to World War II in the United States of America (USA) and the United Kingdom (UK). The televised "spots," televised announcements or telespots were used in the USA and UK for bringing awareness about the World War II initially. In both the USA the

telespot messages evolved and came to be known as the "Public Service Announcements" or PSAs; and as "Public Information Film" or PIFs in the UK. In both the USA and the UK, the telespots have been used for Cancer awareness campaigns, campaigns against alcohol, cigarettes and drug abuse.

However it was much later that the Telespots made an entry in India in 1986 when the Government of India for the first time approved the scheme for setting up a development communication system. The potential of telespots in creation of health awareness among the masses was realized in our country in 1988 only (Kapur, 2013). The Ministry of Health and Family Welfare (MoHFW) first introduced Health and Family Welfare Telespots (HFWTs) in the same year. These Telespots were used as an effective way to spread information through a brief presentation made at "prime time" at 9 p.m. on National network of Doordarshan. The theme of the Spots synchronized with the health and family welfare programs going on at National level and in the States. Today, the area of health and family welfare emerges as one of the single largest area on which telespots are produced and televised in our country. (MoHFW, 2005). Besides the telecast of Health and Family Welfare Telespots, at present telespots on various issues such as Literacy & Education, Consumer Awareness, Environment Conservation, Gender equity, Alcoholism & Drug Abuse etc. are telecast throughout the day. Health awareness campaigns both in India and across the globe use mass media especially television in promoting the health and family welfare messages.

Television and Health and Family Welfare Telespots in India

Television in India reached 148 million homes in 2011 through a gaggle-bag of over 500 TV channels and therefore has been an effective medium of mass communication (Wikipedia, 2012). Realizing that the health of the nation is more important than the wealth of the nation, the Ministry of Health and Family Welfare, Government of India (GOI) has been spending huge amounts on awareness and publicity campaigns through various mass medias like print media, radio, cinema, traditional folk media, and particularly the television, to target and promote key health messages for informing, educating and communicating with the audiences on various health issues, problems and aspects.

Television is used most frequently for disseminating health messages to large audiences. Of the various genres of health programs on T.V., the telecast of HFWTs on T.V. is the most frequent. HFWTs are a brief telecast of a few seconds or generally upto 60-seconds or one-minute duration, communicating message/s related to health and family welfare. Inspite of being telecasts of a very short duration, they entail a high cost of production. The telecast of HFWTs is intended for awareness generation and knowledge building about health. The HFWTs include messages on various health and family welfare issues and problems like communicable diseases, non-communicable diseases, Deficiency Diseases and Reproductive and Child Health.

Usually the telespot messages are interspersed between the various popular genres of TV programmes. This interspersing of telespots between various programs helps in enhancing their visibility and viewability and that they drive home the messages effectively. They are telecast before the commencement of news/programs or after it; the telecast is even interspersed before, during the breaks and after the popular soap operas/ serials. The messages through telespot reach millions of viewers at a single point in time. But the cost of airing a 30 seconds telespot can run into lakhs of rupees. It hence becomes

important that the telespots are given such a treatment and so produced that they convey the health messages effectively and forcefully to the audiences.

Telespot Message Treatment

Both Social and Commercial Telespots/Advertisements make use of creative visuals-dramatizations, action-reaction along with verbal messages such as the words, jingles, sounds and sound effects put forth in a simple, single idea to elicit the attention of the viewers and drive home the messages. However, little organized effort is made to improve the Social telespots/Public Service advertisements such as the health telespots/advertisements to make them more appealing, catchy and attractive for the audiences so that to drive them into action. There are about eleven different treatments that may be used for treating a telespot message or an advertisement (Hooper, 2007). They are:

1. **Stand-up presenters:** The simplest technique and rather in-expensive where the stand-up presenter or the talking head as it is also referred to speaks straight into the camera. Good casting, good direction, hardworking copy makes the spot effective e.g. Amitabh Bachchan's appeals to audience for Polio immunization "Do Boond Zindagi Ki".

2. **Personality testimonial:** An authority or a star endorses an idea to perpetuate the message and make it popular. Here it is important that the personalities used should enjoy credibility e.g. Amitabh and Jaya Bachchan's pledge for eye donation.

3. **"Real people" reactions and opinions:** "Real people" may actually be real people who perpetuate a message filmed either through use of hidden cameras or through actual rehearsals. Or they may be actors posing as real people. Since this technique has very often been misused therefore it may be a matter of suspect for the viewers e.g. Telebrand promotions use this strategy often.

4. **Creating a slice of life:** The slice of life technique uses a brief dramatic episode that reflects the problem faced by the viewers e.g. AIDS spots- truck drivers acquiring AIDS/HIV, toothache advertisements by Colgate.

5. **Animation:** Artwork and Animation is used to convey the message e.g. Condom animated ads.

6. **Music First:** The Airtel advertisements use music by A.R. Rehman as the key element in their distinctive advertisements. The Ad may be with or without words.

7. **Words First:** Spots that bring statistics on the declining female ratio or the phenomenal population explosion.

8. **Pictures first:** Commercial telespots like that of Kodak's ad "True Colours" used visuals to speak more than words by capturing some of the precious moments of an individual's life.

9. **Demonstration and Comparisons:** The ORS Spots use demonstration that effectively shows how a product works, while some of the family planning ads compare a small family with the large family to drive home the importance of small family norm.

10. **Bisociation:** Unusual Combinations of Sight and Sound: This term has been coined by Arthur Koestler. The idea is to come up with something new by taking unrelated factors. Infact such spots use a high degree of creative input and thought e.g. the recent ads on Chips by the name of BINGO.

11. **Illustrating a slogan with images and sounds:** the most commonest technique, which is used rampantly in the production of spots and ads e.g. spots on alcoholism, girl child, child marriage, family planning use this often.

However two more message treatments have been added to this list by the Communication Experts:

12. **Problem-solution structure:** Here the product is the solution to the problem or dilemma or frustration e.g. Mala D spots on prevention of pregnancy.
13. **"Suspense structure"** where the appeal lies on the climactic ending of the story.

Rationale of the Study

Telespots are very important media used in the dissemination of some very important messages to the viewers. However a Review of Literature shows that there is also a dearth of Studies on the importance of telespots in generating awareness amongst the masses. Which types of treatment should be given to a telespot messages also need to be systematically analysed and studied. Which treatments holds more appeal and should be used in the production of telespot messages in order to improve the effectiveness of the health telespot messages also need to be researched and studied properly.

Objectives of the Study

1. To analyze the treatment of message of various Health and Family Welfare Telespots.
2. To Study of effectiveness of Treatment of Telespot Messages

Methodology of the Study of Treatment and Effectiveness of Health and Family Welfare Telespot-messages

This study has been conducted in two parts. The first part systematically studies the message treatment given to the Telespots telecast on DD-1 National Channel of Doordarshan between May to December 2011. Careful selection of Channel and the telespots for purpose of study were done. In the second part to study the effectiveness of treatment of telespot messages careful Selection of the research locale and respondents was done. The data was collected in Delhi between January and February 2012.

Selection of Channel:

There are over 500 TV channels covering all the main languages spoken in the nation (Wikipedia, 2012). It is further estimated that there are more than 100 Hindi TV Channels in India. For the purpose of the present study as only DD-I National Channel of Doordarshan has been selected considering the following reasons:

1. It is an Indian public service broadcaster, a division of Prasar Bharati. Being a public service broadcaster, its social development telecasts and programmes have awareness generation and altruistic concerns.
2. In terms of the infrastructure of studios and transmitters, it is one of the largest broadcasting organizations in India. DD-1 National Channel of Doordarshan has a phenomenal outreach. The terrestrial signals of Doordarshan have area coverage of 79% and can reach 91.2% percent of the country's total population (Wikipedia, 2012). It is currently the number one channel in the country in terms of outreach and viewer-ship.

Selection of Telespots:

        For the purpose of Study of Treatment of Health and Family Welfare telespot-messages 21 Health and Family Welfare telespots telecast for a period of six months between between May and December 2011 on DD-1 National Channel of Doordarshan were selected. The details telespots telecast and their copies were provided by Ministry of Health and Family Welfare, GOI. They included:

1. Shamu (NSV);	12. Jagmag;
2. Male Responsibility (NSV);	13. Animation Spot (FP);
3. IUD Post Office/IUD 380A;	14. PNDT;
4. Mehndi (Basket of Choice);	15. Immunization-Shahrukh Khan;
5. Acrobat (Oral Pills);	16. JSY;
6. Kaccha Ghada-Age at Marriage;	17. WHO-ORS (Sanjiv Kapur);
7. Raju & Nandu-WHO-ORS;	18. Kite (Oral Pills);
8. Radhe Shyam ki Motorcycle;	19. WHO-ORS;
9. Sakhi Dadi (Breast Feeding);	20. Shielaji;
10. Crystal Ball;	21. Sarpach-Amitabh Bacchan
11. Parizad (ECP);	

Categorization of Treatment of Telespot Messages

        The analysis of the treatment of the Telespot messages revealed that the Telespots under Study could be put into two main categories. The Telespot messages under Categorization 1 were put under Straight Sell Presentation, Dramatization, Musical Dramatization and Music cum Animation.

        In some Telespots celebrities were used to promote the messages. Thus under Categorization II, the telespot messages were put under Celebrity Promotions and Non-Celebrity Promotions.

        The analysis of treatment of Telespot messages based on Categorization I is presented in Table 1.

Table 1. SPOT-WISE ANALYSIS OF TREATMENT OF THE HFWTS MESSAGES CATEGORIZATION I

SPOT ID	CATEGORIZATION I TREATMENT USED FOR HEALTH AND FAMILY WELFARE TELESPOT MESSAGES			
	Straight Sell Presentation	Dramatization	Musical Dramatization	Music cum Animation
1. Shamu (NSV)	-	✓	-	-
2.Male Responsibility(NSV)	-	✓	-	-
3.IUD Post Office/IUD 380A	-	✓	-	-

25

4. Mehndi(Basket of Choice)	–	✓	–	–
5. Acrobat (Oral Pills)	–	✓	–	–
6. Parizad (ECP)	–	✓	–	–
7. Kaccha Ghada-Age at Marriage	✓		–	–
8. Raju & Nandu-WHO-ORS	–	✓	–	–
9. Radhe Shyam ki Motorcycle	–	–	✓	
10. Sakhi Dadi (Breast Feeding)	–	–	✓	–
11. Crystal Ball	–	✓	–	–
12. Jagmag	–	–	–	✓
13. Animation Spot (FP)	–	–	–	✓
14. PNDT	–	✓	–	–
15. Immunization-Shahrukh Khan	–	✓	–	–
16. JSY	–	✓	–	–
17. WHO-ORS (Sanjiv Kapur)	–	✓	–	–
18. Kite (Oral Pills);	–	✓	–	–
19. WHO-ORS	–	✓	–	–
20. Shielaji	–	✓	–	–
21. Sarpanch (Leprosy)	–	✓	–	–
TOTAL=21	**1**	**16**	**2**	**2**

The Straight sell presentation is the simplest and most common treatment used where the product or problem is shown visually laid over a voice over urging the audience to act immediately. Only one telespot -Kaccha Ghada-Age at Marriage used this treatment. A potter shows the way an "unmade pot" is unable to hold water similarly an "immature girl" is unable to cope with the burdens of early marriage and motherhood.

Dramatization "stages a story." Different actors enact different roles as they have occurred in actual life (Burton, 2005). Shamu (NSV) and Male Responsibility (NSV) are also dramatizations in a rural setting. In Shamu (NSV), Shamu proudly brags about the Non-Scalpel Vasectomy (NSV) that he has undergone. Similarly in Male Responsibility (NSV) the man urges male audience to be real men by shouldering their responsibility and undergoing NSV.

IUD Post Office/IUD 380A, Mehndi (Basket of Choice), Acrobat (Oral Pills), Kite (Oral Pills) and Parizad (ECP) are telespots on female contraceptive methods. The IUD Post Office/IUD 380A shows how use of IUD has facilitated a woman's family life. Mehndi (Basket of Choice) shows a woman advising her sister-in-law to opt for a suitable family planning method for a happy married life. Both these telespots are set in a village and Acrobat (Oral Pills), Kite (Oral Pills) and Parizad (ECP) are in an urban setting. Acrobat (Oral Pills) and Kite (Oral Pills) encourage females to use of Oral Pills. Telespot Parizad (ECP) promotes the use of Emergency Contraceptive Pill (ECP) to prevent unwanted pregnancy.

One telespot on Pre-Natal Sex Determination test- PNDT was also telecast in this period. It dramatizes how an expectant woman is forced to undergo abortion by her husband, parent-in-laws in connivance with the Doctor and its subsequent consequences.

Shielaji and Crystal Ball are the two telespots on Ante-Natal Care (ANC). It is through good ANC only that a mother alone can give birth to a healthy child (UNICEF, 2012). Shielaji promotes balanced and adequate nutrition during pregnancy while Crystal Ball interestingly touches upon all aspects of ANC viz. registration at a Health Centre, regular health check-ups & follow-up visits, adequate nutrition and promotion of Institutional delivery. Jnani Suraksha Yojana- JSY telespot too promotes Institutional delivery where an old rural woman is shown encouraging her son and daughter-in-law to deliver the baby in the nearby hospital.

The telespot Immunization- Shahrukh Khan reiterates and promotes the importance of timely and regular inoculations for infants and promotes Universal Immunization Programme (Gaudin and Abdo, 2006).

Raju & Nandu-WHO-ORS and WHO-ORS-Teacherji were the two telespots that were telecast on oral rehydration and continued feeding for infants and children under five respectively. WHO-ORS (Sanjiv Kapur) promotes the use of quantity of water right amount of salt and sugar in the preparation of ORS.

Sarpanch (Leprosy) telespots depicts the social ostracism and stigma attached with leprosy and the line of treatment that is easily available at the Health Centre.

Musical Dramatization involves a lot of creativity. Here the story unfolds with accompanying music or use of rhyme or lyrics set to music. Radhe Shyam ki Motorcycle and Sakhi Dadi (Breast Feeding) were the two telespots that fall in this category and promote Neonatal care. Sakhi Dadi also dissuades the use of honey and promotes feeding of colostrum. Radhe Shyam ki Motorcycle too promotes the use of breast milk for neonates, keeping the new born warm, not bathing the babies for the first 24-hours, bathing under 2.5 kg babies (low birth weight babies) only after the placenta falls off and compliance to the advice of ASHA didi or ANM (Auxiliary Nurse Midwife).

Telespots including Music cum Animation create an out of this world experience by integrating the creative musical elements with visuals that are altogether not possible in real world using live actions. The outcome of Music cum Animation Telespot is stupendous that it transports the viewers in an altogether new world which is outside the realms of one's imagination. The Music cum Animation Telespots is especially a hit with children. Jagmag and Animation Spot (Family Planning) were the two tele spots that fall in this category. Animation Spot (Family Planning) portrays the ill effects of over population, and its impact on women. Jagmag telespot too promotes ANC and compliance to the advice of ASHA didi.

Under Categorization II the Telespot messages were put under Celebrity Promotions or the Non-Celebrity Promotions. The analysis of treatment of Telespot messages based on Categorization II is presented in Table 2.

Table 2. SPOT-WISE ANALYSIS OF TREATMENT OF THE HFWTS MESSAGES
Categorization II

Treatment Used for Messages	Celebrity Promotions	Non-Celebrity Promotions
1. Shamu (NSV)	–	✓
2. Male Responsibility (NSV)	–	✓
3. IUD Post Office/IUD 380A	–	✓
4. Mehndi (Basket of Choice)	–	✓
5. Acrobat (Oral Pills)	–	✓
6. Parizad (ECP)	✓	–
7. Kaccha Ghada-Age at Marriage	–	✓
8. Raju & Nandu-WHO-ORS	–	✓
9. Radhe Shyam ki Motorcycle	–	✓
10. Sakhi Dadi (Breast Feeding)	–	✓
11. Crystal Ball	–	✓
12. Jagmag	–	✓
13. Animation Spot (FP)	–	✓
14. PNDT	–	✓
15. Immunization-Shahrukh Khan	✓	–
16. JSY	–	✓
17. WHO-ORS(Sanjiv Kapur)	✓	–
18. Kite (Oral Pills);	–	✓
19. WHO-ORS	–	✓
20. Shielaji	–	✓
21. Sarpanch-Amitab Bacchan (Leprosy)	✓	✓
TOTAL= 21	4	17

When a person in authority or a star endorses an idea to perpetuate the message and make it popular it is a Celebrity Promotion. It is important that the personalities promoting a cause or a product should be attractive, talented, possess an extra ordinary lifestyle and enjoy high credibility (Tarija, 2008) e.g. Amitabh Bacchant's campaign on Polio- "Do boond zindagi ki" or Indian Cricketers resolving to donate blood. The product or the cause promoted by the Celebrities grabs instantaneous attention. They tend to be followed up by the audiences-whether literate or illiterate; children, youth and even the older generations alike. Celebrity Promotions make a substantial impact on advertisement and promotion which they make (Bindra & Kaushik, 2012). But one has to be judicious with the use of Celebrity for the promotion of messages. One cannot ignore Non-Celebrity Promotions using anonymous models. They are relatively inexpensive to produce and do not suffer from the threat of the promotion or the campaign being overshadowed by the Celebrity's towering personality.

Of the twenty one telespots, four telespots viz. Sarpach-Amitabh Bacchan, Immunization-Shahrukh Khan, Parizad (ECP) and WHO-ORS (Sanjiv Kapur) were Celebrity Promotions while the remaining fifteen telespots viz. Shamu (NSV); Male Responsibility (NSV); IUD Post Office/IUD 380A; Mehndi(Basket of Choice); Acrobat (Oral Pills); Kaccha Ghada-Age at Marriage; Raju & Nandu-WHO-ORS; Radhe Shyam ki Motorcycle; Sakhi Dadi (Breast Feeding); Crystal Ball; Jagmag; Animation Spot (FP); PNDT; JSY; Kite (Oral Pills); WHO-ORS and Shielaji were Non-Celebrity Promotions.

Study of Effectiveness of Treatment of Telespot Messages

In order to find out the relative effectiveness of the treatments used for packaging the Telespots Messages, Spot wise viewership data was collected from the 200 respondents of the Study was also collected.

Selection of the Research Locale

Of nine districts in Delhi the sample of the Study was drawn randomly from two JJ clusters of Delhi with more than 500 Juggins/tenements. They were Indira Camp Pahari No.-1 & 2, Taimur Nagar with about 1500 Juggins from South Delhi while Indira Gandhi Camp, behind New Khanna Market, Lodhi Road with about 700 Jhuggis was selected from New Delhi.

Selection of Respondents

A total of 200 respondents, 100 respondents from each of these clusters were selected. The sample included selection of all family members above the age of 18 years of the selected families were included in the sample as many aspects of HFWT messages did not apply to those below the age of 18 years. From Taimur Nagar every fiftieth family was selected while from Lodhi Road Cluster every thirtieth family was selected.

Tools for Data Collection

Data was collected using an interview schedule developed in simple Hindi for determining the awareness/ spot wise viewership data about each Spot.

Results and Discussions

1. Based on Categorization-I only 1 telespot was telecast under Straight Sell Presentation, 16 telespots telecast by Door darshan were Dramatization, 2 were Musical Dramatization and 2 were Music cum Animation (Table 3).

2. There were 94 views per telespot in the Staight Sell Presentation, on an average the Dramatization treatment entailed 68 views per telespot, while on an average the Musical Dramatizations had 55 views per telespot and on an average the Musical cum Animation had 32 views per telespot.

3. The Straight Sell Presentation was the most preferred message treatment by the viewers since it had the highest 94 views per telespot but it was the least preferred treatment of message by Doordarshan as only one telespot with Staight Sell Presentation style was telecast.

4. Based on Categorization –II, of the 21 telespots, 4 telespots were Celebrity Promotions and 17 were non-Celebrity Promotions (Table 4).

5. On an average the Non-Celebrity Promotion treatment entailed 69.7 or 70 views per telespot while the Celebrity Promotion treatment entailed 44 views per telespot.

6. The Non-Celebrity Promotion (70 views) was the preferred message treatment by the viewers than the Celebrity Promotions (44 views). Stars or known personalities are taken to enhance the reach and viewability of a message. MoHFW (2009) also found out that the non-Celebrity endorsements had a higher reach among the respondents. The non-Celebrity telespots were viewed by 16 to 23 per cent of the respondents, while the celebrity endorsements were viewed by 10 to 13 per cent of the respondents. Thus a non-Celebrity telespot can have as much appeal, rather more as is indicated by the Study conducted by the MoHFW (2009) and also the Study under report.

It is important then that Producers of the Social advertisements or the Health telespots should definitely take cognisance that Celebrities should be used as messengers, not as the message. If Celebrities are used to popularise a cause or make people aware about the cause then these Celebrities should be popular (Lee, Choi and Tsai, 2007), well-accepted (Choi, Lee and Kim, 2005) and liked by the audience. The Celebrities should be highly credible (Kamins, 1990; Greco,1988), the targeted audience should identify (Kamins, 1990) and connect with them (Painter, 2006), the public image portrayed by the Celebrity and their actions should actually match the spirit of the cause being promoted by them.

Table 3. NUMBER OF TELESPOT AND NUMBER OF VIEWS PER TELESPOT ACCORDING TO CATEGORIZATION I

S.No	Category of Message Treatment	Number of Telespots	Total Views	Number of Views Per Telespot
1.	Straight Sell Presentation	1	94	94.00
2.	Dramatization	16	1091	68.19 or 68
3.	Musical Dramatization	2	110	54.00
4.	Music cum Animation	2	64	32.00
	TOTAL	**21**	**1359**	

Table 4. NUMBER OF TELESPOT AND NUMBER OF VIEWS PER TELESPOT ACCORDING TO CATEGORIZATION II

S.No	Category of Message Treatment	Number of Telespots	Total Views	Number of Views Per Spot
1.	Celebrity Promotion	4	174	44
2.	Non-Celebrity Promotion	17	1185	69.70 or 70
	TOTAL	**21**	**1359**	

The above findings indicate that the Straight Sell Presentation (Categorization I) and Non-Celebrity (Categorization II) Telespot message treatments have a better appeal for the Viewers in the Study.

Conclusions

Between May and December 2011, twenty-one Health and Family Welfare telespots were telecast on DD-1 National Channel of Doordarshan. Based on the treatment of Telespot messages they were put into two main categories Categorization I the telespot messages were put under of Straight Sell Presentation, Dramatization, Musical Dramatization and Music cum Animation. Under Categorization II the telespot messages were put under Celebrity Promotions and Non-Celebrity Promotions.

After a thorough study the Straight Sell Presentation emerged as the most preferred message treatment by the viewers since it had the highest 94 views per telespot. However, it was the least preferred treatment of message by Doordarshan as only one telespot with Staight Sell Presentation style was telecast. The Non-Celebrity Promotion (70 views) was the preferred message treatment by the viewers than the Celebrity Promotions (44 views) and the Doordarshan too has produced and telecast 17 were non-Celebrity telespots out of 21 telespots during this period.

References

Bindra, Bikram & Kaushik Vijay. G. (2012). Impact of Celebrity Endorsement on Overall Brand http://www.coolavenues.com/know/mktg/bikram-kaushik-celebrity-1.php retrieved on 20th August,2012

Choi, S.M., Lee, Wei-Na and Kim, H.J. (2005). Lessons from the Rich and Famous: A Cross Cultural Comparison of Celebrity Endorsement in Advertising, Journal of Advertising, 27(2): 209-234" in http://www.mediacom.keio.ac.jp/publication/pdf2010/01_Michael%20PRIELER.pdf retrieved on 20th August,2012

Colostrum http://en.wikipedia.org/wiki/Colostrum retrieved on 26th August,2012

Gaudin, S. and Abdo Yazbeck, S. (2006) Health, Nutrition and Population (HNP): IMMUNIZATION IN INDIA-An Equity-Adjusted Assessment. Retrieved on 20th August,2012 from http://siteresources.worldbank.org/HEALTHNUTRITIONANDPOPULATION/Resources/281627-1095698140167/GaudinYazbeckImmunizationinIndiaFinal.pdf

Kamins, M.A.(1990) An Investigation into the 'Match-up' Hypothesis in Celebrity Advertising Media When May only be Skin Deep, Journal of Advertising, 19(1):4-13.

31

Kapur, Shikha. (2013). A Study of Health and Family Welfare Telespots. Unpublished Ph.D. Thesis, Department of Adult and Continuing Education and Extension, Jamia Millia Islamia, New Delhi.

Lee, Wei-Na , Choi, S.M. and Tsai, W.S. (2007) Celebrity Advertising in Japan and Korea: Doing it the Asian way? retrieved on October 3, 2012 from http://www.perfspot.com/docs/doc.asp?id=110674

MoHFW (2005). "Annual Report on Health", Ministry of Health and Family Welfare, Govt. of India.

Painter, A.A. (1996) "Japanese Daytime Television, Popular Culture and Ideology, edited by John Whittier Treat, Honolulu: University of Hawaii Press. pp. 197-234.

Planning Commission (2011) Report of the Working Group on Disease Burden for the 12th Five Year Plan Report. Retrieved on 28th August, 2012 from http://planningcommission.nic.in/aboutus/committee/wrkgrp12/health/WG_3_1communicable.pdf

Talreja, N. (2008) Impact of Celebrity Endorsements on overall Brands in www.coolavenues.com/neha_taleja1.php retrieved on 20th August, 2012

UNICEF (2010) Contraceptive prevalence retrieved on 28th August, 2012 from (http://www.unicef.org/infobycountry/india_statistics.html#93)

UNICEF (2012) INDIA Statistics retrieved on 28th August, 2012 from http://www.unicef.org/infobycountry/india_statistics.html

Wikipedia (2012), Global health - Wikipedia, the free encyclopedia retrieved on October 3, 2012 from en.wikipedia.org/wiki/Global_health.

Wikipedia (2012). Television_in_India - Wikipedia, the free encyclopedia. retrieved on October 3, 2012 from http://en.wikipedia.org/wiki/Television_in_India#Satellite_television

Wikipedia, (2012) Television_in_India - Wikipedia, the free encyclopedia. retrieved on October 3, 2012 from http://en.wikipedia.org/wiki/Television_in_India.

OPEN DISTANCE EDUCATION AND WOMEN EMPOWERMENT

Syed Zahoor Ahmad Geelani[*]

Tariq Ahamd Wani[†]

ABSTRACT

The progress of a country depends on the progress of its citizens, now the people of any nation are not recognized as the feeding mouths only but they are being considered as the human resource and that is true only when the population is vocationally and technically trained and educated. Progress of a country is possible only when its citizens are dynamic, resourceful, enterprising, and responsible. The educational system of our Nation is progressing day by day in leaps and bounds but the women of our country are still being neglected in many fronts of life, they are being subjected to lot of problems in our male dominated society. Women which constitute 48.5% of our population (as per the 2011 census of India) are not well represented in social, economic and political life as they deserve, despite of constitutional provisions for their positive discrimination in the state. It is an accepted fact that educating a boy is educating a person and educating a girl is educating a family. The woman, in the role of mother is doing wonders by providing a conducive environment in the home which is the basic unit of society. The need of hour is to empower our women of the country in all fields which can be done through proper education. The open distance education system has the capacity to do a wonderful job in this respect. In this paper I will try to highlight the broader fields wherein open and distance education can be of great help in empowering the women of our Nation.
Key words: Women, positive discrimination, enterprising, human resource.

Introduction:

Today the attention of the whole world is on the women empowerment; United Nations has included gender equality and women empowerment in its development goals. Women empowerment is an essential ingredient for achieving all the development goals. Like other nations of the world, India has adopted education as an instrument for social and economic transformation. At present the right to education and other necessary constitutional provisions are the guiding forces for providing basic and necessary education to every child especially the women, but the efforts of Indian government in education has not yielded significant positive results on girls and women education, Girl-child educational attainment in India is still low as records have shown that fewer girls go to school than boys. Female enrolment dwindles as they move up the educational hierarchy. The increasing cost of schooling is the major reason why many parents cannot send their children particularly girls to school. Observations have shown that poverty is widespread and parents could not meet the private or individual cost of education. It was observed that most poor parents from rural house-holds send their daughters into the domestic labor market as a source of income. This draws many promising young girls away from schools. The only goodwill gesture in our country is the ODL system which has indeed been a grace saving device to salvage women's

---

[*] Associate Professor, College of Teacher Education, Srinagar, Maulana Azad National Urdu University, Hyderabad.

[†] Research Schaolr, University of Kashmir Srinagar

course as far as education is concerned. It is the ODL that can reach to the unreached irrespective of any gender bias.

Need for the Study:

Today we are living in an era of Globalization by tremendous progress in IT sector in the world; now we can find solutions to the problems confronting humanity with cooperation and consultation. We have solved some myths and have succeeded in raising the status of living to a considerable extent, but still some aspects of our life are lagging behind. The most important among them is that we are still facing gender inequality and the women are considered yet inferiors in some parts of the world and our country India is not the exception. There is a need to highlight strategies by which we can find a solution to this global problem.

Objectives of the Study:

The main objectives of this paper are:
1. To highlight the various educational programmes offered by the Open and Distance Learning system in India.
2. To find out the existing role of ODL in empowering women in India.
3. To suggest certain measures for women education through ODL in India.

Review of the Related Literature:

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

The case studies of five brave women who persevered through all difficulties to emerge successful and empowered. From Shanta, a grassroots worker at one end to Seema Pal an engineering graduate at the other, we have profiles of women who believed in the power of education to enrich their lives. Not only did they become aware of their rights and responsibilities, but they also became more competent professionally. Their self-esteem rose as a result of this confidence, and they became more aware that women are an asset to their families and to society. The process of engaging with their course materials was not an easy one. Children had to be cared for and household duties performed. Sacrifices had to be made: there could be no socializing with family and friends. There were moments of doubt, despair, and dejection. Sometimes family members lost their patience. And yet these women persevered. Again, as Shanta commented, "I never thought I could study and pass an examination. This has provided me with a very high level of self-confidence. With this newfound confidence, I will work with fresh zeal. Yes, education is liberating." (BRAVE NEW WOMEN OF ASIA: How Distance Education Changed Their Lives by Asha S. Kanwar and Margaret Taplin, Editors, 2001, ISBN: 1-895369-79-7)

Researches around ODL and women only work across aspects of learning theory, critical theory and post-structuralism to explore the question "access to what?" In doing so, important questions, again are raised about the embodied nature of teaching and learning and the potential of both 'embodied' and 'disembodied' teaching, to produce counter marginalization. My argument is that all decisions about the appropriateness of particular pedagogical practice must engage with such question considering the women

34

angle, to empowering them to compete better and enhance their place and roles in society. Although, it is an obvious fact, that this is indeed an enormous task, considering the question of, how to balance the narratives about marginalization. One may be tempted to ask, why must the methods traditionally used to marginalize women include male-centered interpretations of culture and religion? What best practice can we use to reduce or eradicate 'zoning out' of strong and intelligent female members of the society? and lots more. (DISTANCE LEARNING AND WOMEN MARGINALIZATION by Fadeyi Olalekan Abiodun, Esq., 13- 17 July 2008-03-30)

ODL programme in Nigeria and its place in making education accessible to average Nigerian woman. It discusses women empowerment and the significance of education as a tool for women empowerment. It discusses ODL as a supplement and complement to regular school learning; a strategy for government to alleviate the problem of inadequate funding, and making quality education accessible to Nigerian women. (Open and distance learning as a mechanism for women empowerment in Nigeria Comfort Olufunke Akomolafe, 2011)

STATUS OF WOMEN EMPOWERMENT IN INDIA:

It is known fact, that there are ample evidences from research that in pre-colonial times, the public and domestic domain in Asian societies were not as rigidly delineated as they had become in the nation states of industrialized western world. There was considerable overlapping between domestic and public spheres in the traditional societies. The capitalist system, which Asian countries acquired in the colonial era seriously, affected the status of women in the society because; women were seriously disadvantaged from entering the changing new labour market. In the pre-industrial societies, women had influence, power and authority. Status was not a vertical male-female divide. The emphasis translate from Victorian societies that the women's place was only in the kitchen reduced the influence of women and therefore her status in public affairs. Since then the quest for gender equality in open learning has consistently attracted attention and provoked debates of vigorous academic discourses. Over the past 15 to 20 years for instance, the quest has been catapulted to incredible heights and has assumed an overwhelming dimension, and in fact, promoted to a recognized academic exercise.

This might not be unconnected to the fact that women, the victims of the skewed gender structure in the world system have reached a critical threshold and are challenging rigorously technological and religious beliefs, traditional myths, reactionary sexist notions, anthropological theories that define humanity regarding men's experience. Such views have not only structured our societies to be male-dominated, male – centered, thereby treating women as appendages of men and not as separate, autonomous human beings that are anointed to co – exist with men, according to a code of conduct that treats both as equals. While it becomes more imperative to use communication technologies to increase learners' access, the question "access to what?" should be addressed in all of its complexity especially as it relates to women. A disparate terrain of new literature about teaching and learning, technology and corporeality has brought fresh perspectives to bear on the nature and prospects of pedagogical work from women.

The 2011 census tells us that only 65.46 percent of Indian women are literate. Women's participation in higher education rose from around 9% in 1947/48 to 34% in 1995/96. Of these, 59% opted for arts, 26.75% for commerce, and 11% for education and only 2.5% enrolled in science courses (Mani, 1989). According to a University Grants Commission (UGC) Report (1976), there are 29.6% women in

college-based courses, whereas in correspondence courses there are 34.3%. Distance education is preferred by women. Why? It is particularly suitable for Indian women for two main reasons: first, as no classroom attendance is required, there is no need for the woman learner to dislocate herself and, second, because of the degree of flexibility in course completion the learner can adjust her study timetable within her schedule of household responsibilities. Moreover, in India, distance education is cost-effective; a learner pays only a third of the total fees of a conventional institution.

OPEN AND DISTANCE LEARNING (ODL) PROGRAMMES IN INDIA:

The development of ODL has indeed been a revolution, the problems of inaccessibility, high drop - out rates and lack of opportunities that have always constituted barriers to education are gradually phasing out. ODL is the type of education that takes place outside the traditional school system, it is imparted without necessarily having personal interaction with the learners, and there are liberal admission procedure and requirements. The practice of ODL in India takes various forms which include; Open University, part-time programmes, continuing education, correspondence education, and adult education programmes.

With the vision to make education accessible to all and sundry, the Government of India introduced the system of distance learning. This form of learning is often equated with online education, but in reality, it is very much different. Unlike the latter which is quite costly, the courses of distance learning India have been designed specifically for the under-privileged, and for this reason, they are quite low-priced. In addition to regular educational courses, distance learning India also conducts a number of professional and job-oriented courses like MBA, MCA, BE.d, B.Tech, M.Tech, and so forth. Short-term vocational courses in areas like marketing, finance, environment science, social science, and so on are also provided. Presently, there are 11 open universities and 54 distance learning institutes in India. IGNOU (Indira Gandhi National Open University) a premier institute of distance learning India provides education to approximately 1.5 million students; all these students are not disadvantaged, many of them are those people who wish to improve their career opportunities or want to pursue other more engrossing activities.

In our country we have some State Universities which are providing Distance education to the aspirants spread through the Country and the two main Institutions of International jurisdiction are providing quality education to all sections of people. The IGNOU is the main University providing higher Education to the students. The University began by offering two academic programmes in 1987, i.e., Diploma in Management and Diploma in Distance Education, with the strength of 4,528 students.Today, it serves the educational aspirations of over 4 million students in India and 36 other countries through 21 Schools of Studies and a network of 67 regional centers, around 3,000 learner support centers and 67 overseas centers. The University offers about 490 certificate, diploma, degree and doctoral programmes, with a strength of nearly 420 faculty members and academic staff at the headquarters and regional centers and about 36,000 academic counselors from conventional institutions of higher learning, professional organizations, and industry among others. The second main University is the MANUU though it is yet in its infancy but in a very short period it has achieved a great respect and 6th Number in ODL in the country, MANUU's Directorate of Distance was established in 1998. The DDE operates on the premise of propagating Urdu and reaching the unreached. Education of the underprivileged is at the heart of the mandate of DDE, and through its undergraduate and graduate programmes it caters to the educational needs of several thousands of Urdu speaking people. DDE at present offers three Post-Graduate, three Under-

Graduate, and eight PG Diploma/Diploma/Certificate programmes in the distance mode, apart from the B. Ed. programme. All these programmes have been approved by DEC and the B. Ed. programme is recognized by the NCTE. The total number of students registered in distance education is over 1, 00,000 spread over 169 study centers all over India. At present the University's distance education support network has nine Regional Centers one each at New Delhi, Bangalore, Patna, Darbhanga, Kolkata, Mumbai, Bhopal, Srinagar, and Ranchi; six Sub-Regional Centres one each at Jammu, Mewat, Lucknow, Sambhal, Hyderabad and Amaravati and an Examination Centre is in Jeddah, (Kingdom of Saudi Arabia).

The ODL is providing opportunities to all irrespective of their cast, colour, creed and other variables like economic conditions, sex, and profession. But the thrust areas are the women education and the weaker sections of the community. Women are benefiting from the ODL programmes as they can educate themselves and can get technical training in varied fields while continuing their primary engagements as professional or as homemakers.

CONCLUSION

The opportunities and accessibility created by ODL have generated a lot of enthusiasm in India. It is a grace saving device for government to make education available to average Indian. ODL is only cost-effective for government in running the programmes because it attracts heavier school fees more than the regular school programme, therefore, it is cost intensive for students. Many women are still scared of the money spent on education. The poor economic situation has pauperized most Indian women. Hence the use of basic technological and communication gadgets are the preserve of the rich people. Thus computer related telecommunication facilities might not be useful for most Indians, as the computer is still a luxury in institutions, offices, and homes. This may make integration of necessary online resources into ODL in India difficult. The problem of electricity constitutes adverse effects on ODL; several rural areas in India are yet to have electricity while the urban areas experience irregular power supply. The prospects of ODL for women are noteworthy. Government should translate the goal and objectives of ODL stated in the national policy on education into reality, and should encourage, regulate and promote ODL programmes, Women should be encouraged through relevant ODL programmes that are designed to meet their needs. Educational Institutions offering ODL should be encouraged to expand the scope of the programmes to meet the needs of various categories of women in rural locations, urban centers, nursing mothers, market women, illiterate women and semi-literate women. Technological mediated learning should be intensified to get more dividend of ODL in India. We could indeed, go on and on to list the many strategies and medium that can promote ODL, but we believe that the pathetic plights of women alluded to earlier has already dawned on us. Should that be the case, as we hope it is, then it is time for action. Change must as matter of factly change. Only concrete action will make ODL be seen as a viable route to achieving what to us is a basic human right, the treatment of women as equal human beings in the participation and provision of education.

References

ACEID, UNESCO. Higher Education in Asia and the Pacific. UNESCO Principal Regional Office for Asia and the Pacific, 1998.

Brewster, K. and I. Padavic. "Change in Gender Ideology, 1977–1996: The Contributions of Intracohort Change and Population Turnover." Journal of Marriage and the Family, 62 (2000): 477–478.

Census of India 2011.

Chaudry, P. Women's Education in India. New Delhi: Haranand, 1995.

CRIDAL. "Access to Distance Education by Asian Women." CRIDAL project report, 2000.

Effeh, E. "Determinants of the Study Patterns of Female Distance Learners: An Evaluative Survey." Journal of Distance Education, 6 (1991): 58–63.

Jerninggan, D. H. and Wright, P (1996) Lessons from community Experiences.

Kanwar, A. "Introduction." In Speaking for Ourselves: Women and Distance Education in India. New Delhi: Manohar, 1995.

Kumar, A. "Learner Characteristics and Success in Indian Distance Education." Open Learning, 14 (1999): 52–58.

Mani, G. "Indian Women in Distance Education." In Women in Distance Education — Issues and Prospects. Madras: UNICEF, 1989.

May, S. "Women's Experiences As Distance Learners: Access and Technology." Journal of Distance Education, 8 (1994): 81–98.

Pujari, S, Appani, J and Gopu, S (2010) Role of Education in women empowerment. Kakatiya Journal of women Studies. IV (1&2)98-106.

Raj, M. "Women, Work and Science in India." In Women's Education in the Third World: Comparative Perspectives. Albany: State University of New York Press, 1982.

Rana, Nishta. Media Education and women empowerment, The Communication Journal of DDE KU, Vol.21, No 02 December,2012, p-200-208.

Sesharatnam, C. "Women in Indian Educational Policies and Programmes." Speaking for Ourselves: Women and Distance Education in India. New Delhi: Manohar, 1995.

Sharma, S. Women and Education: Education of Women of Scheduled Castes and Scheduled Tribes. New Delhi: Discovery Publishing House, 1995.

Tremaine, M. and J. Owen J. "The Female Majority: Women Who Study at A Distance." Teaching at a Distance. 25 (1984): 45–50.

Women's International Network News. "Bangladesh - Strategies for Enhancing the Role of Women." Women's International Network News, 16 (1990): 59.

PERCEPTION OF STUDENTS AT SECONDARY LEVEL ABOUT DRUG ADDICTION IN KASHMIR VALLEY

Bilal Ahmad Bhat, T. A. Chisti*

Division of Social Science, Faculty of Fisheries, Rangil Ganderbal, SKUAST-Srinagar. bhat_bilal@rediffmail.com
*Directorate of Distance Education, University of Kashmir, Srinagar.
tachishti@uok.edu.in

ABSTRACT

The world statistics on the drugs/substance abuse show a horrifying picture as it has become the third largest fast growing business in the world next to petroleum and arm trade and about 190 million people throughout the world are involved in the abuse of one substance or the other. The Kashmir society is not an exception to this abuse and a large population of youth in Kashmir valley is lured by drugs due to their easy availability. Most adult drug/smokers start drug/smoking regularly some time before 18 years of age. The main aim of this study was to know the awareness of drug addiction among higher secondary students studying in various institutions of Kashmir valley. The results of this study may help to develop more effective drug prevention programs. The study was carried out by a cross-sectional survey of 400 youth, 200 Boys and 200 Girls selected at random with the help of stratified random sampling technique from different higher secondary schools of Kashmir valley of the State of Jammu & Kashmir, using a specifically designed questionnaire. The respondents selected at random were asked questions regarding the age at which people began to use drug/smoking, initiation, their drug/smoking habits, their reasons for drug/smoking, and their views on people who drug/smoke etc. The results obtained in this study presents a horrifying picture and a threat for the entire society if the drug abuse menace is not controlled.
Keywords: Drug addiction, Kashmir, Awareness, Substance abuse, Drug de-addiction, Students

Introduction

The world statistics on the drugs/substance abuse show a horrifying picture as it has become the third largest fast-growing business in the world next to petroleum and arm trade and about 190 million people throughout the world are involved in the abuse of one substance or other. According to the definition, drug addiction, also called substance use disorder, is a dependence on a legal or illegal drug or medication. Drug abuse and addiction have negative consequences for individuals and in general a threat for the entire society if the menace is not controlled. Today on the basis of the vast literature available, we observe that almost every part of the world is facing challenges, like poverty, corruption, underdevelopment, unemployment etc. and all these problems contribute to form a new fast-growing problem that is, drug addiction and trafficking. According to World Health Organization (WHO) by the year 2020 mental and substance use disorders will surpass all physical diseases and will be a major cause of disability worldwide (WHO, 2008). The literature (e.g., Ghosal et al. 1996; Rani, et al. 2003; Lal, 2008; Nadeem, et al. 2009; Anand, 2012; Gupta, 2012, Bilal et al. 2013 etc) show a very grim situation with reference to drug/substance use in India. Cannabis, heroin, and Indian-produced pharmaceutical drugs are the most frequently abused drugs in India. Cannabis products, often called charas, bhang, or ganja, are used throughout the India as it has attained some amount of religious sanctity because of its association with some Hindu deities.

The youth of today are facing an ever-increasing number of dilemmas. One of these is drugs. What does Islam i.e., Qur'an and Ahaadith say regarding intoxicants i.e., narcotics. Allah Ta'ala states in the Holy Qur'an: O You who believe! Intoxicants and gambling, (dedication of) stones and (divination by) arrows are an abomination of Satan's handiwork. Avoid (such abominations) that you may prospe (Quran, 5:90) Almighty Allah has described intoxicants amongst other things as being appalling, despicable and hateful acts of Satan and he has commanded us to abstain from them, Allah thereafter states in the next verse: - Satan's plan is to sow hatred and enmity amongst you with intoxicants and gambling, and to hamper you from the remembrance of Allah and from prayer. Will you not give up? (Quran, 5:91) This Aayah tells us how it is a detestable act of Satan, because intoxicants apart from sowing the seeds of enmity also stop you from the sole purpose of having been sent to the world, namely the remembrance of Allah. Bear in mind that when the term intoxicant is used it also encompasses narcotics, because they too among other things result in the loss of self-control. There are many Ahaadith stated by the Holy

Prophet Muhammad (PBUH) in regards to intoxicants. Umme Salmah (R.A) narrates that the Messenger of Allah (PBUH) prohibited every intoxicant and Mufattir (anything which excites and irritates the mind, body and heart). (Abu Dawood). From a religious point of view it instigates towards Haram and from physical aspect it deteriorates the mind, cuts off the means for offspring, brings about leprosy, sickness, feverish shivers, bad breath, loss of eyebrows and teeth, warming of blood, tuberculosis, damages intestines, destroys body organs, punctures the liver, burns the stomach and weakens eyesight amongst other things. The youth of Jammu and Kashmir who were born and brought up during the past 20-25 years of the conflict is now falling prey to drugs. Drug addiction has gripped the whole new generation and has become one of the serious most problems amongst the youth in the restive Kashmir valley. A well-known psychiatrist Dr. Mushtaq Margoob's book, "Menace of Drug Abuse in Kashmir", published in 2008, states that the Valley has 2.11 lakh drug abusers. These figures have increased manifold in last eight years. It is worth mentioning here that substance abuse is not an acceptable behaviour in our society and thus the figures might only reflect a tip of the iceberg and there may be a huge hidden population of drug addicts in our state. There are many stories which reveal that armed conflict in J&K plays a crucial role on drug addiction among youth of Kashmir valley. Inam Rashid (name changed) was among the many unfortunate ones who was picked up and interrogated by state agencies on the pretext of having links with militancy. For five days he was put under extreme interrogation and was subsequently released without being charged. The mental scars of this ordeal refused to heal. As if this was not enough this 35-year-old lost 12 members of his family to the massive earthquake of 2005 in Uri. This was more than Rashid could bear. He sought a grim refuge in multiple addictive substances "to erase the memories of his extended sufferings". He turned to cannabis, nicotine, opium, ethanol and benzodiazepine in search of relief. Another addict explains the reason for drug abuse saying that he felt no peace, only blood in the air. This resonates with a common perception that the thousands who died violent deaths in Kashmir weigh heavy in the air in Kashmir.   The studies show that in Kashmir, drugs are not used for recreational purposes but as a coping mechanism to deal with the stresses of conflict in the most militarized region in the world. A recent research study conducted by Government Psychiatric Disease Hospital (GPDH) reveals that 60000 youth including 4000 girls under the age group of 18-35 are drug addicts. The drugs which the youth consume are opium, heroine, brown sugar, and alcohol. Nearly 40,000 bottles of alcohol are consumed every day, the study states. Another study reveals that, 65 to 70% students in Kashmir are drug addicts who include gateway drugs too and around 26% female students. The actual status of drug abuse in Jammu & Kashmir is not clear as no comprehensive survey in J &K has been carried out. However, there are some studies which show a very grim picture of substance abuse in Jammu & Kashmir state. It is reported that tobacco, cannabis (charas), alcohol, benzodiazepines (sleeping pills, like alprax, valium), opiates (like codeine, heroin, morphine), brown sugar, Inhalants (like Fevicol SR, glue, paint thinner, petrol, shoe polish etc) are the major drugs of abuse in the state of Jammu and Kashmir. (Margoob, 1993; Naqshbandi, M, 2012; Pirzada, M.A, 2013; Bilal, Manish & Sheema 2013; Bilal et al. 2016). Drug addiction is increasing among adolescents in Kashmir valley. Hence the present study entitled "Perception of Higher Secondary Students about Drug Addiction in Kashmir valley" is undertaken to know the level of awareness among college going students of Kashmir valley, to identify the common causes of drug addiction and measures to control.

Material and Methods

The study adopted quantitative techniques using the survey method because it can empirically test the hypotheses used in this study. The questionnaire developed was pre-tested and validated by specialists and experts using appropriate statistical techniques. The survey was carried out by using interview schedule and targeted 400 students, 200 male and 200 female studying in different institutions of Kashmir valley using stratified random sampling procedure. An interview schedule was administered and the respondents were asked the relevant questions in simple and easy-to-understand language. The answers were immediately marked on the interview schedule, and this was done so that no details escape the mind. The data collected was carefully analysed using appropriate statistical tools with the help of Statistical Package for Social Sciences (SPSS version 20).

Research Hypothesis

   Hypothesis : There will be no significant difference in awareness between Boys and Girls students studying in various institutions of Kashmir valley. In order to test the hypothesis, we use chisquare test and Mann-Whitney U test.

Chisquare test with usual notations is given by

$$X^2 = \sum_{i=1}^{2} \frac{(o_i - e_i)^2}{e_i}$$

where $X^2 \sim \chi_1^2$, o_i and e_i are observed and expected frequencies. We reject H$_0$ if p-value is less than specified level of significance.

Further, with usual notations Mann-Whitney W test is given by

$$W = N_1 N_2 + \frac{N_x(N_x + 1)}{2} - T_x$$

where N$_1$ is the number of subjects in group 1; N$_2$ is the number of subjects in group 2. T$_x$ is the larger of the two rank totals and N$_x$ is the number of subjects in this group.

Results and Discussion

The data presented in figure 1 shows that out of 400 families surveyed in 105 families there was one smoker, in 52 families there were two smokers and in 31 families there were more than two smokers. This shows very high percentage of smokers in the Kashmir valley.

Figure 1: Number of smokers per family in the studied sample
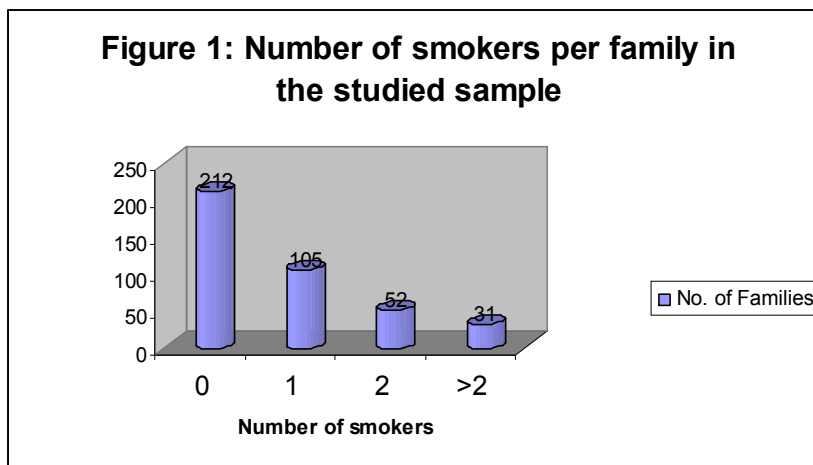
The data presented in Table 1 reveals that majority of the respondents Boys (51.5%) and Girls (54.5%) respondents agree that cause of drug addiction/smoking addiction among people is bad company. Further, 19.5% Boy respondents agree that cause of drug/smoking addiction is for fun, 16% think frustration, 9.5% think chance use and 4% think unemployment. Similarly, on examining the response of Girl students, it is observed that 16% think for fun, 15.5% think frustration, 11.5% think chance use and 4.5% think people drug/smoke because of unemployment. Statistically, there is a non-significant association in opinion between Boys and Girls respondents (p<0.05). Figure 2, shows the distribution of causes of drug addiction.

Figure 2: Causes of Drug/Smoking among people
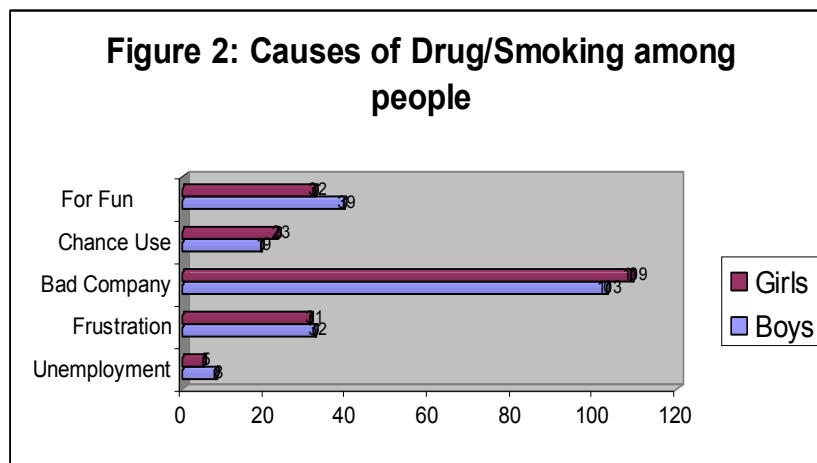
Table 1: Cause of Drug/Smoke among people

Respondent	Unemployment	Frustration	Bad Company	Chance Use	For Fun
Boys	8 (4%)	32 (16%)	103 (51.5%)	19 (9.5%)	39 (19.5%)
Girls	5 (4.5%)	31 (15.5%)	109 (54.5%)	23 (11.5%)	32 (16%)
Chisquare = 1.947, p>0.05					

The data presented in Table 2 depicts that majority of the Boys (43.5%) respondents believe that people become drug addicted in the age group below 20 years, followed by 20-30 years age group then by 30-40 age group and finally >40 years age group. Further, the girls respondents in majority (46%) believe that people become drug/smoking addicted at the age group of 20-30 years, followed by below 20 age group then by 30-40 years age group and finally >40 years of age group. Statistically, opinion and gender is significantly associated (p<0.05). The results obtained in this study are in agreement with the earlier studies (Bilal et. al., 2016, Naqshbandi, 2012).

Table 2: Association between Gender and age at which people become drug addicted

Respondent	Age (years)			
	Below 20	20-30	31-40	Above 40
Boys	87 (43.5%)	73 (36.5%)	23 (11.5%)	17 (8.5%)
Girls	61 (30.5%)	92 (46%)	32 (16%)	15 (7.5%)
Chisquare = 8.353, P<0.05				

The data presented in Table 3 shows that majority of Boys and Gils respondents (47.5%) and (44.5%) believe that friends are the common source of drug addiction among people, followed by underground agents then by market. Statistically, there is a nonsignificant association in opinion between boys and girls under study.

Table 3: Common sources of Drug Addiction

Respondent	Friends	Pharmacy	Hospital Clinic	Market	Underground agents
Boys	85 (47.5%)	26 (13%)	23 (11.5%)	29 (14.5%)	37 (18.5%)
Girls	89 (44.5%)	23 (11.5%)	21 (10.5%)	33 (16.5%)	34 (17%)

Chisquare = 0.751	P>0.05

The data shown in Table 4 reveals that in response to question (i) majority of the respondents strongly agree followed by agree that government should strictly ban drugs and its sale. Further, in response to question (ii) majority of the girl respondents strongly agree followed by agree that we can overcome drug habit by involving drug addicts in games and hobbies while as boys respondents agree followed by strongly agree that we can overcome drug habit by involving drug addicts in games and hobbies. Statistically, there is a nonsignificant association between opinion and gender.

Table 4: Public opinion about the reduction of drugs addiction

Questions Asked	Gender	Agree	Strongly Agree	Disagree	Strongly Disagree	Don't know
i) Govt. Should strictly Ban Smoking/Drugs and its sale	Boys	70 (35%)	123 (61.5%)	2 (1%)	2 (1%)	3 (1.5%)
	Girls	85 (42.5%)	107 (53.5%)	3 (1.5%)	1 (1%)	4 (2%)
Chisquare = 3.241, P>0.05						
ii) We can overcome this bad habit by involving drug addicts in games and hobbies	Boys	97 (48.5%)	89 (44.5%)	6 (3%)	3 (1.5%)	5 (2.5%)
	Girls	83 (41.5%)	103 (51.5%)	5 (2.5%)	2 (1%)	7 (3.5%)
Chisquare = 2.734, P>0.05						

The data presented in Table 5, reveals that 27.5% boys believe that effect of drug is loss of social status, 20.5% believe that loss of health, 14.5% believe that loss of wealth and majority of boys respondents (37.5%) believe that all the three reasons are the effects of drug addiction. Further, in case of Girl respondents 18.5% believe that effect of drug addiction is loss of social status, 13.5% believe that loss of health, 9.5% believe that loss of wealth and majority of girl respondents (58.5%) believe that all the three are the effects of drug addiction. Statistically, there is a significant difference between the opinion of respondents ($p < 0.01$). The results obtained in this study are in agreement with the earlier study (Bilal et al 2016). Figure 3 presents the opinion of the respondents on effects of drug use on people
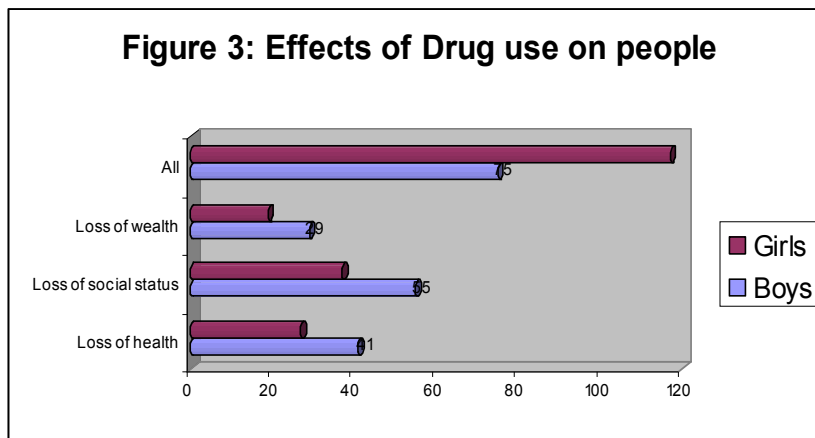

Table 5: Effects of Drug use on people as per study

Respondent	Loss of health	Loss of social status	Loss of wealth	All

Boys	41 (20.5%)	55 (27.5%)	29 (14.5%)	75 (37.5%)
Girls	27 (13.5%)	37 (18.5%)	19 (9.5%)	117 (58.5%)
Chisquare = 20.157, p< 0.01				

The data shown in Table 6 reveals that majority of the respondents believe that immoral workers are the mostly drug addicted people followed by drivers/businessman. Statistically, there is a nonsignificant association between gender and opinion regarding mostly drug addicted people. Figure 4, shows mostly drug addicted people.
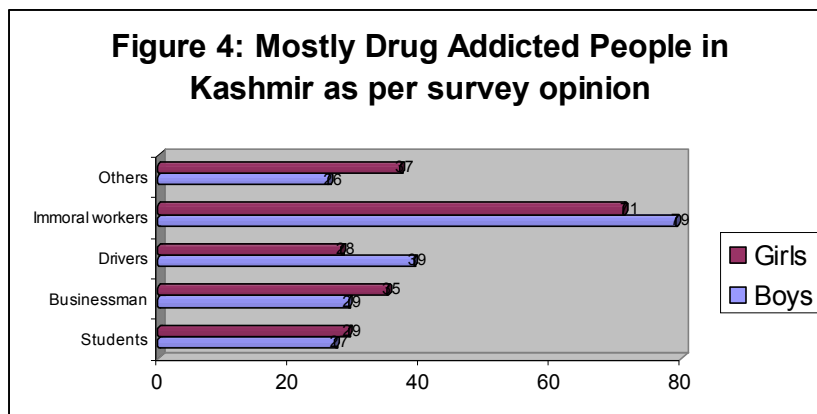
Table 6: Mostly Drug Addicted People in Kashmir valley as per survey

Respondent	Students	Businessman	Drivers	Immoral workers	Others
Boys	27 (13.5%)	29 (14.5%)	39 (19.5%)	79 (39.5%)	26 (13%)
Girls	29 (14.5%)	35 (17.5%)	28 (14.0%)	71 (35.5%)	37 (18.5%)
Chisquare =4.787, p>0.05					

The data presented in Table 7 shows that majority of the respondents both boys and girls agree that smoking is a door for drug addiction. Statistically, using Mann-whitney test we observe that there is a nonsignificant difference between the opinion of boys and girls respondents.

Table 7: Smoking is a door for drug addiction

Respondent	N	Median	W	p-value
Boys	200	3.00	38732.5	>0.05
Girls	200	3.00		

Conclusion:

This study conducted in higher secondary schools of Kashmir valley tries to look at the crucial aspect of drug awareness among students and visa-viz treatment of drug addiction. The study reveals that 87.25% respondents are not aware of the process of drug de-addiction. Only 6.12% respondents know about the NGO(s) working in the field of drug de-addiction and only 7.86% respondents know about the drug de-addiction centre(s) present in Kashmir valley. The problem of drug addiction has metastasized for several reasons e.g., the role of the drug monitoring agencies in controlling the menace in the Valley is not satisfactory, it is difficult to break the nexus between the chemists, the peddlers and the police. The lack of drug awareness compounds the problem. In rural Kashmir, families are unaware if a drug is being abused in their midst. The womenfolk don't know that the man of the house

is an addict. They think he's taking medicines. In that case, it is very difficult to help them. Further, due to armed conflict since 1989 there is a free access to drugs and alcohol thus Kashmir is losing the most productive age group to drugs, with manifold repercussions on social and occupational function, affecting both society and economy. In recent years many deaths have been reported in young men because of opioid use. The effects of drug abuse are long-term and limitless, as they percolate through all the aspects of life. There is an increase in the crime rate, road accidents, family disturbances, suicides and suicidal attempts, deaths due to overdose, psychiatric disorders and high cost on general health issues due to chronic drug abuse like liver disorders, gastritis, accidental injuries and an increased risk for HIV infections due to Intravenous Drug Use (IDU). From a religious point of view drugs destroys the mind, causes forgetfulness, causes to reveal secrets, destroys shame, incubates dissimation, quells self respects, obliterates intelligence, prevents salaah and instigates towards Haram, forbidden things and from physical aspect it deteriorates the mind, cuts off the means for offspring, brings about leprosy, sickness, feverish shivers, bad breath, loss of eyebrows and teeth, warming of blood, tuberculosis, damages intestines, destroys body organs, punctures the liver, burns the stomach and weakens eyesight amongst other things. All verses (of the Qur'aan) and Ahaadith which testify that intoxicants are haraam also include hashish (i.e. drugs) The verses and Ahaadith regarding this have already been stated. Another verse, which proves drugs to be prohibited, is: They as you concerning khamr (intoxicant) and gambling. Say " In them there is great sin and some gain for mankind, but sin is greater then the gain. This verse, apart from informing us of how grave a sin it is to consume intoxicants, is also imparting a principle: Everything in which the evil and harm outweighs the gain is not allowed. Therefore, if we consider drugs, they deflect the sensory perceptions as well as producing hallucinations and illusions. They cause body lassitude, neurosis, decline in health, moral insensitivity etc. etc. the list is endless. Furthermore, there are no benefits whatsoever of taking drugs for recreational purposes. The perception (from Shaitan) that Class B drugs such as cannabis (dope, draw) is all right is utterly wrong. This verse clearly shows that although it seems like they may contain a few benefits, overall its evil is far greater. It is narrated that in Sahih Muslim: Every intoxicant is khamr (wine) and all Khamr is haraam. Drugs are Haraam. It is necessary to abstain from them. They ruin people's lives physically, mentally, morally and spiritually. If anyone is involved with drugs they should stop immediately and seek help. To curb the growing menace of drug abuse in Kashmir valley every person of the state should take the responsibility and join hands with each other against such a problem. It is appreciating that Police, Army in fact people from all walks of life in J&K launched many awareness drives against the drug menace time and again present in the valley and appealed youth to be on path of religion and morality and asked the people to act tough against the drug peddlers by which our youth get involved in drug addiction.

Suggestions:
(i) Department of psychiatry, Government Medical College, Srinagar should took a lead by conducting awareness and intervention programs in major districts of Jammu and Kashmir State. Further, more drug dependence treatment and counseling centers be formed at all district levels.

(ii) Elders of the society especially elders of the family, religious leaders should play their role in controlling this problem

Acknowledgement

References

[1] Ahrens D, Bandi P, Ulsvik J, Moberg DP. [2005] Who smokes? : a demographic analysis of Wisconsin smokers. *WMJ* 104: 18–22.

[2] Anand V (2012). Drug addiction: Causes and the way out. Online available on:
http://www.merinews.com/catFull.jsp?articleID=15765264.
[3] Becker, G., K. Murphy and M. Grossman (2004): "The market for illegal goods: the case of drugs", NBER Working Paper , No. 10976, NBER, Cambridge, Mass.

[4] Bhat Bilal A., Manish Kumar and Sheema Mushtaq (2013): Smoking Patterns Among People in Jammu region of Jammu and Kashmir state, IIOAB ; Vol. 4(2), 36-39
[5] Bhat Bilal A., Rahi S. and Mir M. Sidiq (2016): Awareness of Drug Addiction Among College Students of Kashmir valley, ARSEAM (To Appear)

[6] Bhat Bilal A. et al. (2016): A study on awareness of drug addiction among under-graduate Music and Fine Arts students of Kashmir Valley, Communicated

[7] Canadian Medical Association (2008). Youth substance use and abuse: challenges and strategies for identification and intervention. CMAJ 178:145-148.
 [8] Dieker LC et al. (2002). Smoking and depression: An examination of mechanisms of comorbidity. *American Journal of psychiatry* 159: 947–953.

[9] Ghosal AG, Ghosh A, Debnath NB, Saha AK. (1996). Smoking habits and respiratory symptoms: observations among college students and professionals. *J Indian Med Assoc* 94: 55–57.

 [10] Gupta A (2012). Drug/alcohol addiction in India – Disturbing trends." Online available on: http://www.gatewayforindia.com/articles/addiction.htm.
[11] Hameed A et al. (2002). Role of Islam in prevention of smoking. *Journal of Ayub Medical College* 14: 23–25.

[12] Islam SK, Hossain KJ, Ahsan AA (2002). Nutritional status of drug addicts undergoing detoxification: Prevalence of malnutrition and influence of illicit drugs and lifestyle. Br. J. Nutr. 88:507-513. doi:10.1079/BJN2002702.
[13] Kumar A, Mohan U, Jain VC. (1997) Influence of some sociodemographic factors on smoking status of academicians. *Indian J Chest Dis Allied Sci* 39: 5–12.

[14] Lal, D. (2003). "Free trade and laissez faire—has the wheel come full circle?", The World Economy, 26 (4): 471–82.

[15] Madan C Paul, (Edt.), *Drugs Youth and Society*, New Delhi, Madhu Deep Publications, 1996, p. 25.
[16] Margoob MA, Dutta K (1993). Drug Abuse in Kashmir - Experience from a Psychiatric Diseases Hospital. Indian J. Psychiatr. 35(3):163.
[17] McNeil Jr., D. G. (2007). "Fear of morphine dooms third world poor to die painfully",

International Herald Tribune , 9 September 2007.

[18] Mehrajuddin, *Drug Addiction: Socio-Legal Dimensions*, Book Media, Srinagar, 1997, p. 21.
[19 Miron, J. A. and J. Zwiebel (1995). "The economic case against drug prohibition", Journal of Economic Perspectives , 9(4): 175–192.

[20] Mushtaq AM, Majid AB, Dhuha M, Murtaza I, Abbas Z, Tanveer M, Wani ZA, Husain A, Ahmad M, Jehangeer I, Huda M, Ahmad I (2004). Thin Layer Chromatography (TLC) in detection of current nature of drug abuse in Kashmir. JK-Practitioner 11:257-260.
[21] Nadeem A, Rubeena B, Agarwal V, Piyush K (2009). Substance abuse in India. Pravara Med. Rev. p. 4.
[26] National Institute on Drug Abuse (NIDA). Principles of Drug Addiction Treatment-A Research-Based Guide. (Revised 2009). National Institute of Health, U.S. Department of Health and Human Services.
[22] Naqshbandi MM (2012). Drug addiction and youth of Kashmir. Int. NGO J. 7(5):84-90. doi:10.5897/INGOJ12.022.
[23] Pirzada M. A. [2013]. The delusion of Pleasure: Understanding the Pathology of Drug Abuse in Kashmir Valley. *International Journal of Pharmaceutical Science Invention, 2319 – 6718.*
[24] Rani M, Bonu S, Jha P, Nguyen SN, Jamjoum L [2003] Tobacco use in India: prevalence and predictors of smoking and chewing in a national cross-sectional household survey. *Tobacco Control* 12: e4.

[25] Rifat Khan, Socio-Economic Dimensions of Drug Addiction: with Special Reference to under Graduate Students of Srinagar City, Unpublished Dissertation, Department of Law, University of Kashmir, 2008, p.27.
[26] Swan AV, Creeser R, Murray M. [1990] When and why children first start to smoke. *Int J Epidemiol* 19:323–330

 [27] United Nations Office on Drugs and Crime (UNODC) (2008): World Drug Report

2008 , UN, New York.

 [28] WHO Expert 13th, Committee Report on, *Addiction Producing Drugs*, Geneva. 1964, No. 7, P. 270.

COMPARATIVE STUDY OF ELEMENTARY SCHOOL TEACHERS WITH SPECIAL REFERENCE TO THEIR JOB SATISFACTION

1. **Javeed Ahmad Puju,**

Assistant Professor, (Education), School of Open learning,
Directorate of Distance Education, University of Kashmir.
E-Mail: javeedap@kashmirunivesity.ac.in
Javeeds411@gmail.com

2. **Mastoora Hassan.**

Contractual lecturer (Education),
Govt. Degree College Boys Baramulla,
Fatimatmastoor14@gmail.com

ABSTRACT

The present study was carried out to find out the difference between rural and urban and male and female elementary school teachers on various dimension of job satisfaction. The investigators used Amar Singh and T.R Sharma's Job Satisfaction Scale(JSS). to collect the data randomly from various Govt. and private elementary schools. Some important statistical techniques were used to analyze and interpret the collected data and it was found that there is significant mean difference between rural and urban elementary school teachers further significant difference was found between male and female elementary school teachers.

Introduction

Education is responsible for healthy progress and development of any society. One of the basic purposes of education is to produce trained human resource, which can overcome development impediments of a given country. To achieve this, there should be a satisfied work force in the sector. Employees who have high level of job satisfaction commit their time, energy, and efforts to work which result in high productivity (Scott, 2004)

Elementary education is the foundation for the progress of the educational system in the country. To make elementary education strong and to empower whole nation there is a rising need of well trained teachers who are satisfied and competent. Teachers are expected to fulfill all the basic requirements of the teaching learning situation, to make the learning situation pupil friendly and pronounce all possible efforts to make leaning possible in a healthy way.

Teachers are the main input source of any educational institution and teacher's adequate work and responsibility towards the institution makes it good or bad. Positive and favorable attitude make the work of a teacher not only easier but more satisfying and pleasant. On the other hand negative attitude makes the teaching work harder and unpleasant. The present teaching learning environment calls for teachers, who are able to approach the education of each child with a background of knowledge of the wide ranges in individual differences between them. So, it is the responsibility of teacher to impart quality education because they are in charge of the future of the nation.

For development of quality teachers one has to understand the factors associated with it. Job satisfaction is one of the important factor. Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". One of the most widely used definitions of Locke (1976), defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of

one's job or job experiences. Thus, job satisfaction refers to the overall attitude and views of teachers towards their working conditions and profession.

Review Literature

The major purpose of reviewing the literature is to determine what has already been done that relates to the topic. It involves the systematic identification, location and analysis of documents containing information related to the research problem. The review tells what has been done and what wants to be done. A careful review of the research journals, books, dissertation, thesis and other sources of information on the problem to be investigated is one of the important steps in planning of any research study. Rashmi Sharma (2013) conducted research on "Teachers job satisfaction in teaching profession". The study reported that teachers level of job satisfaction has a positive relation with success in teaching. Annierah et al., (2013) examined Work performance and job satisfaction among teachers and found that the teachers display a high level of performance related skills, abilities, initiatives and productivity. Shashi Shukla (2014) conducted research on "Teaching competency Professional Commitment and Job Satisfaction—A study of primary school Teachers". The study reported no relationship existing between teaching competency and job satisfaction. Singh and Pal (2011) carried out a study of job satisfaction and teaching effectiveness of school teachers. The study reported that there is a significantly higher correlation between job satisfaction and teaching effectiveness.

Need and Importance of the Study

This study has a multiple purpose. Primarily, the study will provide positive images of teachers towards teaching profession and develop insight in developing their potential role in society. This study is important because it assessed the present conditions of the teachers work performance and job satisfaction of teachers and professional growth of administrators towards better education. To prove the strength of our educational system we require teachers who are trained, and who are aware of their duties thus they will perform their jobs with the best they can afford. Job satisfaction affects various components of a job and is influenced by many other components as well. In the present study, efforts have been made to study the job satisfaction of elementary school teachers in private and government schools.

After analyzing the various studies carried out by different researchers, the investigator realized that no such research has been carried out on Elementary school teachers with reference to their Job satisfaction in Kashmir. Thus, the investigator found it burning issue to study teaching competency and Job Satisfaction of Elementary school teacher in District Ganderbal and District Srinagar.

Objectives

The investigators have formulated following objectives for the present study:
1. To study the job satisfaction of elementary school teachers.
2. To compare rural and urban elementary school teachers on various dimensions of job satisfaction.
3. To compare male and female elementary school teachers on various dimensions of job satisfaction.

48

Hypothesis

Following hypothesis have been formulated for the present investigation.

1. There is no significant mean difference between rural and urban elementary school teachers on job satisfaction.
2. There is no significant mean difference between male and female elementary school teachers on job satisfaction.

Methods and procedures

Sample:

      The investigator shall select randomly 100 rural (50 male & 50 Female) and another 100 urban (50 male & 50 female) elementary school teachers from various elementary schools from district Ganderbal and district Srinagar.

Statistical techniques Used

The collected data shall be analyzed by applying some statistical techniques viz:

- Mean
- S.D..
- T-value

Data Analysis and Interpretation

Table 1.0: Shows mean comparisons of rural and urban elementary school teachers on dimension concrete factor of job satisfaction.

Category	N	Mean	S. D	t-value	Level of significance
Rural	100	17.20	4.17	3.35	Significant
Urban	100	19.18	4.25		

      The periodicals of above table shows comparison of rural and urban elementary school teacher on Concrete factor dimension of Job satisfaction. The table depicts that there is significant mean difference between rural and urban elementary school teachers at.01 levels. Urban elementary school teachers are more satisfied on dimension of concrete factor of job satisfaction as compared to rural elementary school teachers.

Table 1.1: Shows mean comparisons of rural and urban elementary school teachers on dimension job abstract factor of job satisfaction.

Category	N	Mean	S.D..	t-value	Level of significance
Rural	100	18.15	4.10	1.84	insignificant
Urban	100	19.22	4.15		

     The above table shows mean comparison of rural and urban elementary school teacher on Job Abstract dimension of Job satisfaction. The table depicts that there is no significant mean difference

between rural and urban elementary school teachers at both levels. The table reveals that urban element school teachers scored higher mean than rural elementary school teachers but fails to reach any level of significant difference. Both rural and urban elementary school teachers shows same satisfaction on dimension of abstract factor of job satisfaction.

Table1.2: Shows mean comparisons of rural and urban elementary school teachers on dimensions psychological factor of job satisfaction.

Category	N	Mean	S.D.	t-value	Level of significance
Rural	100	19.20	5.10	2.36	Significant at 0.05
Urban	100	20.90	5.18		

The data of above table shows comparison of rural and urban elementary school teacher on Psychological factor dimension of Job satisfaction. The table depicts that there is significant difference between rural and urban elementary school teachers at 0.05 level. The table reveals that urban elementary school teachers are satisfied on dimension of psychological factor of job satisfaction.

Table1.3: Shows mean comparisons of rural and urban elementary school teachers on dimension economic factor of job satisfaction

Category	N	Mean	S.D..	t-value	Level of significance
Rural	100	12.10	1.96	4.77	Significant
Urban	100	13.18	1.18		

The above table shows comparison of rural and urban elementary school teacher on economic factor dimension of Job satisfaction. The table depicts that there is significant mean difference between rural and urban elementary school teachers at both level of significance. Urban elementary school teachers are satisfied on dimension of concrete factor of job satisfaction

Table1.4: Shows mean comparisons of rural and urban elementary school teachers on dimension Community/National growth factor of job satisfaction

Category	N	Mean	S.D..	t-value	Level of Significance
Rural	100	11.76	2.39	2.08	Significant at 0.05
Urban	100	11.11	2.02		

The above table shows comparison of rural and urban elementary school teacher on Community/ National growth dimension of Job satisfaction. The table depicts that there is significant difference between rural and urban elementary school teachers at 0.05 levels. The table reveals that mean score favors rural elementary school teachers which depict they are more satisfied than urban elementary school teachers on dimension of community/national growth factor of job satisfaction.

50

Table1.5: Shows mean comparisons of male and female elementary school teachers on dimension job concrete factor of job satisfaction

Category	N	Mean	S.D..	t-value	Level of Significance
Male	100	16.20	3.17	4.4	Significant
Female	100	18.18	3.25		

The data of above table shows comparison of male and female elementary school teacher on Job concrete dimension of Job satisfaction. The table depicts that there is significant difference between male and female elementary school teachers at 0.05 and 0.01 levels. Female elementary school teachers are more satisfied on dimension of concrete factor of job satisfaction than their counter parts.

Table1.6: Shows mean comparisons of male and female elementary school teachers on dimension job abstract factor of job satisfaction

Category	N	Mean	S.D..	t-value	Level of Significance
Male	100	17.15	3.10	2.48	Significant at 0.05
Female	100	18.22	3.15		

The above table shows comparison of male and female elementary school teacher on Job abstract dimension of Job satisfaction. The table depicts that there is significant difference between male and female elementary school teachers at 0.05 but insignificant at 0.01 level. The table reveals that female elementary school teachers are satisfied on dimension of abstract factor of job satisfaction

Table1.7: Shows mean comparisons of male and female elementary school teachers on dimension psychological factor of job satisfaction

Category	N	Mean	S.D..	t-value	Level of significance
Male	100	18.20	4.10	2.91	Significant
Female	100	19.90	4.18		

The above table shows comparison of male and female elementary school teacher on psychological dimension of Job satisfaction. The table depicts that there is significant difference between male and female elementary school teachers at 0.05 and 0.01 level. The table shows high mean score of female elementary school teachers which reflected they are satisfied on dimension of psychological factor of job satisfaction than their counter parts.

Table1. 8: Shows mean comparisons of male and female elementary school teachers on dimension economic factor of job satisfaction

Category	N	Mean	S.D..	t-value	Level of Significance
Male	100	11.10	1.10	4.93	Significant
Female	100	12.18	1.90		

The data of above table shows comparison of male and female elementary school teacher on economic dimension of Job satisfaction. The table depicts that there is significant difference between male and female elementary school teachers at 0.05 and 0.01 levels. Female elementary school teachers are satisfied on dimension of economic factor of job satisfaction than male elementary school teachers. .

Table1.9: Shows mean comparisons of male and female elementary school teachers on dimension community/national growth factor of job satisfaction

Category	N	Mean	S.D.	t-value	Level of Significance
Male	100	10.76	1.39	3.88	Significant
Female	100	10.10	1.02		

The periodicals of above table shows comparison of male and female elementary school teacher on Community/ National growth dimension of Job satisfaction. The table depicts that there is significant difference between male and female elementary school teachers at both levels of significance. The tables shows female elementary school teachers are t satisfied on dimension of community /national growth factor of job satisfaction than their counter parts. .

Major findings.

It was found that there is significant mean difference between rural and urban elementary school teachers on concrete factor dimension of job satisfaction. Urban elementary teachers show more satisfaction on concrete factor of job satisfaction.

Further it was found that there is no significant mean difference between rural and urban elementary school teachers on job abstract dimensions of job satisfaction.

It was found that urban elementary school teachers show significant difference on psychological factor dimension of job satisfaction. Urban elementary school teacher are more satisfied on psychological factor of job satisfaction.

Significant mean difference was found between rural and urban elementary school teachers on economic factor dimension of job satisfaction. Urban elementary teachers show better satisfaction than rural elementary teachers.

It was also found that rural elementary school teachers shows better satisfaction that urban elementary school teachers on community/ national growth dimension of job satisfaction.

It was found that there is significant mean difference between rural and urban elementary school teachers on job satisfaction

It was further found that there is significant mean difference between male and female elementary school teachers on concrete factor dimension of job satisfaction. Female elementary teachers show better satisfaction on concrete fact as compared to their counter parts.

Female elementary school teachers were found somewhat satisfied than their counter parts while comparing on job abstract factor dimension of job satisfaction.

52

Significant men difference was found between male and female elementary school teachers while comparing on psychological factor dimension of job satisfaction. Female teachers show more satisfaction than their counter parts.

It was also found that female elementary school teachers show significant mean difference on economic factor dimension of job satisfaction.

It was further found that there is significant mean difference between male and female elementary school teachers on community/ national growth dimension of job satisfaction. Male teachers show somewhat satisfaction than their counter parts.

It was also found that there is significant mean difference between male and female on job satisfaction.

References

Annierah et.al (2013). Work performance and Job satisfaction among teachers". International Journal of Humanities and Social Sciences Vol.3 no.5

Cheng, Y., and Ren, L. (2010). Elementary Resource Room Teachers' Job Stress and Job Satisfaction. Journal of Intellectual and Development Disability, p.44.

Deosthalee, P. G. (2002). Job Satisfaction of Teachers in comparison with non-teachers. Pakistan Journal of Psychological Research, p.81.

Edwards, K. (2004). Perceptions of elementary school teachers. Dissertation Abstracts International,65(5),1023

French, L., and Wagner, B. (2010). Motivation, Work Satisfaction, and Teacher Change Among Early Childhood Teachers. Journal of Research in Childhood Education, p. 152.

French, L., and Wagner, B. (2010). Motivation, Work Satisfaction, and Teacher Change Among Early Childhood Teachers. Journal of Research in Childhood Education, p. 152.

Klassen, R. M., Usher, E., Bong, M. (2010). Teachers' Collective Efficacy, Job Satisfaction, and Job Stress in Cross- Cultural Context. The Journal of Experimental Education, p. 464-486.

Rashmi, Sharma. (2013). Teachers job satisfaction in teaching profession. International Journal of Education and Psychological Research (JEPR) Vol 2, Issue3, pp.104.

Shashi Shukla (2014). Teaching competency, Professional commitment and Job satisfaction-A study of Primary school teachers". Journal of research and method in education Vol 4, Issue 3, pp 44-64

Tillman, J, and Tillman, W. (2008). A Study of Job Satisfaction Among Teachers. Academy of Educational Leadership Journal, p. 1.

Internet as a Digital Revolution in Education and Research: A Global Perspective

Dr. Syed Noor ul Amin
Assistant Professor (Contractual)
Department of Education, University of Kashmir (J&K) India
e.mail:syd_aman@rediffmail.com

ABSTRACT

The present study explored the pivotal role of computer and Internet in educational projects viz. a. viz. research. Nowadays the Internet is pervasive in the lives of students, institutions, and societies all over the world. Due to the exponential proliferation of the Internet in all aspects of life, what has been called the digital culture has had an extensive influence on education. It has affected the field of education at all grades & levels. Its emergence and widespread availability of resources used in educational settings has driven much debate on its usability. With the advent of Internet, a significant transition can be seen in the academic communities, its appearance increasing the means of researches, facilitating the communication and enabling data share. For academic communities, it is easier to search through Internet as compared to the longer stay in the library rooms to collect , consolidate and compile information. It has immense potential to enables the students to get instant information for their research and academics. In the present piece of research attempt has been made to explore the Internet as a digital revolution in the field of research and education and establish its emergence as a source of global network, as a source of communication and information and as a source of availability, accessibility, and affordability in education and research.

Key Words: Internet, Digital Revolution, Education, Research, Global Perspective.

Introduction

The widespread use of ICT in all areas has a direct effect upon the way in which the world is perceived. The permeating presence of telematic networks in all scopes of life allows unlimited access to information and a flexibilization of time and space barriers. The last two decades have witnessed a revolution caused by the rapid development of Information and Communication Technology (ICT). It is difficult and impossible to imagine future that is not supported, in one way or another, by Information and Communication Technology (ICT). While looking into the current widespread diffusion and use of ICT in modern societies, especially by the young the so-called digital generation then it should be clear that ICT will affect the complete way of life today and in the future. (ICT) at present is influencing every aspect of human life. The way the different fields operate today is vastly different from the ways they operated in the past. ICT plays salient role in work places, business establishments, education, and entertainment. Moreover, ICT proves catalyst for change; change in working conditions, handling and exchanging information, teaching methods, learning approaches, scientific research, and in accessing information. According to Blurton, (2010), the power of information technology has been significantly stronger due to its presence is anytime-anywhere. It has the ability to transcend time and space. While ICT as a general and Internet as a particular has come with an evolution that cannot be compared with the existing technologies that existed before. It is a new and innovative medium that can completely change the lives of people much as television did in fifties. The Internet is only two and half decade old, but it is already the key catalyst of the most extensive and fastest technological revolution in history. The Internet changes people's lives in terms of reaching, disseminating, creating, and evaluating a huge amount of information easily and so

rapidly. Shitta (2002) asserted that the Internet is a communication super highway that links, hooks and focuses the entire world into a global village, where people of all races can easily get in touch, see, or speak to one another and exchange information from one point of the globe to another.

Since Internet appeared before the general public in early 1990s, and its growth rate has been seen unusual. Its penetration had far surpassed the diffusion speed of the traditional media. Internet took nearly three years to reach 50 million users, as compared to radio, and television which reached to general public with 38 and 13 years respectively (Molosi, 2001 & Dholakia, 2004). The changes brought about by the Internet surpassed the impact of television and revived the effects of the printing press. Internet being a global network interlinking millions of computers all over the globe and provides an infinite variety of contents as well as a diverse range of applications (Goggin & Griff, 2001). It is becoming a widely accepted channel for information exchange and powerful networking because it contains the biggest resource of information in the entire world and it enables people to obtain an interactive mechanism to instantly communicate with each other through the Internet using a range of applications. voice-over-Internet-protocol (VOIP), checking traffic news, purchasing cinema tickets, and carrying out online share trading, downloading music and video, chatting and playing games, email, and have access to the encyclopaedia, newspapers, bulletin boards, video arcade, hyper mails, broadcast stations, the movies, mail order, music entertainment, etc, all at one stop in a global village (Kuhlemeier, 2007; Wishart, 2007). It provides that store of information which is not possible for any single entity to hold or manage. Spring (1994) quoted that the "revolution will not be televised, but the proceedings will be available online." Emergence of Internet as a Global Network.

The 'Internet' is formed by conjoining two words that imply an international network: Inter "international" and Net "network" (Isman, 2004). The Internet therefore can be defined as an international computer network of information available to the public through modem links (Bassey, 2003). Internet emanates from the words "Internet Connection Network", connecting computers around the world by the use of a standard protocol (Greenfield, 1999a &b). IT Encyclopaedia (2001) in the same vein defines Internet as an essentially whole bunch of computers connected together by wires which they can talk over. Ogedebe (2004) Internet is a large computer network formed out of some thousands of interconnected networks, and it supports a whole range of services such as electronic, file transfer protocol, database access and many others. DiMaggio et al, (2001), the Internet is "electronic network of networks that links people and information through computers and other digital devices allowing person-to-person communication and information retrieval." Nwafor & Ezejiofor (2004) observe that the Internet is not a single network of computers but a network of nets, a large network that connects many smaller networks to one another. The advent of the computer and the Internet has brought a whole new world in terms of gathering, disseminating, creating, and criticizing information and communicating with people. On the other hand, the "Internet" is a "giant network which interconnects innumerable smaller groups of linked computer networks" or which virtually covers the entire globe. On this network, the World Wide Web provides a global platform for information storage, resource sharing, communication, research, entertainment, education and business transactions etc. The web is actually a collection of electronic documents that are stored on computers throughout the world (World Wide Web, 2002; Howe 2007). Through the use of a web browser these documents can be easily accessed by anyone who knows what to look for and are frequently identified through the use of search engines designed to access these documents

based on key words (Schneider, et.al. 2006). Ezomo (2006) asserts that Internet is the gateway for libraries and information centers to enter the electronic information era and provides information generated by different organizations, institutes, research centers, and individuals all over the world. Nowadays, with the popularization of the network, the on line life is not just for those computer geeks. Also, the Internet network is widely used by people all over the world. More and more people are accustomed to search resources from the Internet which is not easy to realize without the mature network technology. It seems no matter what difficulties people meet, the first reaction is almost to ask Google or Wikipedia. Michael Hart's (1995) pointed out "for the first time we actually have the opportunity for a whole world's population to share not only air or water, but also to share the world of ideas, of art or of music and other sounds…anything that can be digitized. In fact, it is certainly true that life online is inescapable, especially in the information explosion society. The Internet can supply numerous information resources which is renewed and up to date. For instance, you can read the newspaper and books in the online library for free instead of buying a new one. This is very attractive to Netizen ('Netizen', which means net citizen) especially for students. That is why today, the Internet has linked thousands of nations and enterprises across the world. Hence, the world which appears physically large has been made too small by Internet and reference to it as "global village". In addition, Chou (2001) indicated that the most appreciated Internet features included interactivity, simplicity, and availability, viz-a-viz abundant and updated information.

Emergence of Internet as a Source of Communication and Information

The Internet developed from a United States Department of Defence project (Dawson, 2005). During the Cold War there was concern that in the event of a nuclear attack, US communication systems could be knocked out by missiles hitting key communication centres. The initial core of what would become the Internet was the network that was designed by the defence ministry of America to help informing in the military and top secret projects. The network was linked to some other networks while continuing its work consider its high efficiency, and the scientists as well as research institutions were soon attracted to that. The rudimentary network was abandoned by the American Government but this developed form of network is now transmitting so much diverse and expanded information all over the world to millions of users (Sedigh, 1996).The Internet was originally developed in the 1960s, when several computer scientists were hired by Pentagon at the U.S. Defence Department headed by Dr. Robert W. Taylor (Schneider, Evans, & Pinard, 2006), to build a system to decentralize communication network primarily for military purposes. There was therefore a need to develop a distributed system that could withstand such destruction. In late 1960s, the Internet (under its original name Advanced Research Projects Agency Network–ARPANET) was designed (Hinson & Amidu 2005). ARPANET developed out of the government's effort to connect computers together throughout the country. The main purpose of ARPANET was to secure communication between military organizations and safely store large amounts of critical information in the event of a nuclear holocaust (Bogard, 1996). The researchers soon realised the importance of networking and by 1986, the U.S. National Science Foundation network NSFNET established to extend the network to more research institutions. ARPANET ceased to exist in 1990. Over time the network grew rapidly to interconnect numerous universities, research centers as well as commercial organization. Thereafter, the word and use of the INTERNET expand globally. In 1989, the World Wide Web (WWW) went global, and brought about the instantaneous access of information to every corner of the planet. Internet spread rapidly across the globe and grew to one million users in 1992

(Giovannetti, Kagami & Tsuji, 2003). It has been providing a novel type of communication that enables the user to access large amounts of information with a touch of a finger. The number of Internet-users started to increase in 1993 and has steadily increased since that time. The greatest increase in the number of users accessing the Internet began in 1999. Since then, the continual improvement of the Internet technology has provided an extraordinary level of public accessibility to a wide range of forms of communication, e.g. intra-organisational and inter-organisational email; data storage, management and transfer; social websites like Face book; text messaging such as Twitter, and so forth. Due to the development and spread of cheaper and more user-friendly computer technology and software (e.g., portable computers, Microsoft Word etc), the use of the Internet has increased dramatically. The remarkable growth in the Internet's functionality, capacity, accessibility and convenience, these improvements have encouraged more people to use it more often, and it has become a powerful application in modern society. The Internet access and usage in the world has been proliferating year by year, conservative estimates put the number of Internet-users worldwide. The Internet is estimated to be growing at a rate of 10.15 per month with numbers rising from about 56 million Internet-users worldwide in 1995-96 (Daly 2000), and increased 150 million at the end of 1998 and 200 million people in 1999 and at 500 million by the year 2000 to 2001(Castells, 2001) with an associated exponential growth in the number of web sites. According to the Computer Industry Almanac (2009) the worldwide number of Internet-users surpassed one billion in 2005 (up from 45 million in 1995 and 420 million in 2000). By March, 2006, there were over a billion Internet-users worldwide (Internet World Stats, 2006). The number of Internet-users grew by 114 percent when compared with the figure in 2000 (Central Intelligence Agency, 2006; Internet World Stats, 2006). Burns (2006) predicted that the adoption of various information technologies, including Wi-Fi connectivity, RSS feeds, blog authoring and podcasts, will drive Internet usage worldwide. Statistical research tell us that Approximately 1.11 billion users in 2007, 1.67 billion in 2009, and 1.97 billion in 2010 (Miniwatts Marketing Group, 2010), indicating an upward trend in the number of digitally literate people. Such a rapid growth has been interacted with people's needs and motivation. Within a decade, from 2000 to 2011 the number of Internet-users globally rose from 360 million to 2.267 billion and by the end of June 2012 there were over 2.4 billion Internet-users in the world (Internet world Stats, 2011a).The number of Internet-users in the world has experienced a growth of 480.4% between 2000 and 2011 with the number of Internet-users around the world estimated to be over 2 billion people within a world population of approximately 6.93 billion by March 31, 2011 (World Internet-users and Population Stats 2011).In 2010, the world's Internet use was 28.7% of the population. While this may not seem like a very large portion of the world's population, the growth in Internet use worldwide has increased dramatically from 2000- 2011. In recent years, the number of Internet-users has increased worldwide. The growth of Internet use in Asia is higher than that in Europe and North America. Around 40% of the world population has an Internet connection today. In 1995, it was less than1%.The number of Internet-users has increased tenfold from 1999 to 2013.The first billion was reached in 2005. The second billion in 2010. The third billion is expected by the end of 2015-16. India stands fourth in the world after US, China and Japan in terms of the Internet-users (Internet World Stats, 2010b). In India, the major group of Internet-users belongs to the academic community as the Internet came to India primarily for academicians through Educational and Research Network (ERNET).Internet came to India in the early 1990s for a restricted group of users through some leading Internet Service Providers (ISPs). The Education and Research Network (ERNET), National Informatics Centre Network (NICNET)

and Software Technology Parks of India (STPI) have been offering Internet services with very different charters and growth histories. ERNET was designed to provide Internet access to the Indian educational and research institutions, NICNET was designed to provide Internet access primarily to Government departments and STPI was permitted to serve only the software exporters falling under the Software Technology Park scheme of the Department of Electronics. Later on, Videsh Sanchar Nigam Limited (VSNL), Bharat Sanchar Nigam Limited (BSNL) and Mahanagar Telephone Nigam Limited (MTNL) entered into the market. The Indian Internet services market was opened for private sector participation in November 1998. India's first private ISP is "Satyam Online" launched by Satyam Info way. Thereafter, Sify, Airtel, Netcom, Reliance and Hathway became the major private ISPs of India. The Internet services were introduced in the Kashmir Valley during 1994-95 by Bharat Sanchar Nigam Limited (BSNL). With the passage of time, three more privately owned ISPs- IPEAKS, SLICNET and INFONET were registered but only IPEAKS was operational till 1997, (Chawla, 2003). Presently, six ISPs namely BSNL, AIRTEL, AIRCEL, IDEA, Tata Indicom, Reliance, and Vodafone are operational in the Kashmir Valley. The Commercial Cyber Cafes are also available in all the major towns of the Valley. The population composition of the Internet-users ranges from decision makers to commoners, professionals to students, business giants to common workers, producers to consumers, irrespective of age, gender, generation, religion, region, race and colour. The highest percentage of Internet-users belongs to younger generation. Since its inception, the Internet has grown exponentially over the years and has emerged as the foremost healthy source of disseminating information to a large audience, transcending the limitation of time and space. There has been remarkable growth in the Internet's functionality, capacity, accessibility and convenience. These improvements have encouraged more people to use it more often (Leiner et al., 2000; Singh, 2002).

Emergence of Internet as Source of Availability, Accessibility, and Affordability in Education and Research

The first decade of the 21st has seen witnessed the dramatic changes due to the exponential proliferation of the Internet in all aspects of life. What has been called the digital culture has had an extensive influence on education. Internet use has become very popular in many areas including education in recent years. It has affected the field of education at all grade levels (Sati and Khalid, 2002). The widespread availability of resources on the Internet and their potential used in educational settings has driven much debate its usability (Sinha, 2004). The use of the Internet in education allows a wide range of international resources to be accessed. Resources can be very well organized on the Internet, which allow for easy information access and exchange (Hicks, 2002). Internet can be used as a supplement to traditional instructional methods, to complement a lecture; instructors may ask students to find specified web sites to gain more in-depth knowledge about a particular topic (Robinson, 2005). Integrating Internet, mobility, and multimedia as well as other software powerful facilities lead to tremendous potential in education process with special impact on students, lecturers, and researchers. It has made considerable and dramatic impact on contemporary educational practice (Chou, et al., 2002; Havick. 2000; Tsai.2001). For example, the Web-based learning where educators integrate the Internet into instructional practice can not only provide learners with distant, interactive, broad, individualized and inquiry-oriented learning activities, but also promote their knowledge construction and meaningful learning (Leflore, 2000). Learners consider Internet as the main and initial source of information (Tuncer, et al. 2011). As the Internet is broadly used for

educational purposes; learners may have more rich experiences of utilizing the Internet. Levin (2003) stated the Internet as a new invented technology that holds the greater promise humanity has known for learning and universal access to quality education. As an educational tool Internet lets access to inexpensive, global, interactive and intensive computer communication and it also enables the student to improve his/her learning experience (Deniz & Coskun 2004).

Information and Communication Technology (ICT) has now broadened the horizon of the opportunities among institutions of higher learning, giving hopes to members of the academic communities to cooperate with their counterparts all over the world (Collis & Wende, 2002; OECD, 2005), and strengthened their mandate of teaching and carrying out research (CHEPS, 2000). Internet use has become a way of life for the majority of higher education students all around the world. It affects the way people learn especially in higher learning institutions (Edmunds & Conole, 2010). It serves as a useful tool in support of the various educational activities that ranged from research to teaching. It also enables scholars and academic institutions to disseminate information to a wider audience around the globe through websites (Luambano & Nawe 2004). Students prepare course assignments, make study notes, tutor themselves with specialized multimedia, and process data for research projects. Most of them exchange emails with faculty, peers, and experts working at distance places. They keep up to-date in their fields on the Internet, accessing newsgroups, bulletin boards, listservs, and web sites posted by professional organizations. Usun (2003) indicated that Internet is appealing to higher education for a number of reasons: it reduces the time lag between the production and utilization of knowledge; it promotes international co-operation and exchange of opinions; sharing information and it helps to promote multidisciplinary research. Students receive the opportunity to use the Internet to seek and obtain scholarly material. Wilkinson et al. (2003) reports that most of the links between universities home pages were associated with information on research or education. Omidian (2011) identified that university students prefer to use the Internet for their information need more than traditional print sources due to being quickly and easily valuable resource. It has been seen that students utilize the Internet for the university education all over the globe (Isman & Dabaj, 2004). Students use Internet because of the perceived effectiveness of the facility in information access on assignments and research projects. It is common to say that more than 50 percent of students' assignments are based on information from the Internet (Norzaidi & Salwani, 2008a, b). Thus, today, academic life without the access to the Internet is hardly imagining (Spennemann et al., 2007). As a matter of fact, majority of higher institutions of learning have now established their online presence with their researchers and students also having access to journals, magazines, newsletters and books (Jagboro, 2003). There are great possibilities for higher education at all levels through the use of the Internet because curricula can be developed collaboratively and educational materials distributed and updated more cheaply, offering additional ways for students to Interact with their study materials as well as their instructors. There are also pressures to make learning more flexible even for those students who have access to the Internet on a university campus (Brown, 2001). Further, there are multiple forces driving Internet expansion in higher education including globalisation and the need for workforce training, learner on-demand services, digitisation, knowledge explosion, and cost effectiveness (Bates, 2000). University students showed a positive attitude toward using the Internet as a teaching and learning tool. Technologies like the Internet to accelerate university students' learning enhance and democratize access to educational opportunities, and support interactivity, interaction, and collaboration (Draper & Brown 2004; Oliver 2006). Schroder (2007)

59

stated that university students take responsibility more for determining educational learning strategies and think that the reason for this is the quality of the information obtained from Internet is getting higher. Mathew & Schrum (2003) found that university students use the Internet for communicating with the professors through emails by asking for clarification or reporting information, e-mailing papers, and getting feedback. Secondly, they use the Internet to get materials (web links, notes, practice, quizzes, hints for test etc.) from professional websites, checked grades, and accessed resources from Web CT. Adegboji & Toyo (2006) concerned that Internet contributed significantly to the ease of research through downloading course related materials. They relied mostly on Internet sources for the big projects they downloaded study aides.

In today's fast changing world, research has become one of the most important intellectual possessions for every human being to change his way life in accordance to the needs and demands of the society. It is a key ingredient in shaping up the world. It opens new frontiers to many fields like, education, business, economics, medicine and science. Truly, research in itself had made a significant contribution in man's giant leap towards the future. Internet has emerged as a formidable social and cultural institution of global proportions facilitating access to a wealth of information on the web for the academic society to support their academic and research activities. The use of information technology has been reported to increase the research productivity of scholars (Misra & Satyanarayan, 2001). Information is just a 'finger touch' away from the user and it would not be inappropriate to say that the Internet has become the biggest global digital information library, which provides the fastest access to the right kind of information in nano-seconds to end user at any time and at any place in the world. With the advent of Internet, a significant transition can be seen in the academic communities' approach and the way they seek information and the methods they employ for teaching and learning activities. The principal functions of Internet are increasing the means of researches, facilitating the communication and enabling data share. Agarwal & Dave (2009) reported that students depend on the Internet as a veritable source of research information. Kumar & Kaur (2006) indicated that Internet resources are now preferred source of research information to the print resources among the students. Kamba (2008) maintains that the Internet has not only reduced the need to store information resources but has also increased the output of research publications globally. Jagboro (2003) Internet was the fourth most important resources for materials among the postgraduate students with respondents using the Internet to access research materials and for email. Internet use for academic activities would improve significantly with more access in departments and faculties. Fasae & Aladenyi's (2012) stated that students use the Internet for research more than they use it for communication and entertainment. Massaquoi (2006) also confirms that 84 percent of journal articles and 97 percent of completed research works are now available on the Internet. He adds that making use of the Internet helps in conducting research, publishing articles and exchanging ideas. Similarly, Yusuf (2006) stated that the Internet provides wide range opportunities for easy access of relevant and current literature, wide range of instruments, online opportunity for validation of instrument, simulation of an on-going research, and so on. He further adds that collaboration of research (trans-institutional, trans-national and trans-continental) is possible, and wide range of opportunities exist for the dissemination of research findings (journals, personal web page, foundations/organizations' web pages and so on). The only way to pursue knowledge is through research and the Internet is having a profound impact on the research process and dissemination of information. The Internet therefore, be described as a 'sea of information' and 'reservoir of information' containing texts which are not housed between library and bookshop walls and subject areas span across all

fields of knowledge. Restrictions created by distance, availability and access to information have to a large extent been removed. More information continues to become available in electronic format as this medium is embraced by publishers, museums and archives (Schmidt, 2003).It contains more information than the world's largest libraries (Emeagwali, 2000). With access to the Internet one can retrieve information from the world's largest information database. Also, thousands of libraries are connected to the Internet, permitting even casual users to access their catalogues and request learning material through interlibrary programs. In addition to those information services, the number of on-line journals, newspaper and trade magazines increase each month. Much of the information in these publications is free. It is a virtual treasure trove of information. Any kind of information on any topic under the sun is available on the Internet. It is a truly "open technology", allowing users with any hardware and software to derive the necessary information from the network, independently from the location of data and knowledge bases. Hence, Internet can therefore be described as a super highway of information carrier, where information seekers on any subject or area of discipline can obtain current and useful information and knowledge. In the academic perspective, the Internet host and allow access to subject gateways, databases and professional websites which contain various types of scholarly resources like electronic copies of journals, articles, books, datasets, short communications, formula, monographs, encyclopaedia, dictionaries, instructional notes, informative web-pages, with numerous links to search and research related websites. Consequently, researchers all over the world are taking advantage of the Internet. "The Internet has revolutionized our lives!" often heard exclamation.

Conclusion

The role of Information and Communications Technology (ICT) in human development has received growing attention due to the growing proliferation of the Internet, convergence in Information technology and telecommunication technologies. The Internet is referred to as an ocean of information and knowledge which is now globally used in every facet of human endeavour. It is one of the facilities through which information and knowledge can be stored, arranged and transmitted return to its users quickly, timely, and accurately (Adegbija & Daramola, 2007). It has become a global source of information accessible at anytime by anyone from anywhere on this planet. It has converted the whole world into a global information web. Internet has changed our lives in a revolutionary way regardless of any geographical boundaries. Due to Internet use, people across the globe have become part of a networked society, whereby time and distance have lost their meaning (Holtz 2002). The advent of the Internet has brought a whole new world in terms of gathering, disseminating, creating, and criticizing information and communicating with people. It is a communication super highway that links, hooks and focuses the entire world into a global village, where people of all races can easily get in touch, see, or speak to one another and exchange information from one point of the globe to another. From the day of its origin the use of the Internet has increased dramatically. The remarkable growth in the Internet's functionality, capacity, accessibility and convenience have encouraged more people to use it more often, and it has become a powerful application in modern society. The Internet access and usage in the world has been proliferating year by year, conservative estimates put the number of Internet-users worldwide. Internet emerged as a source of security, communication and information and at the same time influenced the way of means, methods, techniques and the approach of education and research. The comprehensive literature available

shows that the Internet plays important functions in education and research as: (i) storehouse of information, (ii) communication without boundaries, (iii) online interactive learning, (iv) electronic/online research, (v) innovation in the new world, (vi) improve interest in learning, (vii) global education, and (viii) information catalogues. As the Internet have many potentials and functions. In fact, the attractiveness of Internet has increased as a result of its availability, accessibility, and affordability. So, the Internet use encourage our students generations to make use of modern technologies to accomplish their academic and research objectives.

References

Adegbija, M.V. & Daramola, F.O. (2007). Evaluation of Computer Education Technology in Higher Institutions in Ilorin. African Journal of Educational Studies (AJES), Vol. 5, No. 1, Pp: 150-161.

Adegboji, O.B., & Toyo, O.D (2006). The Impact of the Internet on Research: The Experience of Delta State University, Abraka, Nigeria. Library Philosophy and Practice, Vol.8, No.2, Pp: 1-8.

Agarwal, U. K. and Dave, R. K (2009). Use of Internet by the Scientists of CAZRI: A survey. Indian Journal of Library and Information Science, Vol.3, No.1, Pp: 15-21.

Bassey EN (2003). Anatomy of Internet, Gonel System Limited, Effurun Nigeria.

Bates, A.W. (2000). Managing Technological Change. San Francisco, CA: Jossey-Bass.

Blurton, C. (2010). New Directions of ICT-Use in Education, Available online at: http://www.unesco.org/education/educprog/lwf/dl/edict.pdf; UNESCO World Communication and Information Report.

Bogard, W. (1996). The Simulation of Surveillance: Hypercontrol in Telematic Societies. Cambridge: Cambridge University Press.

Burns, E. (2006).Global Internet Adoption Slows While Involvement Deepens, Available online at:http://www.clickz.com/stats/sectors/demographics/article.php/3596131#table1

Castells, M. (2001). The Internet Galaxy: Reflections on the Internet, Business, and Society. New York: Oxford University Press. Catterall.

Central Intelligence Agency (2006). The World Fact Book–Hong Kong, Available online at: at: https://www.cia.gov/cia/publications/factbook/geos/hk.html

Chawla, R. (2003). Report of Information and Communication Technologies (ICTs) in Kashmir. Available online at: www.gipi.org.in/ict/kashmir

CHEPS (2000). Higher Education and the Stakeholder Society. Research program for 2001–2005.Availableonline at: http://www.utwente.nl/cheps/Research/index.html

Chou, C., & Tsai, C.C. (2002). Developing Webbased Curricula: Issues and Challenges. Journal of Curriculum Studies, Vol. 34, Pp: 623–636.

Collis, B. And Wende, M. Van Der (2002). ICT and the Internationalisation of Higher Education: Models of Change, In: Special Issue of the Journal for Studies in International Education, Vol. 6, No. 6, Pp: 87-9.

Daly; J.A. (2000). Studying the Impact of the Internet without Assuming Technological Determinism. Aslib Proceedings, Vol.8, No.8. Available online at: http://www.endinfosys.com

Dawson, A. (2005). The Impact of the Internet on College Students. The Good, the Bad and the Ugly. Paper Presented at the University of Nebraska, Kearney, and Available online at: http://www.unk.edu/uploadedFiles/academic/cte/newsletters/

Deniz, L. & Coşkun, Y. (2004). Internet Experiences of Student Teachers. Marmara University Ataturk Faculty of Education. Educational Sciences Journal, Vol.20, Pp: 39-52.

Dholakia, N., Dholakia, R. R., & Kshetri, N. (2004). Global Diffusion of the Internet. In H. Bidgoli (Ed.), The Internet Encyclopaedia, Vol. 2, Pp: 38-5.1

Draper S. & Brown M. (2004). Increasing Interactivity in Lectures Using an Electronic Voting System. Journal of Computer Assisted Learning, Vol.20, Pp; 81–94.

Edmunds, R., Thorpe, M., & Conole, G. (2010). Student Attitudes towards and Use of ICT in Course Study, Work and Social Activity: A Technology Acceptance Model Approach, British Journal of Educational Technology. Vol.43, No.1, Pp: 71-84.

Emeagwali P (2000). Vaulting Nigeria into the Information Age. The Guardian on Sunday September 24, 2000. ESCAP (2000). Are ICT Policies Addressing Gender Equality? Available online at:

Ezomo, E.O. (2006). Collection Development in an Automated Environment. A Compendium Of Papers Presented at the 2006 National Interactive Seminar, National Library of Nigeria, Jos, and 2nd-5thMay

Fasae, J. K. and Aladeniyi, F. R. (2012). Internet Use by Students of Faculty of Science in Two Nigerian Universities. Library Philosophy and Practice (e-journal). Paper 763. Available online at: http://digitalcommons.unl.edu/libphilprac/763

Giovannetti, E., Kagami, M. & Tsuji, M. (2003). Introduction. In Giovanneti E., Kagami M. & Tsuji M. (Eds.), The Internet revolution: a global perspective. New York, NY: Cambridge University press.

Goggin, G., & Griff, C. (2001). Regulating For Content on the Internet: Meeting, Cultural and Social Objectives for Broadband. Media International Australia incorporating Culture and Policy, Vol.101, Pp: 19-32.

Greenfield (1999a). Psychological Characteristics of Compulsive Internet Use: A Preliminary Analysis. Cyber Psychology and behaviour, Vol. 2, No.5, Pp: 403-412.

Greenfield, David N. (1999b). The Nature of Internet Addiction: Psychological Factors in Compulsive Internet Use. Paper Presentation at 1999, American Psychological Association Convention.

Havick, J. (2000). The Impacts of Internet on a Television-Based Society. Technology in Society, Vol.22: Pp: 273–287.

Hicks J.L. (2002). Distance Education in Rural Public Schools. USDLA journal, Vol.16, No.3. Available online at: http://www.firstsearch.org.

Hinson, R & Amidu, M. (2005). Internet Adoption among Final Year Students in Ghana's Oldest Business School. Library Review, Vol. 55, No. 5 Pp: 314–323.

Holtz, S. (2002). Public relations on the net. New York, NY: Amacom.

Howe, D. (2007). The Free On-Line Dictionary of Computing. Available online at: http://fodoc.org/

http://www.Internetworldstats.com/stats.htm

Information Technology Encyclopaedia (2001). Available online at: www.encyclopedia.com/topic/information_technology.aspx

Internet World Stats (2006), Internet Usage and World Population Statistics. Available online at: www.Internetworldstats.com/stats.htm

Internet World Stats. (2010b). Internet Usage Statistics: The Internet big picture: World Internet users and population stats, Available at: http://www.Internetworldstats.com/stats.htm

Internet World Stats. (2011b). Internet Usage Statistics: The Internet Big Picture: World Internet Users and Population Stats. Available online at: http://www.Internetworldstats.com/stats.htm

Isman, A., & Dabaj, F. (2004). Attitudes of Students towards Internet. Turkish Online Journal of Distance Education-TOJDE, Vol.5, No. 4.

Jagboro K.O. (2003). A Case Study of Internet Usage in Nigerian Universities: A Case Study of Obafemi Awolowo University, ile-ife Nigeria. Available online at: http://www.firstmonday.org/issues8_2/

Kamba, M.A. (2008). The Changing Role of Researchers in Nigeria: The Internet as an Alternative Future to Modernity. Library Philosophy and Practice. Available online at: http://unllib.unl.edu/LPP/kamba.htm

Kuhlemeier, H. (2007). The Impact of Computer Use at Home on Students' Internet Skills, Computers & Education, Vol.49, Pp: 460–480.

Kumar, R. and Kaur, A. (2006). Internet Use by Teachers and Students in Engineering Colleges of Punjab, Haryana, and Himachal Pradesh States of India: An analysis. Electronic Journal of Academic and Special Librarianship, Vol.7, No. 1 Pp: 1-13.

Leflore, D. (2000). Theory Supporting Design Guidelines for Web-Based Education. In: B. Abbey (ed.), Instructional and Cognitive Impacts of Web-Based Instruction. Hershey, PA: Idea Group Publishing, Pp: 102–117.

Leiner B. M, Cerf V. G, Clark D.D, Kahn R. E, Kleinrock L, Lynch D. C, Postel J.. L. G. Roberts and S.Wolff, (2000). A Brief History of Internet. Available online at: at http/www.isoc.org/Internet/history/brief.shtml.

Levin H. (2003). Making History Come Alive. Learn. Lead.Technol., Vol.31, No.3, Pp: 22-27.

Luambano, I & Nawe, J. (2004). Internet Use by Students of the University of Dar-Es-Salaam. Library High Tech News, Vol. 10 Pp: 13–17.

Massaquoi, J.G. (2006). Trends and Advances in Engineering Education in Africa. Available online at: http://world .1million paper.com

Mathew D., Schrum L. (2003). High Speed Internet Use and Academic Gratification in the College Residence. Internet Higher Educ., Vol.6, No. 2, Pp: 125-144.

Michael Hart (1995). A Brief History of Internet, the Bright Side: the Dark Side Publication: Champaign, I11.Project Gutenberg. Released on March 8th in 1995.

Miniwatts Marketing Group. (2010). Internet World Stats: Usage and Population Statistics. Available online at: http://www.Internetworldstats.com/stats.htm.

Misra J & Satyanarayana N R (2001). Users of Internet in a University Library: A case study. Ila Bull., Vol.37, No. 4, Pp: 132-134.

Molosi, K. (2001). Making the Internet Work for Africa. Computers in Africa, Oct. Nov., Pp: 37-38.

Norzaidi, M.D. and Intan Salwani, M. (2008a). Information Technology Management (IT) Models: An Introduction, University Publication Centre, Shah Alam, Selangor.

Nwafor, F.A., et al. (2004). Exploiting the Potentials of the Internet in Women's Empowerment. The Nigerian Library Link, Vol. 11, No.2.

OECD. (2005). "E-learning in Tertiary Education: Where Do We Stand? Education & Skills, Vol. 4, No.1, Pp: 1-293.

Ogedebe, P. M., Dawha, E. &Anaso, I. (2004).Computer and Information Technology: Issues and Practice, 2nd Edition. Salone Psycho– Educational Services, Maiduguri.

Oliver R. (2006). Exploring a Technology-Facilitated Solution to Cater for Advanced Students in Large Undergraduate Classes. Journal of Computer Assisted Learning, Vol.22, Pp: 1–12.

Omidian, F, (2011). E-Learning: Student's Attitude towards E-Learning in Relation to Computer Self-Efficacy and Anxiety. Germany: Lap Lambert Academic Publishing.

Robinson J.W. (2005). Internet use among African-American College Students: An Exploratory study. Available online from proQuest database.

Sati, Sadiq M., Khalid M. Al-Tawil, Shahid Ali, Hussein Ali (2002). Use and Effect of Internet in Saudi Arabia, 6th World Multiconference on Systems, Cybernetics, and Informatics, USA.

Schmidt, J. (2003). From Library to Cybrary. Changing the Focus of Library Design and Service Delivery. Available online at: http uq.edu.au/papers/ from library to cybrary.pdf

Schneider, G. P., Evans, J., & Pinard, K. T. (2006). The Internet Fourth Edition- Illustrated Introductory (4th ed.). United States of America: Thomson Course Technology.

Schneider, G. P., Evans, J., & Pinard, K. T. (2006). The Internet Fourth Edition- Illustrated Introductory (4th ed.). United States of America: Thomson Course Technology.

Schroder, M. (2007). Die Schule Der Zukunft–Connecdet Schools, Key Account Manager Higher Education Cisco Switzerland. Available online at: http://www.infosocietydays.ch/ResourceImage.aspx? raid=11144

Sedigh, O. GH (1996). Sociology of Youth and Social Issues. Jihad Daneshgahi of Mashhad: Gothenburg publication.

Shitta, M.B.K. (2002). The Impact of Information Technology on Vocational and Technology Education for Self Reliance. Journal of VOC & Tech. Education, Vol.1, No.1.

Singh AM. (2002). The Internet Strategy for Optimum Utilization in South Africa. S. Afr. J. Info. Manage. Vol. 4: Issue/ (March).

Sinha, Manoj Kumar. (2004). Studies on the Scenario of Internet Use Pattern of Assam University Community and Local Population of Barak Valley: A Survey. In: Planner 2004: Content Creation, Access and Management in Networked Environment. (Eds: T.A.V. Murthy et. al) Inflibnet Centre, Ahmadabad, Pp: 210-225.

Spennemann, D.H.R., Artkinson, J. and Cornworth, D. (2007). Sessional, Weekly and Diurual Patterns of Computer Lab Usage by Students Attending a Regional University in Australia, Computer and Education, Vol.49, No.3, Pp: 726-39.

Tsai, C. (2001). The Interpretation Construction Design Model for Teaching Science and Its Applications to Internet-Based Instruction in Taiwan. International Journal of Education Development, Vol.21: Pp: 401–415.

Tuncer, M. Yelmaz, O. & Tan, C. (2011). Evaluation of Internet as a Source of Information According to the Students of the Department of the Computer and Instructional Technologies. 5th International

Computer & Instructional Technologies Symposium, 22-24 September 2011 Ferat University, Elaze -Turkey.

Usun, S. (2003). Undergraduate Students Attitudes towards Educational Uses of Internet. Interactive. Educational Multimedia, Vol.7, Pp: 46-62. Available online at: http://www.ub.edu/multimedia/iem/down/c7/IEM_number7.pdf

Wilkinson, D., Harries, G., Thelwall, M., & Price, E. (2003). Motivations for Academic Web Site Interlinking: Evidence for the Web as a Novel Source of Information on Informal Scholarly Communication. Journal of Information Science, Vol. 29, No. 1, Pp: 59-66.

Wishart, J. M. (2007). Using Online Role Play to Teach Internet Safety Awareness, Computers & Education, Vol.48, Pp: 460–473.

World Internet Users and Population Stats (2011). World Internet Users and Population Stats. Internet Usage Statistics: The Internet Big Picture. Available online at: http://www.Internetworldstats.com/stats.htm

World Wide Web (2002). The American Heritage Science Dictionary. Available online at: http://dictionary.reference.com/browse/world_wide_web

Yusuf, M.O. (2006). Information and Communication Technologies and Education: Analyzing the Nigerian National Policy for Information Technology. International Education Journal, Vol. 6, No. 3, Pp. 316 – 321.

THE PLIGHT OF KASHMIRI PANDITS BEYOND CONFLICTING POLITICAL NARRATIVES IN SIDDHARTHA GIGOO'S THE GARDEN OF SOLITUDE

BASHARAT SHAMEEM
Lecturer in English
Directorate of Distance Education
University of Kashmir

and

GHULAM MOHAMMAD KHAN
PhD Scholar
Department of English and Foreign Languages
Central University of Haryana

ABSTRACT

The massive onslaught of insurgency in 1989 affected almost every walk of life in Kashmir. In its very beginning, the armed insurgency jolted the venerable bond of peace and harmony between Kashmiri Muslims and Kashmiri Pandits. The growing fear and insecurity forced Kashmiri Pandits to leave their homes for safety and survival. Their long cherished dream to return to their homeland could not materialize all these years. Over the years, this displaced community has produced a burgeoning generation of writers. These writers have successfully fictionalized and still continue to fictionalize the agonizing memories of past, of rootlessness, of identity crisis of their community, scattered around the country and outside the country. In this paper, we shall work out how one such writer, Siddhartha Gigoo, fictionalizes the same agonized memories of his displaced community in his debut novel The Garden of Solitude. In the paper, we shall study the plight and agony of Kashmiri Pandit migrants on two levels; physical and psychological. Besides, the paper will also explore how Gigoo transcends beyond the confines of dominant political narratives (these narratives were politically motivated and formulated with national interests in mind. The motive of these contending narratives was to disrupt the Pandit-Muslim harmony) and hence Gigoo centers his narrative on the lived experience of a common man. Gigoo purposely excludes the convoluted political controversies and instead highlights the harm done by the same to a religious minority.

***Keywords:** Kashmiri Pandits, Migration, Narrative, The Garden of Solitude, Psychology, Memory.*

PAPER

It is seldom disputed that the Pandits and Muslims of the verdant vale of Kashmir are not only the descendants of a common cultural heritage but also the people, the calm and composed and peaceful living-together of whom even during the most crucial and decisive phases in Indian political history, there are extraordinary examples of communal harmony. They lived together beyond the barriers of religion and ideology when communalism, a holocaust of violence terribly incited and escalated by the partition of the subcontinent in 1947 had murderously blinded the Hindu and Muslim subjects of India. When truckloads of dead bodies were traded in other parts of the country, not even a single death was reported from Kashmir despite the Muslim population being high. As Hashim Qureshi observes, "There is hardly any substantial historical evidence to prove that in a complex society [Kashmir] people belonging to majority religious group compassed extirpation or decimation of a minority group" (231). This historic harmony became victim of the worsening political crisis in India in the second half of the twentieth century. The intrusion of

a seemingly indefatigable number of Indian troops in the valley and the terrible eventuality of militant insurgency in late 1980s brought about a tragic end to this harmonious, unruffled and peaceful history of the Pandits and Muslims of Kashmir. The proxy war between the neighboring countries India and Pakistan, the rebelling Kashmiri militants with backing from Pakistan and Kashmir, the regular protests for freedom by the local belligerent mobs and the increasing number of the deaths and disappearances led to a growing sense of insecurity among Kashmiri Pandits. The militants declared them as the enemies of Kashmiri freedom movement and the 'spies' and' agents' of India. The militants intimidated them to vacate the valley by using Mosque loudspeakers and by pasting death warnings on poles and walls everywhere. Some of the Pandits who initially resisted the provocations were killed. The growing fear and insecurity led to a mass exodus of Kashmiri Pandits to Jammu and various other parts of the country in the beginning years of the troubled 1990s. The story of irreparable loss, suffering and distress, both physical and psychological, of Kashmiri Pandits begins with the migration. Their broken memories of the past, their unflinching yearnings to return to their homeland, their helplessness while living a sub-human life in squalid migrant camps, their tormenting sense of uprootedness and their endless strivings to settle in alien socio-cultural and linguistic settings, are remarkably captured by a new burgeoning and promising generation of Pandit writers. Siddhartha Gigoo, a prominent Kashmiri Pandit writer, who artistically assesses this historical phenomenon of migration and its impact on the physical and psychological health of Pandits in his debut novel The Garden of Solitude.

Gigoo's The Garden of Solitude mainly focuses on the travails of a Pandit family, its painful departure and its endless sufferings in despicable and shabbily cluttered migrant camps in Jammu. While undermining the dominant conflicting political 'grand-narratives' or 'totalizing explanations' of the time that "attempt to systematize and control the whole discourse", Gigoo centers his narrative on a common man's lived experience in a situation where he is shattered, uprooted, hopeless and perennially tortured (Jerome 110). After the killing of several Pandits by militants, the objective of which was "to dramatize the ascendency of subversive and to create a fearful atmosphere for Kashmiri Pandits", Mahanandju's family, like all other Pandit families, migrates to Jammu with an overwhelming sense of disinclination, leaving behind a rich cultural tradition, their prized possessions, and an exemplary relationship and interaction of peace and harmony with Kashmiri Muslims (Jalali 213). Towards the end of the first part of the novel Gigoo explains the plight of the helpless and defeated migrating families thus:

Each truck carried a home, and homelessness. Each truck trudged on inexorably; with terror-stricken faces looking pitifully all around….A sense of homelessness ignited their hearts with love for each other. A sense of loss made them embrace each other and seek solace in grief. Each one had a story to narrate. (66).

Last three of the total four parts of the book highlight the post-migration miserable life of the Pandits. Based on the experiences of Mahanandju, Lasa and his son Sridar and their heart-sickening interactions with the fellow inhabitants of the dingy tented camps, the plight of Pandits can be studied on two levels; physical and psychological. The physical plight begins with the very assassination of some of the prominent Kashmiri Pandits even before the mass-migration. The way they were forced to leave their homes in overcrowded trucks evokes the pathetic images of the coops of poultry. Mahanandju, in his dotage, travels past the Banihal tunnel for the first time in his life. The major chunk of the displaced Pandits had to live in an omnium-gatherum of dilapidated migrant camps in Jammu. In these camps Pandits silently

bore the humiliating hardships. What they were provided in the migrant camps was a shameful accommodation. In some aspects, it was worse than the established slums. A group of research investigators characterized this one-room accommodation in the camps as "one room that is used as the living-room-cum-bedroom-study-cum-store for an average family of five members" (Dabla 78). The inhabitants divided their single room accommodations by piling up trunks and hanging old sarees and bedspreads as walls. They look fatigued and disoriented as they assemble outside the registration centers to get registered (ironically) as the legitimate inhabitants of the moribund migrant camps. A gradual obsolescence and an imperial stillness creep into the displaced community and decimate its very life-blood. Pamposh, a friend of Sridar whom he encounters during one of his visits to explore the condition of his fellow camp inhabitants, is not better than a wreck, tossed up by waves to break into pieces and vanish into nothingness. His poignant speech in second part of the book sums up the post-migration pathetic condition of Pandits in migrant camps. He talks about the stinking puddles of water in which his mother washes the utensils, the narrow room in which they can't stretch their arms and legs, the unreal smile on his mother's face, the frozen silence on his grandfather's face, the biting snakes and insects, and the broiling heat of summers in Jammu. Some parts of his speech evoke some of the most harrowing and worst examples of existential crisis in literature. His speech begins thus: "Every day I lead the life of a centipede. I crawl. I lick. I hide. I wake up to the fumes of kerosene in the morning and the sting of speeding ants, feeding ravenously on the sugar spilled on the floor of the tent" (97). He continues unabashedly as he talks about the plight of his mother and sister:

They line up for hours in the morning to use the makeshift toilet made of torn shreds of canvas, pieces of cardboard and tin. They await their turn at the filthy and stinking toilets while the loitering men watch the women wait to relieve themselves. Many women prefer to go to the stinking latrines at midnight, away from the stare of men.(98)

One of the most poignant sentences in the novel, with which Pamposh winds up the plight of his family, is also applicable to the general distress of the whole Pandit community."We lick the hours that weigh heavy on our half-asleep existence, and tread laboriously into an endless strain of nightmares" (Gigoo 99).

After migration, Mahanandju's health begins to deteriorate. Under the colossal weight of the memories of past, his body gradually begins to decay. The Alzheimer's disease eats up his memory and finally kills him. This also stands true to all the elderly Pandits who could not endure the shock of forced displacement and harsh alien surroundings. In this connection, the prominent Kashmiri sociologist Bashir Ahmad Dabla writes:

The people who suffered more in these conditions were old, women, children and disabled-handicapped. The extreme heat in Jammu, even up to 44o C, was not bearable for these categories of people. In actuality, many individuals belonging to these groups suffered/collapsed/died because of dehydration, sun-strokes, skin reactions, neurological disorders, cardiac attacks, snake bites and so on. (81)

In the novel, the physical plight of the Pandit community culminates in the letter written by Lasa to his son Sridar who is in Delhi, wandering from place to place in search of a job. The letter, suffused with an overwhelming despondency, talks about "a strange vacuum" that like a mountain, has not only burdened the soul of Lasa but also the soul of whole Pandit generation. Lasa watches and visits every family in the

locality. He experiences a strange physical detachment among the members of almost every family and writes about it to his son and at the same time produces one of the best poignant passages of the novel:

I met husbands who had lost the love for their wives, and wives who no longer felt the need to hold their husband's hands. Some couples have not shared an intimate moment ever since they left their homes. Living in the tents has turned them into cold humans. They have forgotten to love, to caress, and to touch. They no longer feel the warmth. They don't wake up to the warm embraces. They live lives devoid of passion, of desire, of craving. They go to bed tired, and wake up exhausted. They huddle in the dusty corners of the tents. (Gigoo 156-57)

The psychological plight, on the other hand, is very complex and almost involves every Pandit inhabitant of the tented camps. Their anxiety and despair, causing a "sickness unto death" develops from the very moment when out-break of militancy in 1989 unleashes the reign of terror and insecurity in Kashmir. They left their homes in a muddled and indecisive state of mind. Their actual psychological battle to belong to a new terrain and to re-connect the present with the snatched past, begins after migration. The more the consciousness of loss of their past grows, the more their psychological despair intensifies. Kierkegaard's philosophy of anxiety comes handy here. He also believes, "the more consciousness [of despair], the more intense the despair" (Watts 179). In first three lines of the second part of novel, Gigoo beautifully points to what psychologically occupies the mind of every Pandit after migration: "The past was too beautiful to be left behind. The past evoked a longing to be re-lived. The past aspired to race past the present and the future. The present was just a crippled memory, a child's play, a bubble" (70).

After migration Mahanandju stops shaving his face and looking into the mirror at his reflection. He would say, "I am a man without a reflection" (Gigoo 85). A timeless distress swallows him all over. He is a silent sufferer of the pangs of separation. He is displaced physically, but he lives in his past. An imperious presence of a disjointed absence marks his dotage. "He longed to live life backwards" (Gigoo 85). Mahanandju's son Lasa, a school teacher by profession, also finds it very difficult to reconcile with cultural pattern of the parched alien land. He fails to afford to forget the land of his heart's desire. He expresses his helplessness in a letter he writes to his son, "I breathe. That is all. Love seems to have fled from me. Desire has deserted me. I look at my reflection in the mirror. I see an old and tired 'me'" (Gigoo 156). The Pandits loved their land even more than their fellow Kashmiri Muslims, because they lived there even when Islam had not arrived. Their love and attachment with their land led to a grave psychological disturbance among Pandits after migration:

The Pandits loved their land, perhaps with a greater spiritual commitment than the Muslims, because they were not importers and they had lived in the valley, generation after generation, over thousands of years. They had a greater sense of belonging, with its roots in the geography of their land. They were no conquerors; they had risen from their soil. (Teng & Gadoo 82)

In migrant camps, the number of elderly people decreased quickly after migration given to their inability to withstand the psychological trauma. As Gigoo writes, "There were only a handful of old migrants in the camp. Others were dead and many suffered dementia. Memory betrayed them" (202). Nagraj, a well-off Kashmiri Pandit writer and Sridar's friend, cannot do away with the memories of his father who had popularized the rich cultural tradition of Band Pather, a form of folk theatre, in Northern Kashmir. Nagraj's father commits suicide after being forcefully detached from the members of his troupe.

Sridar, a coming-of-age and the most significant character in last two parts of the book, is very much conscious of the psychological plight of his scattered generation. In growing conscious of their plight, he himself suffers. Where ever he goes in the course of the story, he carries the memories of home, his identity, and his roots with him, which always lay buried beneath the overwhelming weight of his helplessness. As is described in the novel: "He did not have any friends and the thought of carrying his loneliness with him in his heart, all through his life, tormented him. His secret desires and yearnings lay buried in his heart" (88). He is so possessed by the confused multitudes of memory that a reader catches him perennially stuck in the mire of undecidability. When Raghav (the guide who guided Sridar through Allahabad and Benaras) questions Sridar about the presence of any river near his house, he expresses his mind, possessed by the memories of 'being and nothingness' thus, "I left my river far behind at a place which was once my home. The river is somebody else's now" (141). Sridar travels from Delhi to Allahabad to Benaras to Ladakh to Denver in America, but his heart and mind always stay back at home in Kashmir. His strong yearning to be a writer and record the suffering of a generation dangling between "nothingness and forgetfulness" and "loneliness and neglect" does not alleviate the drama of his own psychological unrest (Gigoo 208). His home coming towards the end of the novel only escalates his yearnings. He wants the time to stop to eternity as he looks on the walls of his house (inhibited by Muslims now) after eighteen long years of displacement. We learn about his ceaseless psychological undecidability when he reads some passages from his new book The book of Ancestors. His psychological unease is applicable to all Kashmiri Pandits who still live scattered around the globe and long for their 'home'. Sridar's book emphasizes this longing and permanent psychological distress thus, "what did I want to do with my grandfather's possessions? Discard them, keep them in a trunk for unknown posterity, dust them once a year and forget them afterwards!" (Gigoo 243)

Another significant aspect of the novel is its escape from the convoluted historical-cum-political narratives based on the exodus of Kashmiri Pandit community and its focus on human experience in a given situation. Siddhartha Gigoo would have developed yet another obscure narrative, had he taken the contending political narratives as the central motif of his book. These narratives have unfortunately led to the birth of an equally ambiguous political consciousness among Kashmiri Muslims and displaced Kashmiri Pandits. Gigoo excludes this consciousness and mainly focuses on the hard times of a scattered community. Linda Hutcheon's quote of Hayden White needs a mention here;

One of the distinctive characteristics of contemporary literature is its underlying conviction that the historical consciousness must be obliterated if the writer is to examine with proper seriousness those strata of human experience which is modern art's peculiar purpose to disclose. (Hutcheon 88)

Gigoo's stand interestingly conforms to the postmodern views [views about literature, art and history] of Fredric Jameson and Hayden White who believe that "there can be no single, essentialized, transcendent concept of genuine historicity" (Hutcheon 89). Gigoo points to this in the discussion, involving Sridar and friends in Kashmir towards the close of the text. The friends are Faud, Sridar, Gowhar and Nagraj. When Gowhar talks about certain contesting narratives related to militancy, human rights violations and Pandit exodus, Nagraj answers him beautifully, "There will always be many points of view. Not one of them is true" (Gigoo 233). In this way, by focusing on the lived human experience, Gigoo creates a more relevant narrative that could have been otherwise lost in the darkness of history.

References

Dabla, Bashir Ahmad. Sociological Implications of Pandit Migration in Jammu and Kashmir. Srinagar: Jay Kay Book Shop, 2008. Print.

Gigoo, Siddhartha. The Garden of Solitude. New Delhi: Rupa Publications, 2011. Print.

Groot, de Jerome. The Historical Novel. New York: Routledge, 2010. Print.

Hutcheon, Linda. A Poetics of Postmodernism. New York: Routledge, 1988. Print.

Jalali, Girdhari Lal. Untold Story, Jihad in Kashmir: A Critical Analysis. New Delhi: Vakil Publications, 2004. Print.

Qureshi, Hashim. A Political Analysis of Kashmir. Delhi: Renaissance Publishing House, 1999. Print.

Teng, M.K. & Gadoo, C.L. Kashmir: Militancy and Human Rights. New Delhi: Anmol Publications, 1998. Print.

Watts, Michael. Kierkegaard. Oxford: Oneworld Publications, 2007. Print.

SOCIAL PROBLEMS OF WOMEN AND WOMEN EMPOWERMENT IN INDIA

Aamir Gul*, Iram Imtiyaz,**& Nasrullah Bhat***,
*Research Scholar, Institute of Kashmiri Studies, University of Kashmir (aamir.m.gul@gmail.com)
**Research scholar, Department of sociology, University of Kashmir (iram.imtiyaz@gmail.com)
***Research Scholar, Department of Social work, University of Kashmir (bhatnasrullah14@gmail.com)

ABSTRACT

   The history of women, in Indian context, has been much like a roller coaster ride with a lot of ups and downs. Women have suffered a lot of discrimination and neglect in Indian society, but have also witnessed resurgence of various sincere efforts, over the time, in the direction of bringing a positive change in their outlook. The principle of gender equality is enshrined in our constitution which guarantees equality to women, and empowers the state to adopt measures of positive discrimination in favor of women for removing the cumulative socio-economic, educational and myriad disadvantages faced by them. The government has introduced several programs meant for welfare and support services, awareness generation and gender sensitization for women. In India with the focus on inclusive growth, there is ongoing discourse about inclusiveness and empowerment of women. Women need to empower themselves from grass root level, and this calls for a change of values and behavior and the need for economic empowerment. It is in this context, the present research paper attempts to highlight the vulnerability of women in Indian context over the 69 years of independence within a framework of democratic polity, laws, development policies and simultaneously the positive side of the picture that has been developed by the government of India, plans and programs that have aimed at women advancement in different spheres and also dwells on some of these contentious issues, initiatives, problems and prospects that confront the policy makers in bringing about holistic empowerment of women in India. .
   ***Key words**: Empowerment, Prospect, Retrospect, Discrimination, Indian Constitution.*

Introduction

   Women constituting the half of the population of our nation, contradictorily are subjected to multiple disadvantages and deprivations. The gender inequality and patriarchal social-structure in India has denied women equality of status as well as opportunities both in socio-economic and political spheres (Sarika).The concept of gender equality and gender justice has gained wide currency all over the globe in recent decade, Keeping in view with the global community, these issues have been aptly considered in the Indian society, a predominantly rural/agrarian and patriarchal society has been a witness of marginalization of women for centuries, which necessitated the constitution of free and independent India to ensure the equality of men and women in both letter and spirit through legal enactments. A patriarchal society marginalizes women through multiple sources . The family as an social institution is the main source of oppression. A women faces deprivation and devaluation at the hands of her family and community. In such social context, the existence of a girl child, but naturally, envisages a scene of inequality and deprivation.

Deprivation in educational scenario nutritional scenario, health scenario etc. Moreover, such a marginal position crowns the girl with the entitlement of being a burden and liability over parents. All this necessitates the social practices of female infanticide and early girl child marriages, sexual harassment etc. The early marriage of girl drags them into a vicious cycle of deprivation and oppression. This kind of oppression is termed as 'Domestic violence'. Thus she faces deprivations and inequalities through her entire life span. The point worthy of being noted is that all the kinds of violence's not only impact her physically and mentally but it lays deep imprints on the children in the family, the powerless spectators of such violence. Abuse and torture put women in an unbalanced mental state which eventually lead to the instance of suicides of women. Women which forms half of the population of India continues to suffer exploitation, even after assuming significant role as productive resources in the national economy. Declining child sex ratio is a manipulation of such attitudes which imply female infanticide and female feticide.

Globalization and women

Discussions on Globalization, the great paradox of this century have led to two brands of standpoints on its alleged impacts. On the one hand there are proponents who highlight the homogenizing impact of globalization (bringing all the cultures of the world at the same platform) as well as its impact on economic modernization of the national economies on the other hand there are proponents who argue that the main beneficiaries of globalization are the high-profile multi-national companies. Globalization has casted its shadow on each and every aspect of global community. Women stands no exception to this fact. The relation between Globalization and women is not simple and can only be understood by taking into consideration factors such as class, nationality, race, religion, ethnicity, age and education. Globalization has positively affected the middle-class women in India and china via opening new opportunities and new technologies. However, this is only a part of picture. In developing nations, the scenario is quite different. Commercialization of agriculture and privatization of health services has put the poor majority of women in a highly disadvantaged position i.e., high infant mortality rate, high death rates, sex trafficking are the worst manifestations of such disadvantages. The search for employment far away have led to the trapping of women in such growing nexus of vulnerability. Also, the globalization has not led to any sort of equality on the economic front. It has led to what we refer these days as 'feminization of labor'(Shahid,M).

Disparity in education

Education is the most important instrument for human resource development. Education of girls therefore, occupies top priority amongst various measures taken to improve the status of female child. Efforts have been made over the five decades of planned development to enroll more girls in schools and encourage them to stay in schools and encourage them to stay in school to continue their education as long as possible. Taking overall literacy rate in developing countries of the world including India, it is found that women are on the whole less literate than men. In India in 1991 less than 40 percent of women are literate. In Nepal the percentage of female literacy was 35 percent, in Afghanistan it was 32 percent and for Sudan it was 27 percent. Thus, women constitute 2/3rd of the world literates. (Pradhan,k)

A World bank study (1977) showed that, in the state of Haryana the vital reasons for girls not enrolling in School according to households was girls responsibility for domestic work (75%) and parent's

inability to bear the school expenses. Direct interviews of girls revealed household activities as major reason (87%) of non-enrollment of girls in schools.

Neglect of Female child in health sector

According to some analyses, the male health environment differs from that of the female; the former being more out of doors, the latter centering around the 'dark, smoke-filled kitchen' in such a way as to suggest that exposure to infection may be gender specific. Nearly 6,00,000 women die of disease related to pregnancy and child birth each year around the globe, with 99% of the deaths occurring in developing countries. (pradhan,k)

Domestic violence

According to NFHS 2, 21 percent of ever married women in India have been physically mistreated by their husbands, in-laws or other persons since age 15; 19 percent have been beaten by their husbands and 11 percent had been beaten by in the 12 months prior to the study (IIPS & ORC Macro. 2000). While National Crimes records bureau figures reveal an increase in reporting of gender-based violence from 31 percent in 1995 to 45 percent in 1999 (NCRB, 1995-1999). Domestic violence is rarely an isolated event. In a study of 4,005 women reporting physical violence, 63 percent reported the experience more than three times (INCLEN, 2000).

Worldwide, studies have shown a consistent pattern of events that trigger violent responses within the family. These include: not obeying the husband, talking back, refusing sex, not having food ready on time, failing to care for the children or home, questioning the man about money or girlfriends or going somewhere without his permission (Armstrong,1998).

Sexual harassment at workplace

Sexual harassment is a form of unlawful sex discrimination that occurs in the work place or in an educational setting under certain conditions. It is unwanted sexual pressure that one person inflicts upon another(Akhtar,2015). Considerable variations exists in the estimated proportions of women reporting experiences with sexual harassment. Gruber (1990) content analysis of 18 sexual harassment survey found the median prevalence rate to be 44 percent.

Women as work force in Labour

India has one of the lowest work force participation rates(WPR) of women, which is even lower than many countries in sub-Saharan Africa and the middle east and is drastically lower than the participation rates for men (ILO,2016).

Only a few countries – including Iran, Pakistan and Saudi Arabia- do worse than India when it comes to women's participation in workforce. It is particularly puzzling during a period which saw the launching of a large scale rural employment program, the Mahatma Gandhi National Rural Employment Scheme (MGNREGS). There has been a sharp decline in women's workforce participation rate from 28.2 percent in 2004/05 to 21.7 percent in 2011/12, which reflects an ongoing crisis. With this decline, India's ranking in terms of female participation rate declined from 68th out of 83 countries in 2010 to 84th out of 87 countries in 2012(Neetha,2016).

Women Empowerment

"Empower" means making one powerful or to equip one with the power to face the challenges of life to overcome disabilities, handicaps and inequalities. So, empowerment, is an active multidimensional process, which should enable women to realize their identity and power in all spheres of life. Further, empowerment would consist in providing greater access to knowledge and resources, more autonomy in decision-making, greater ability to plan about ones lives and freedom, belief and practice (Pandya, 2008:187).

According to Kabeer, 'Empowerment is the process by which those who have been denied the ability to make strategic choice acquire such ability'. She argues that 'For women to improve their ability to control resources, to determine agendas and make decisions, empowerment strategies must build on the 'power within' as a necessary adjustment'. Kabeer views the process of empowerment as involving transformation at a personal level. She suggested that collective action is important for the social and political empowerment (Kabeer, 1990: 94).

Batliwala emphasizes that empowerment strategies should build on collective process which are crucial for personal empowerment. She describes empowerment as "the exercise of informed choice within an expanding framework of information, knowledge analysis and process which enables women to discover new option" (Batliwala, 1995:60).

Dimensions of Empowerment

As far as Women's empowerment is concerned, it is about gaining autonomy and control over one's life which includes many dimensions: political, social, psychological, cultural, economic and ecological dimensions. Meenakshi Malhotra has defined the four types of dimensions: individual or personal, economic, collective/social group and political. Empowerment of women is multi-dimensional concept. The following sections focus upon necessary dimensions for attention to facilitate meaningful women empowerment which are ultimately considered to be the key factors in social development (Malhotra, 2004:58-59).

1. Economic Empowerment

Economic empowerment is the individual aspect of women development. The economic empowerment means greater access to financial resource inside and outside the household, reducing vulnerability of poor women to crisis situation like famine, flood, riots, death and accidents in the family and significant increase in income of women.

Economic empowerment gives women the power to retain income and use it at her discretion. Financial self-reliance of women both in the household and in external environment leads to the empowerment of women in the other sphere (Pandian, 2002).

2. Social Empowerment

Social empowerment means equal status, participation and power of decision making at the house hold level and at the community and village level. Social empowerment of women enables them to participate in decision-making process in democratic institutions. It creates an enabling environment through various

76

affirmative development policies and programs for development of women besides providing them easy and equal access to all the basic minimum services so as to enable them to realize their full potential.

3. Physical Empowerment

Most women of the third world countries work very long hours at numerous tedious tasks as well as take care of their children and homes. Given their low social status, there is usually more concern with their productivity and the number of children they raise than with their physical wellbeing. Physical empowerment is indivisible from other aspect of empowerment. Physical empowerment is dependent upon each of other dimensions as all have contributory effects.

4. Psychological Empowerment

Psychological empowerment is another dimension which gives power to women and girls. Udegbe recognizes that empowerment must also be seen as a 'psychological process of transformation and that there is a need to reverse the feeling of helplessness among women which may lead to an 'increase in knowledge, capacity, self-confidence, high self-esteem, self-reliance and ultimately to the wellbeing of the empowered' (Udegbe, 1996).

5. Political Empowerment

Political power has become the cornerstone of the development planning and many matters pertaining to human rights of women and is integrally linked to political empowerment. Equal participation of women in the political spheres plays a pivotal role in the process of their advancement and enjoyment of human rights. It is a necessary condition that is instrumental in increasing their ability to demand and secure their rights and entitlements. Their active role in political decision- making processes is necessary for redefining the political agenda and gender justice that may address the women's rights and entitlements. With the passing of the IV^ amendment to the constitution and because of one third reservations of seats for women at the local government level, more than one million rural women have come into panchayat posts as sarpanch or adhyaksha or members of community administration. Political participation is invariably an integral component of political empowerment. Historically, women have played a very significant role in the growth and development of parliamentary democracy in India. They have held important positions both in the legislature and government (Narwani, 2002).

Women empowerment in India

Constitution of India guarantees equal rights to women without any discrimination. The Preamble of the Constitution stipulates 'we the people of India do hereby adopt, enact and to give to ourselves this Constitution, and resolves to secure to all its citizen equality of status and opportunity and liberty of thought and expression, besides social, economic and political justice. Article 14 of the Constitution provides that 'the State shall not deny to any person equality before the law or equal protection of laws within the territory of India'. According to Article 15, 'the State shall not discrimination against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them'. Article 15(3) makes a special provision enabling the State to make affirmative discrimination in favor of women and children. Article 16 guarantees equality of opportunity in matter of public employment. The States is prohibited from showing

any discrimination against any citizen on grounds of religion, caste, race, sex, descent, place of birth or residence. Article 39 of the Constitution apart from directing the State to work for the socio-economic betterment of society provides four specific directives for women:

1. Men and women equality have the right to an adequate means of live hood. [Art. 39 (a)]
2. There is equal pay for equal work for both men and women. [Art. 39 (c,d)]
3. The health and strength of workers men and women and the tender age of children are not abused and that citizens are not forced by economic necessity to enter vocations unsuited to their age or strength [Art39 (e)]
4. Make provision for just and humane conditions of work and maternity relief (Art.42)

Various laws were passed for the protection and safeguard of women and their rights like Hindu Marriage and Divorce Act 1955, Hindu Succession Act 1956, Hindu Guardianship Act 1956, Dowry Prohibition Act 1961, Maternity Benefit Act 1961, Equal Remuneration Act 1976, the Child Marriage Restraint (Amendment) Act 1978 and Criminal Law (Amendment) Act 1983, The Hindu Widow Remarriage Act 1983, The Family Courts Act 1984, The Criminal Law (Second Amendment) Act 1985, The Indecent Representation of Women (Prohibition) Act 1986, Muslim Women (Protection of Rights on Divorce) Act 1986, Commission Sati Prevention Act 1987, and Domestic Violence Bill 2005.

In addition to enactment of laws by the Legislature, the Judiciary has also been interpreting some existing laws in more favorable ways of women. Judiciary's decision cases like Muthamma, Nargis Meerja and Shah Bano and others have also been important in terms of Judicial Activism to reform the personal laws.

Empowerment of women is directly linked with education. Education enables women to choose their own way and look after their families in a better way. Education is the comer stone of women's empowerment because it enables them to respond to opportunities, to challenge their traditional roles. It is also the most influential factor in improving the child's health and reducing infant mortality.

Conclusion

The total washout of Gender inequality can be possible only when the social structure of our society will be subjected to social change, Which of course is a cumbersome and difficult task. The presence of traditional social institutions, values, and norms which reinforce gender inequality have to undergo change. Fundamental changes in values, norms, social patterns and social behavior, strict reinforcement of legal provisions, and peoples participation In the whole process are prerequisites for achieving the goal of gender equality, the need of the hour is to frame strategies that will treat people as participants, not as beneficiaries or targets.

Upliftment of Sc's and St's and OBC as well as the empowerment of women are the serious issues that have attracted attention of policy makers and our welfare state. They are priority items on the agenda of social justice in India . Women empowerment, term implies mainstreaming of women identifying them as equal partners in decision making as well as endowing them with rights and freedom for self development and protection against all types of oppression and abuses. The democracies of the world have ensured empowerment of women through the constitutional provisions and enactments. However, the justice needs to be ensured at the grass root level i.e., at the domestic level in the social context. The

practices of honor killing, endogamy, patriarchal social structure, dowry deaths etc. point out that it is the societal level where the problem emerges and for any transformation to occur, the changes must be brought in the social institution, social practices, social values and norms.

References

Akhtar, Chesfeeda. (2015). Women Born to Bear, Jay Kay books.

Armstrong, A. (1998). Culture & Choice: Lessons from survivors of Gender violence in Zimbabwe. Washington, D.C.

Batliwala, Shrilatha. 1995. Empowerment of Women in South Asia. Haryana University Press.

International Labor Organization (ILO) (2017). The Global wage report 2016-17, International Labor Organization (ILO), Geneva.

International institute for population sciences (IIPS) & ORC Macro.2000. National family health survey (NFHS-2), 1998-99, Mumbai.

Kabeer, N. 1990. Gender Development and Training: Rising Awareness in Development Planning. New Delhi: Rawat Publication.

Kabeer, Naila. 1994. Reversed Realities: Gender Hierarchies in Development Thought. New York: Verso.

Malhotra, Meenakshi, ed. 2004. Empowerment of Women. New Delhi: Isha Books.

Neetha, N. (2010). 'Self Employment of Women Preference or Compulsion?' Social Change, Volume 40, No.2,2010.

Pradhan, K. (2010). Disparity & Deprivation of female children, Manglam publications, Delhi.

Udgebe, I. Bola. 1996. Empowerment: A Historical and Conceptual Analysis. New Delhi: Social Science and Reproductive Health Research Network.

EDUCATIONAL ASPECT OF CHILDREN LIVING IN SLUMS: A CASE STUDY OF KASHMIR

Aamir Gul (PhD scholar, department of Social work, University of Kashmir)
Email id: aamir.m.gul@gmail.com
Dr. Adil Bashir (Assistant professor, Department of Sociology, University of Kashmir).

ABSTRACT

Education is one of the most significant indicators of development. First, the millennium development goals(MDG's) and sustainable development goals(SDG's) acknowledge the centrality and significance of the education in the growth and progress of the global society. It is in this regard that the MDG's and SDG's have enshrined the goal of education as one their prime objectives. To ensure inclusive and quality education for all and promote a life long learning is the ardent task that UN(united nations) has committed itself to. Obtaining a quality education is the foundation for improving the lives of people and the way towards sustainable development. Trading the same path of 'education for all' India has intensified its efforts since 1990's , however the practical implications of this huge goal has been put under scrutiny from time-to-time , considering the fact there are certain hot-spots that are more vulnerable to exploitation and also suffer various levels of negligence. Slums demonstrate a concentration of multiple deprivation experienced by the urban poor characterized by urban decay poverty, unemployment and social deviance. Slums represent a cross-sectional marginalized social category. It is in this context of marginalization and education that this research paper focuses on the educational scenario of children of the slum dwellers in the division of Kashmir division to present an overview of the deprivation of education faced by the children living in slums. Employing secondary data sources like census report, official records, journals have been used to present an overview about the educational scenario of children living in slums in the division of Kashmir.

Key words: *Deprivation, Slum children, slums, urbanization.*

Introduction

1. **Concept of Slums**

A slum refers to an urban settlement characterized by sub-standard living and working conditions, lack of sanitation, clean water, and other basic services. In the Sociological framework, Slums may be characterized as sub-standard dwelling with sub-human living conditions. In Slums, are found deteriorated, overcrowded, insanitary or unsafe structures that jeopardize public welfare (Singh & Pothen 1982). "Slum area is a locality characterized by inadequate and deteriorated housing deficient public utilities overcrowding and is usually inhabited by the poor and socially heterogeneous people" (Naik&S. khan,2007). The urban slums have always been a two-way station for transition. The slums have furnished temporary shelter to the new arrivals to the city. They also receive those members of the urban community who have lost their livelihood and social foothold in the society. 'To some sociologists, the urban slum is one of the effects of industrialization, urbanization and mass unemployment. The modern city functions as a climax area for the damages of modern industrialization. (Singh & Pothen,1982).

Slums are an urban phenomenon and represent imbalance between migration into cities and economic growth within the city itself. They grow due to poor utilization of the reproductive child health services provided by the government, lack of awareness regarding the birth spacing, illiteracy, and marriage at a young age. Another reason for the growth of slum is migration from rural areas to more developed

areas by those people who seek to earn more (Mridula, 2010). Ward.A and Savage.M,(1993) has given the following features of Slums:

1. Slums often demonstrate a concentration of multiple deprivations experienced by the urban poor;
2. Excluded from achieving their political, social and economic rights.
3. Slums are usually characterized by urban decay, high rates of poverty & unemployment.
4. They are commonly seen as 'breeding grounds' for social problems such as crime, drug addiction, alcoholism, high rates of mental illness & suicide.

1.1 Nature & Magnitude of Slums

To define housing as "Adequate" or "Substandard" as obviously somewhat arbitrary. As there is a lot of variability in the living standards among the slums, because much of worst housing in the U.S.A is of a level of quality for better than that which commonly exist is in much of the third world. Still, there can be little question that housing characterized by structural defects, inadequate plumbing heating, or sanitation poses a threat to the health and safety of those who live there. Slums form & grow in many different parts of the world for many different reasons. Some of the factors are rapid rural-to-urban migration, economic stagnation and depression, high unemployment, poverty, informal economy, poor planning, politics, natural disasters and social conflicts. Regionally, today sub-Saharan Africa has the largest slum population where 199.5million(or 61.7%) of its urban population live in such areas. It is followed by southern Asia 190.7million(35%),Eastern Asia with 189.6million(28.2%).According to census 2011,the slum dwelling population of India had risen from 27.9million in 1981 to 65.4million in 2011.Increase in Indian population over a period of time has also resulted in slum population growth. After Mumbai, Delhi has the second largest slum population in India. It is estimated that by 2017,India's total slum population will be 104 million(U.N.Habitat report.2012).

Future Slum Population in India - According to recent estimates, Maharashtra, Uttar Pradesh, Andhra Pradesh and Madhya Pradesh will have largest share of slum population in India by 2017. These states are already home to a large number of slum populations which mostly lives in and around urban areas. By 2017, Maharashtra will be home to more than 20 million of slum population in India followed by Uttar Pradesh, Andhra Pradesh and Madhya Pradesh. It is estimated that by 2017, India's total slum population will be 104 million.(Primary Census abstract for slums 2011).

Slum population (all towns)

Indicator	Absolute Slum population		Decadal growth	Slum%(2001)	Slum%(2011)
Persons	5,23,71,589(2001)	6,54,94,604(2011)	25.1	23.5	22.4
Males	-----------------	--------------------	22.4	23.6	22.4
Females	-----------------	--------------------	28.1	23.3	22.5
Sex ratio	887	928			

Source: Census of 2011, series, phase 2, provisional population totals

1.2 Slums in J&K

According to census 2001 population of slums in India is around 40.6 million, which includes the following:

1. All specified areas notified as by state/local government.

2. All areas recognized as 'slum' by state/local government and UT administration, which may have not been formally notified as slum under any act.

3. A compact area of at least 300 populations or about 60-70 households of poorly built congested tenements in unhygienic environment usually with inadequate infrastructure and lacking in proper sanitary and drinking water facilities.

Estimated number of slums at all India level were 33510 whereas the number of slums estimated in J&K were reported to be 91. Out of 91 slums estimated in urban J&K, 10 were notified and 81 were non-notified slums. About 2657 households lived in these 10 notified slums and 2198 lived in 81non-notified slums. In Jammu division, an estimated 11 number of slums existed in non-notified slum areas. In Kashmir division, out of estimated 80 number of slums, 10 were notified and 70 were non-notified slums.(69th round NSS report-Urban slums in J&K).

AS per the survey conducted by the Municipal corporations of Jammu and Srinagar, most of the areas (Slum areas) identified have primitive drinking water and sanitary conditions. The establishment of slums in Kashmir can directly be related to the arrival of migrant labour force whose number has increased to lakhs. These Slum dwellers are mostly illiterate, extremely poor, under-fed, disease prone, crowded and dirty environment. The worst endure are women and children. In urban Srinagar these slums are occupied mainly by migrant labour (migrant labour from Bihar) and also by local populace of some specific occupational classes e.g. fishermen (Hanji) community and sweeper (Vatal) community. The migrant labour practice their own native patterns of social life here. After their arrival here those labours had to search first of all cheap accommodation in Srinagar and other towns in the valley and the establishment of slums in these area solved their problem.

Name of State/U.T	Total Slum population	Notified Slums	Recognized Slums	Identified Slums
India	6,54,94,604	2,25,35,133	2,01,31,336	2,28,28,138
J&K	6,62,062	1,62,909	1,36,649	3,62,504

Source: Census Report 2011

1.3 Perspective on JK Slum situation

During the last two decades, urban population of J&K state has observed phenomenal rise of 98.4% against the national average of 64.2%. To be specific out of every four individuals in the state, one lives in urban area. Among hilly states of India, J&K is the most urbanised state with 81 notified urban areas. Srinagar and Jammu are the focal points of urbanisation. This rise in urban population puts increased pressure on urban infrastructure, especially housing sector along with other civic services. (Housing and Urban Development- Census 2011) . The Slums has given rise to organized as well as unorganized begging menace in cities, towns and villages in the Kashmir valley. Dr. B. A. Dabla in his work "Social problems in Kashmir" observed that almost all migrants live a life of 'Cultural aloofness' in Kashmir socially and culturally they hardly interact with the locals. They live in 'Separate social cluster ' and practiced their home cultures, especially in terms of dress, languages, attitude, life styles, behaviour patterns, food habits, religious beliefs and practices and so on (B.A., Dabla. 2012)**.**

Due to undesirable social activities of the slum dwellers, a situation of social tension has arisen between these labourers and the local population; particularly in the affected areas. The situation has strong potential of bursting any time in near future, which many possibly lead to violence between the two

communities, the locals and the migrants(B.A.,Dabla.2012).In the worst living conditions in slums, emergence of acute, chronic and dangerous health problems could neither be avoided nor controlled.

2. Objectives of Study:
   1) To develop a educational profile of slum children in Kashmir.
   2) To unravel the educational status and problems of children living in the slums of Kashmir.

Methodology:

According to the census of India 2011, the total population of the state of J&K is 12,541,302 out of which males constitute 6,665,561 and females constitute 5,883,365. Out of total population of Jammu& Kashmir, the population living in urban areas is 3,433,242(27.22%) and out of which 1,866,185 are males while 1,567,057 are females. As per census (2011) the population of district Srinagar is 1,250,173 and the same census reveals that the total Slum population in Jammu& Kashmir is 6, 62,062. The present study is mainly descriptive in character. The research is intended to bring out the educational aspects of slum children. The width of the scope has been distributed under various heads of the subject matter that are intended to be explored by the study. This research is mainly based on secondary sources. The official reports, books, journals, surveys and available research work has been utilized and analysed to draw out the inferences that would assist in developing an idea about the social reality of the slum children especially the educational scenario of the children in the slums of Kashmir division.

4. Education scenario in urban slums:

The most pertinent factor of modern society is its commitment to the idea of social development. Education is one of the means as well as ends towards this endeavor. Education is one of the most effective instrument of rapid and effective development of a nation. It is a necessary tool for personal growth, economic development and social efficacy. The new world order is built upon the idea of progress-economic as well as social. In the race of progress and development, there is no denial to the fact, fully realized by all the nation states, that to attain the arduous goal of progress, the development of human resources is of primary importance. To achieve the endeavor of progress every nation state has involved its energies to utilize its human capital. Education is one of the important preconditions to enhance the productivity of human resources.

India being a democratic, socialistic republic has enjoined itself to the path of progress and development. In the pursuit of its goals of development, it has enshrined the ideal of equal opportunity of every kind, and particularly equal educational opportunity for all. Article 45 of the Indian Constitution has enjoined upon the state to provide universal primary education to all children in the age group of 6-14. Article 46 has further directed the state to protect with special care the economic and educational interests of the weaker sections of people. Increased educational attainment increases an individual's skills, his productivity will therefore rise and with it his income. However, the precondition for such a scenario is availability of equal educational opportunity for all sections of the society. The premise of availability of equal educational opportunity to the weaker sections of the society, however is found wanting.

Slum dwellers do form a disadvantaged social group. They are the poorest, the most miserable and hence the most highly vulnerable sections of urban community. Sub-standard housing, filthy living

conditions, over crowdedness, poverty and associated economic, social, cultural and psychological problems are hall marks of slums. Apart from other differences from the dominant group, they have difference, in life-styles, values, child-rearing practices, skills for urban living and educational attainment. Being entrenched in the culture of poverty, to quote Oscar Lewis, slum dwellers comprise the population which sends the lowest number of children to school and whose children exhibit the most severe academic retardation, the highest rate of failures, grade repetition and dropout, and the thinnest transition to upper levels of education. Paralleling the miserable conditions of life they witness at their place of habitation, the children of the slums lack the basic necessities of life, overcrowded, dilapidated or poorly maintained buildings and inadequate essential school facilities. Their problems assume special seriousness when viewed in the context of severe environment deprivation, deterioration and social pathologies that stem from the striking visible contrasts between affluence and poverty. Slum residence, by its very nature, accentuates disadvantages which prevents children from taking full advantage of any educational opportunity offered to them. Hence, any discussion of education as a powerful instrument of social change should necessarily take into cognizance the provision of such facility across the range of social groups in any society. Slums are no exception to this fact. The recent rapid urban population growth and relative lack of attention to urban poverty, has possibly exacerbated multi-dimensional deprivation, including deprivation of education, in urban areas. The total number of poor and undernourished individuals living in urban areas has increased since the 1980s (Haddad et al., 1999).

5. Educational status among the children living in slums of Kashmir:

The city of Srinagar is the capital of the state of Jammu and Kashmir. It is one among the two-fast growing urban centers in the state, another being the city of Jammu. The city of Srinagar has been witnessing accelerated and unprecedented urbanization. Thus, the existence of slums in the city of Srinagar is in no way an exception. As discussed above the residents of these slums are the marginalized social sections of the society who face deprivation in socio-economic aspects of their life. As far as the educational scenario of the children of these slum dwellers is concerned the equality of educational opportunities in terms of various denominators seem to defy the ideal of equality. The Government schools which are free, open and easily accessible to all are the only educational opportunities available to the great mass of slum children in Srinagar District. Besides providing free education, they are also supplying supporting facilities and services such as free text books, school uniform and stipends. However, the total amount of these facilities and services are so meager and their provision so uniform that schools with a preponderant majority of poor slum children are unable to satisfy the total demand for them. Every eighth urban child in India in the age group of 0-6 year stays in slums, according to 'Slums in India- A statistical compendium 2011' published by the union government. Children and women are worst affected by the living conditions of slums. The total slum population across the state of J&K is estimated at about 6,62,062 persons. But in Kashmir the majority of slums comes under the category of Identified slums, and out of which majority of slums are seasonal slums. The picture of slums in Kashmir is far worse than usually predicted and it becomes even more worse for the children of slums. As per the census of India 2011 the slum children constitutes 14-15 percent of the total child population in J&K, and more importantly child sex ratio (females per 1000 males) in the slums of J&K is 860. It has also been found through various studies that the drop-out rate is high in slums of Kashmir.

The children of the slums usually belong to the lower socio-economic class. This disposition stands affirmed by various research based empirical evidences. As per research conducted Mir. M. A, (2007) in the city of Srinagar, it was found that 93.33 per cent of the children of the slum area schools belonged to labor and other lower classes, whereas 6.67 per cent of the children of the slum area belonged to cross-sectional community and no child belonging to white collar professional classes was found in any slum area schools. The dropout rate among the children of the slum areas usually is higher. As per a research conducted during the year 1999-2000, 3205 children (70.39 percent) joined the slum area schools, whereas 1348 children (29.60 per cent) left the slum area schools. Similarly, in the non-slum area schools during the year 1999-2000, 350 children (38.89 per cent) joined the non-slum area schools, whereas 550 children (61.11 per cent) left the non-slum area schools. In terms of infrastructural facilities, the slum schools do not fare well. As revealed by the work of Mir.M.A,(2007) in his research titled "A study of educational opportunities available to the slum areas children of the Kashmir valley" that 53.33 per cent of slum area schools had office accommodation, 33.33 per cent had staff-room facilities,26.67 per cent have library accommodation, 33.33 per cent have big halls and 26.67 per cent have store room facilities. 40.00 per cent of the slum area schools had toilet facilities available. By comparison, in non-slum area schools, 93.33 per cent had office accommodation, 60.00 percent had staff-room accommodation only, 36.67 per cent had library accommodation, 50.00 percent had big halls and 46.67 per cent had store room accommodation and (80.00 per cent) of the non-area schools have toilet accommodation. The result is evident that non-slum area schools have better accommodation facilities. Also, the slum area schools do not have enough of essential facilities, while the non-slum area schools have almost enough of it. Even in respect of equipment for play, science, work-experience, music and audio visual aids for different subjects of study, the slum area schools are quite short, while the non-slum area schools are only slightly short of them.

As per a study conducted on the educational scenario among slum children(2007), the results point out that in the category of slum area schools, 80.00 per cent schools out of 30 had matting for sitting and only 33.33 percent schools had teacher's tables, whereas 63.33 percent schools had black boards and 76.67 per cent schools had charts and only 50.00 percent schools had globes. In comparison to this non-slum area schools had better supply of instructional material and equipment. 90.00 per cent schools out of 30 having matting for sitting whereas 83.33 per cent schools have teacher's tables. 86.67 percent schools had blackboards, 96.67 per cent schools had charts and 60.00 per cent schools had globes. Likewise, the position of slum area schools with regard to health, schools facilities and guidance services is much inferior to that of the non-slum area schools. About staff position, as per a study, there is no shortage of teachers in non-slum area schools as compared to slum area schools.

It has been found that 15.3% of slums in urban J&K were in the proximity of less than 0.5 km from a government primary school whereas about 59% of slums in urban India were less than half kilometre away from such a school. About 28% of slums are concentrated between 0.5-1 km range of a government primary school at all India level which is higher than the corresponding state figure of 4.8%. Only 2% of slums in urban India are found to be in between 1-2km range of such a school whereas about 2.4% of slums in urban India were found to between 1-2 km range of a government primary school. 77.5% of slums at the state level were at a distance of 2-5km range from the nearest primary school which is comparatively higher than the all India figure which stood at only 2%.(69th Round NSS report-Urban

slums in J&K) This gives us an idea that the accessibility to education for slum children in the Kashmir division is comparatively better than the overall Indian scenario.

As far as the curriculum is concerned, the slum area children find Mathematics and English difficult and according to teacher's reports, some are facing difficulties in Mathematics and English. The rate of failure in classes I - V for slum area children is more than that for non-slum area children. The staff position in slum area schools is far from satisfactory, while the non-slum schools have no such shortage. The slum area teachers have low academic and professional qualifications, teaching experience, professional sense. They have been least favorably placed in the matter of posting and about half of them wished to get transferred to schools in better localities. The slum schools being treated as places of punishment for the un-conforming and incompetent teachers and as the dumping grounds of novice teachers. Majority of primary school teachers are unwilling to serve in these schools due to their location in an unhealthy environment, poor physical structure, lack of essential equipment, basic facilities and amenities, existence of less-interested, less-disciplined, less hard working, less-motivated, low-achieving and more problematic students, apathetic and indifferent parents.

6. Conclusion:

Education plays a very important role in achieving the economic status. Higher the education, higher would be the possibilities of achieving a higher economic status. The low-self-image of the slum area child leads to inferior academic achievement, and low performance in turn reinforces a negative evaluation of slum. Although for the great mass of slum area children in Srinagar District, sufficient educational facilities were existing, yet the quality of these facilities was very much inferior to those being enjoyed by the non-slum area children. More importantly we see that apparently the slum area children had free access to Government Schools in Srinagar District and sufficient educational facilities available to them, educational opportunities for them was far from equal as is evident from highly unequal school and family inputs, unequal academic and non-academic outcomes of learning and a very low utilization of educational facilities by them.

Although for the great mass of slum area children in Srinagar District, sufficient educational facilities were existing, yet the quality of these facilities was very much inferior to those being enjoyed by the non-slum area children. In the matter of school resources i.e. physical, material and human, the schools in the slum areas were not at par with the schools in proper residential areas. There was much discrepancy between educational institutions in slum areas and educational institutions of proper residential areas in terms of infrastructure, school buildings, cleanliness. There was also a lack of proper teaching environment in the educational institutions of slum areas. This could have some serious repercussions in terms of incomplete mental and physical development of children living in slums. It would eventually result in waste of talent and future human capital. Naturally, much will have to be done at the school, societal and family levels before a reasonable measure of equality can be achieved in the criteria of equality of educational opportunity.

7. References

1. Ahuja, R. (2001). *Social problems in India*. Jaipur: Rawat publications.

2. Ali, S. (2006). *Dimensions of urban poverty.* Jaipur: Rawat publications.

3. Bhatnagar, Dr.Mridula. (2010). *Urban social work.* Delhi: Ritu publications.

4. Dabla, B.A. (2012). *Social problems in kashmir*. Srinagar:jaykay publication house.

5. Dubey, M.V., & Patel, A.K. (2012). *Urban social work.* Haryana: Ramdas publications.

6. Gambrills. (2001).*'Social work': An authority based profession*. Emmaus, PA:Better work publication.

7. Iyengar. (2005). *'Poverty and Sustainable development': concept and measures*. New Delhi: Deep and Deep publications.

8. Rathor, A. (2003). '*Slum dwellers curse on development'*.Jaipur:Rawat publications.

9. Samaj, B.S. (1958). '*Slums of old Delhi'*. Delhi: Atma ram and sons publication house.

10. Warde, A.,andSavage,M.(1993). '*Urban Sociology, Capitalism and Modernity'* New-york: Continuum publishing company.

EDUCATIONAL STATUS AMONG THE TRIBES OF KASHMIR VALLEY: A STUDY OF EDUCATIONAL SYSTEM IN DISTRICT BUDGAM

Dr. Kounsar Jan
Assistant Professor, Department of Education, University of Kashmir

ABSTRACT

The study was taken to decipher the special features of the educational system in the tribal areas of Khansahib. The study used a non-experimental, cross-sectional research design with the main tools of data collection being observation and personal interviews and self-constructed questionnaire to decipher the opinion of all the stake holders associated with schooling in the study area. The study revealed that under the flagship programme of Sarva Shiksha Abiyan (SSA), government has been partially able to uplift the educational infrastructure. The SSA run schools have been able to enhance the enrollment in the schools but quality dimensions of education are still below standard. Physical structures in the form of buildings, bathrooms have been erected but quality education is still a dream in the schools. Study revealed a complete absence of female teachers in the schools.

Keywords: Tribes, Education, School, Local teachers.

Introduction

In India the tribes are known to be the autochthonous people of the land. Tribals are often referred to as Adivasi, Vanyajati, Vanvasi, Pahari, Adimjati and Anusuchit Jan Jati, the latter being the constitutional name (Basu 2000). According to Singh (1995), "The notion of a tribe was introduced by colonial administrators. It was part of the universal trend to dichotomize the indigenous peoples and colonizers, the savage and the civilized, the tribals and non-tribal". The term, "tribe" has been defined in different ways by different individual scholars and hence there is no universally accepted definition. The Constitution of India though made a several provisions for safeguard to tribal but it is nowhere defined in the Constitution. It only declares that the Scheduled Tribes are "the tribes or the tribal communities or parts of or groups within tribes or tribal communities" which the President of the country may specify by public notification (Article 342). The most acceptable definition of tribes in the Indian context is propounded by D.N. Majumdar (1958). According to him, "a tribe is a collection of families or groups of families bearing a common name, members of which occupy the same territory, speak the same language and observe certain taboos regarding marriage, profession or occupation and have developed a well-assessed system of reciprocity and mutuality of obligations .Education means the overall system of education in government schools from primary level to secondary level.School means a formal institution established by state government in tribal areas**.**

Objectives of The Study

1. To know the gross enrollment ratio of ST students in schools.
2. To understand the extent of Gender dissonance in enrolment in tribal schools of khanshaib.
3. To decipher the opinion of stakeholders about infrastructure and facilities available in tribal schools.

Sample

Five Panchayat halqas Kaichwari, gurwaith, mujhpathri, rayar ich and rayar beeru were taken as research areas in the community development block of khanshaib of district Budgam of J&K state. The information about above panchayat halqs was gained from the office of block development officer khanshaib. These five panchayat halqs further include a cluster of two or more villages. Some of the tribal people migrate to Jammu region during winter season alongwith their flocks but, most of them have established permanent settlements and practice cultivation of maize and other cereals. The tribal population of the area mainly includes Gujjar and Bakkarwal.

Methodology

A non-experimental cross sectional mixed method research methodology was employed. Self-constructed Questionnaire was supplemented by interviews; both structured and unstructured. Teachers and other stakeholders were taken as respondents. Qualitative data in the form of narratives was subjected to content analysis manually. Purposive sampling technique was used to gather data from respondents. All teachers and administrators of schools enrolling ST students falling in the zone khansahib were considered as respondents.

Interpretation and analysis of data

Male and Female enrolment:

| YEAR	2015
GIRLS	601
BOYS	829
TOTAL ENROLMENT	1430

There is no such norm over boys Vs girls' enrollment ratio set by government for schools in tribal areas. But since the equality in educational opportunities for all classes of people and equity for disadvantaged sections of society has become a watch word these days and has also become an indicator of developmental index of a country, priority to girls education is a vital concern of the state policy making, therefore it became imperative to study boys Vs girls ratio in Tribal schools, to see if any efforts were taken to improve the enrollment of girls in schools.

a) The overall ratio of boys Vs girls enrollment in schools in the present year, is found to be 60:40. That is there is an average of six boys to four girls in each class. Thus, showing that the number of girls enrolled in schools in comparison to boys has is less.

b) Majority of the respondents think that conservative attitude among community is major reason responsible for low girl enrollment compared to boys.

c) It was seen that under the SSA scheme satisfactory facilities have been provided to ensure healthy enrollment of girls.

d) Some of the respondents' particularly senior administrators who have worked in the neighboring non-tribal areas feel that the dissonance in enrollment of boys and girls is not a special feature of the concerned tribal area but, report that the same trend of dissonance in enrollment is seen in the neighboring non-tribal rural areas.

Infrastructure in Schools
Table showing perception of stakeholders about various indicators of educational infrastructure
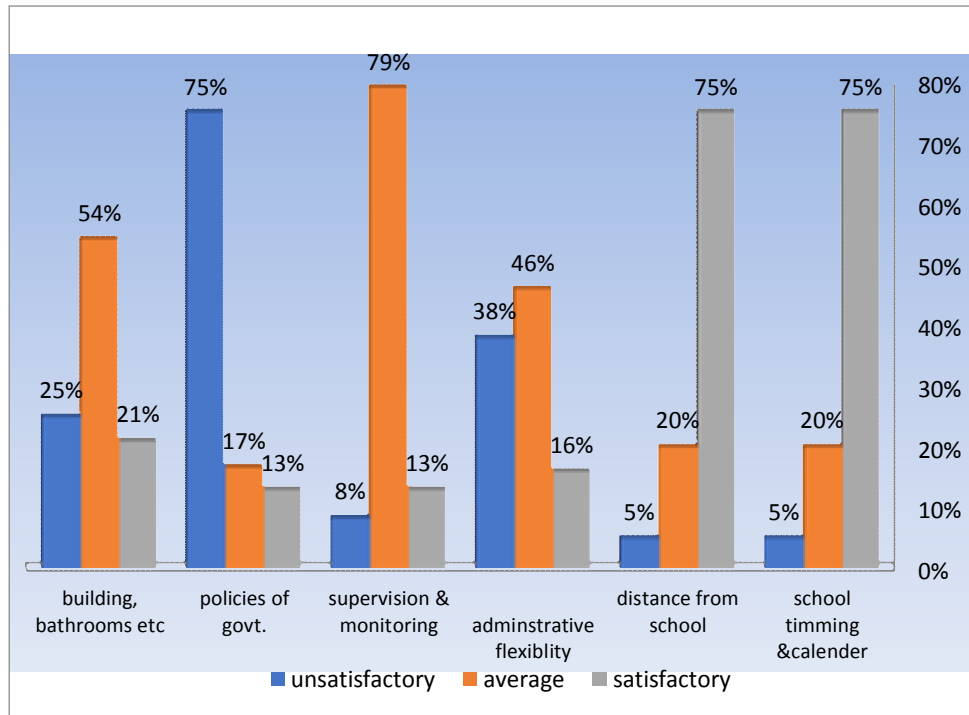
All schools which were surveyed:

- 90% of the middle schools have buildings with more than five rooms and more than one pakka house buildings. Each building having more than 2 rooms.
- The only two high schools present in the area where ST boys and girls are enrolled have more than 10 rooms. They have large buildings with sufficient number of rooms to accommodate the students.
- The classrooms were airy with suitable light and size. Classrooms were comparatively better fulfilling the criteria of a standard classroom.

- 50% of the schools had no bathrooms. Only 25% schools surveyed have separate bathrooms for girls.
- 0nly 25% schools surveyed had genuine playgrounds. 75% had no playground facilities.
- 20% schools were located at dangerous places like near a river bank or at abnormal height.
- Only 25% of the respondents think that the physical structures like bathrooms, buildings are unsatisfactory rest of the 75% either it is average or satisfactory.
- 75% of the respondents believe that schools to home distance are satisfactory. They think that schools have been established within a walkable distance. Clusters of primary, middle schools and high schools been established, making access to education easy for ST candidates.
- Some teachers said that although schools have been established within walkable distance student teacher ratio is still unmanageable. There is deficiency of teachers in these schools. In most of these schools number of posts are lying vacant. There is least concern being paid to fill these vacancies.
- 75% of the stakeholders believe that school timing and annual calendar is satisfactory and local culture does not cause interference with it.
- Teachers and administrators believe that students are satisfied with the timmings and students have readily adapted to it.
- Mobile schools have also been adopted in higher hilly areas.
- Overall most of the teachers are quite satisfied with the annual cycle of schools.
- Only 16% of the respondents believe that administrative flexibility is satisfactory
- 36% believe that it is unsatisfactory
- 46% believe it is average
- c) The recruitment and transfer policy of teachers is faulty
- Political interferences are more prevalent.
- Only 8% of the respondents believe that an unsatisfactory supervision and monitoring exists.
- 79% believe it is average and 13% believe that it is satisfactory. There is less scope in the supervision for improvement of the operational dimension of education.
- Most of the supervision and monitoring process includes surprise visits by the administrators. Teachers think that keeping in view the fact that most of the teachers working are untrained less attention is being done to remedy this weakness.

Amid of all this Government has taken so many steps to ensure that the peculiar problems of educating tribal children are rectified. Like Mobile schools have been established in tents in high hilly areas. There is

one mobile school that works in the Grazing lands of Dodhpatri. This school moves with the migration of the Bakerwals to rajori and poonch districts in winters.

MOBILE SCHOOL IN TENTS AT HIGH ALTITUDE VALLEYS OF DOODPATHRI.

Chart showing satisfaction and dissatisfaction of teachers towards various quality dimensions of education.
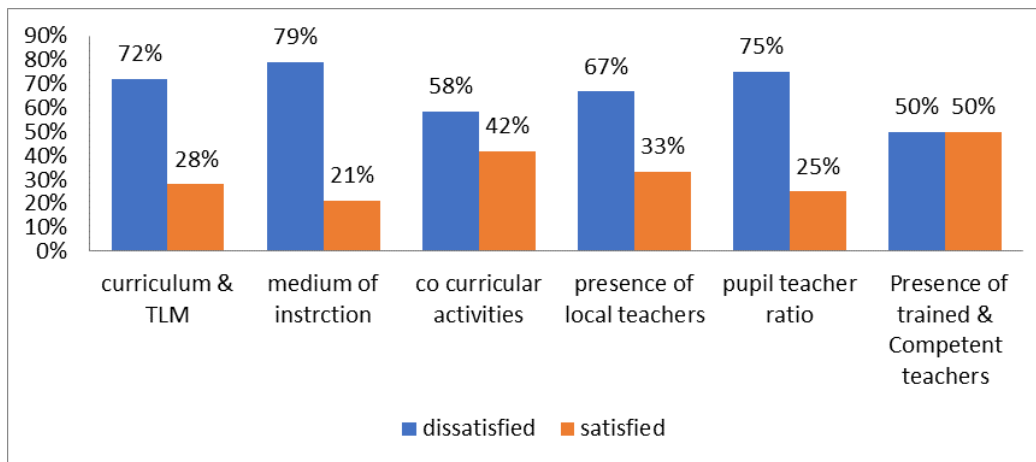
As per the norm under SSA, teacher to pupil ratio in a class should be 1:40 but, as far as tribal schools are concerned this ratio is well above the number that a teacher can handle.

1. It has been widely seen in most of the cases of appointment of teachers, teacher's qualification and training has been compromised and by preference has been given to low qualified local teachers over qualified teachers from surrounding non-tribal areas and towns.

2. 50% of the respondents are satisfied with competence, qualification, and training of teachers working in the tribal areas.

3. 50% are unsatisfied with competence, qualification and training of teachers.

4. Some senior stakeholders believe that presence of female teachers in schools provides attraction for out of school girls and bring positive changes among the parents.

Conclusion and Recommendations:

It was concluded that the government has partially failed to address the peculiarities of tribal culture in designing educational policies for them. The education provided in the tribal schools is, at best, sub-standard. The research revealed an absolute dearth of female teachers in the schools operating in the tribal areas. Although in most of the schools, government has been able to successfully meet some of the standards of educational development in terms of adequate infrastructural facilities in the form of adequate classrooms, drinking water, and toilets with few exceptions. The availability of physical structures like, buildings and adequate bathrooms has been successfully ensured through SSA, still work needs to be done in terms of providing proper playground facilities and opportunities for co-curricular activities. Satisfactory numbers of local teachers, who are quite familiar with the local culture, have been recruited in schools running in tribal areas. Absolute deficit of female teachers in tribal schools seems to be serious concern which should invite the concern of state administration. Teacher qualification and training still seems to be below average. Untrained teachers have been appointed because of their familiarity with local culture and local residence. Mobile schools have established in tents where ever necessary but their number seems to be little less. There was a significant difference between the enrollment of boys and girls in tribal schools. More boys than girls are enrolled in the schools. Government should take appropriate steps to improve girl enrollment in the schools. Community mobilization should be organized in these areas. Girls should be encouraged to pursue education by providing scholarships and other necessary requirements. Parents in particular and community at large should be educated about the Importance of girl education. The most serious problem to which teachers and administrators showed a lot concern during the fieldwork is the parental attitude, teacher community relations and poverty and apathy of the parents. It was seen that most of the teachers and administrators are not satisfied with the prevailing curriculum and feel that curriculum should be changed. The study shows a vital need of rigorous training of teachers in teaching methodology and overall pedagogy and administrators in terms of leadership in organization planning and management.

Further research: Keeping in view the scope of this work and limitation of time, nevertheless, varied areas for further research remain. For instance, future research might highlight whether tribes around the J&K face the same kinds of educational handicaps. Why are the tribal women lagging behind their male counterparts in educational qualification? It would be interesting to compare the educational hurdles of tribes in the state of J&K to tribes in the educationally developed state of the country. What is the correlation between region (the distance from the metropolitan city) and the educability of the tribals? Why teaching tribal students is different from non tribal students? Research should be conducted how styles of learning and cognition are different among tribal and non tribal students? More studies should be conducted in the field of educational anthropology in terms of effect of tribal culture on education achievement, personality development. Emotional intelligence, need for achievement, locos of control, motivation, and

93

goal setting among tribal students at different levels. Job satisfaction of teachers in tribal areas   can also be an important area of research.

References

Annamalai E, (1990). Linguistic Dominance and Cultural Dominance: A Study of Tribal   Bilingualism in India, Clevedon, England, Multilingualism Matters.

Annamalai E, (1999). Tribal Development and Education, Prakash, Asha-Princeton Newsletter, Vol. 1, Issue 2, Winter 1999.

http://www.ashanet.org/princeton/talks/annamalai.html

Annamalai E, 2001, Managing Multilingualism in India: Political and Linguistic Manifestations, New Delhi, Sage.

Basu, Salil. Dimensions of Tribal Health in India, Health and Population: Perspectives and Issues, Vol. 23(2), 2000, 61-70

Beteille, A. (1974). Six Essays in Comparative Sociology, , New Delhi: Oxford University Press

Budhadeb chaudhari, Contemporary Society in Tribal Studies, Tribals in Meghalaya, Concept publishing company, (1987).

Chaudhari. (1992). "Socio-Economic and Educational development", India Publications,

Gardner, P. M, (1966), "Symmetric Respect and Memorate Knowledge, the Structure and Ecology of Individualistic Culture", South Western Journal of Anthropology, Volume 2, PP.389-415.

Ghurye, G.S. The Scheduled Tribes (2nd ed), (Mumbai, Popular Book Depot 1959).

Gosh, and Das, "Forest and the Tribals- A study of Inter relationship in the Tribal Development in India", Inter India publications, New Delhi, (1982), P.24.

Majumdar D.N "The affairs of a Tribe", Lucknow, Universal publishers,

Mahapatra B. P, 1979, Santali Language Movement in the Context of Many Language Movements, in E Annamalai (ed), Language Movement in India, Mysore, Central Institute of Indian Languages.

Maharatna A, 2005, Demographic Perspectives on India's Tribes, New Delhi, Oxford University Press 14.

N.K Ambasht, "Impact of education on tribal cultures", 'Indian science Congress, New Delhi,199, pp.34-45

Rao, A.and Casimir, M. J. (1982). Mobile pastoralists of J&K -- a preliminary report on tribal people, Journal of Nomadic People. 10:40-50

Education in India" International Conference on Social Science and Humanity IPEDR vol.5 IACSIT Press, Singapore

Srikanth, L.M. "Measures proposed for the spread of education among the Scheduled Tribes". Indian tribes, serials publishers, New Delhi, (1997), pp.90-96

Srivastava, L.R.N "The problem of integration of the tribal people", 'The Indian journal of Social work". Kurukshethtra,(1996) pp.67-76

Shashi Bairathi,Status of education among tribals,'Tribal culture, economy and health, Rawat publications, New Delhi, (1992)

Sachchidananda, (1967). Socio-Economic Aspects of Tribal Education in India, in Report of the National Seminar on Tribal Education in India, New Delhi, NCERT.

Warikoo, K. (2000). Tribal Gujjars of Jammu & Kashmir. Himalayan and Central Asian Studies Vol. 4 No. 1

Websites

www.tribal.nic.in

www.wikipedia.com

www.ashanet.org/princeton/talks/annamalai.html

www.ajms.co.in

www.ncst.nic.in

http://tribal.nic.in/Content/DefinitionpRrofiles.aspx

www.ijhssi.org.

EMPLOYEE RETENTION STRATEGIES FOR ORGANIZATIONAL PERFORMANCE: A DESCRIPTIVE STUDY

Umar Mufeed[1]
(Research Scholar)
(The Business School, University of Kashmir)
Email id: umar.mufeed08@gmail.com

Dr. Ajaz Akbar Mir[2] (Corresponding Author)
(Assistant Professor)
(The Business School, University of Kashmir)
Email id: mirajaz78@yahoo.co.in

ABSTRACT

   The 21st century has posed serious concerns and issues before organization in how they will outperform competitors and overcome challenges. The success factor for any organization irrespective of its nature of doing business lies in how much its employees are satisfied and committed with the organization. It is of paramount importance that organizations must continuously focus in attracting and retaining talented and dynamic workforce. The organizations will perish sooner or later, if they can't realize the potential and significance of its employees. Skilled and talented workforce has got immense opportunities to explore in this competitive market, therefore organization's differentiating factor lie in how they tap their employees with better facilities and avenues. Employee retention acts as a driving force, since employee's knowledge, abilities, competencies and capabilities are central to companies' ability to be economically sound and competitive. The best way for organizations to remain relevant in their operations is by achieving competitive advantage that is sustainable which is only possible if organizations are able to retain their workforce. Keeping the above facts in view the present paper will throw light on the various HRM practices that are crucial in managing, motivating, developing and retaining the human resource and consequently would lead to better organizational performance.

   Key Words: *competitive advantage, employee commitment, employee retention, human resource.*

1. Introduction

   The success and survival of organizations depends upon the performance and satisfaction of their employees and hence organizations have to meet their demands in order to retain their talent. The unprecedented nature of business which is characterized by dynamic working environment, fast changing global economy, technology driven business, and cut-throat competition has resulted in creating more and more avenues and opportunities for employees and also at the same time has posed a challenge before the organizations in attracting, developing and retaining their employees. Akindele (2007) viewed employee retention as a process in which the employees are encouraged to remain with the organization for maximum period of time or until the completion of the project. In other words, employee retention is a process of techniques and strategies being employed by organization with the motive of inducing their employees to stay and remain in the organization for the longer period of time. Evidences from the past literature has shown that the organizations long term productivity and growth in terms of high sales, customer satisfaction, etc is attributed to the organizational ability in retaining their human capital. Nowadays, the demand for skilled employees is so high, that it becomes difficult for organizations to retain their valuable and competent workforce. Moreover, due to the complexity of business and the competitive nature of labour market it becomes very essential for an organization to take appropriate and ensure that the employees that are hired should be motivated and attracted towards the organization. Organizations cannot

achieve competitive advantage unless and until they are successful in retaining the competent and skilled workforce. Walker (2001) maintained organizations can only achieve competitive advantage if they are successful enough in managing and retaining promising employees. Therefore it all boils down to the functioning of organizations as to how and what suitable strategies they will adopt in retaining the pool of talented and capable workforce for gaining strategic edge over their competitors. Various past studies over the time have highlighted that employee retention strategies are aimed at encouraging and motivating employees to remain in the organization for longer period of time and also help in creating an atmosphere where they can effectively utilize their potential for the prosperity and growth of organization. Amadasu (2003) has maintained that if suitable and proper employee retention strategies are put in action and implemented by organizations then employees will strive hard and will put their best efforts in realizing the goals and objectives of organization through their performances. In other words employee retention strategies are policies and practices which the organization put in practice in order to reduce employee turnover and at the same time helps in securing the trust and loyalty of their employees for gaining competitive advantage.

2. Employee Retention

Human resource is considered as an indispensable factor for the survival and development of organizations. It plays a very crucial role in enhancing the growth and prosperity of organization. Human Resource is considered as a dual resource, a resource itself as well as manipulator of all other resources available to the organization. Every organization irrespective of its nature, size and control cannot undermine the significance of their human resources because they are highly contributing towards the success of organizations. Human resources are the life blood of organizations and every organization wants to have and retain a pool of talented and creative workforce in their armoury that can effectively and efficiently put their efforts in taking their organization to new heights. Therefore, organizations cannot dream of becoming successful unless and until they are effective in retaining their skilled and competent workforce which is only possible when they will recognize and value the presence and potential of their human capital. Organizations now believe that motivating and encouraging dynamic and competent human resources to stay in the organization is one of the most important challenges before the management today. Cascio (2003) Heneman and Judge (2003) and Gberevbie (2008) were on the same page that it is the failure on part of organization to devise strategies capable of hiring talented employees and retaining them to fulfill organizational objectives is one of the main challenge being faced by the management today. Employee retention is a planned effort by organizations to create and foster an environment where employees are motivated to stay in organizations by adopting policies and practices which would address their diverse needs. Mitchell (2002) and Rappaport, Bancroft, and Okum (2003) highlighted that organizations face shortage of highly-skilled employees who possess the requisite knowledge and skills to perform in a better way in meeting organizational goals and at high levels, has resulted in a failure on part of management to be competitive in this dynamic and turbulent environment. Therefore it is the challenge before the management to motivate and retain the competent staff in the face of ever increasing uncertainties. The present competitive labour environment where every organization strives hard to not only attract capable and competent workforce but also ensures that talented and skilled employees do not join other organizations but rather are stimulated and encouraged to remain with the organization by

coming up to their needs and expectations. Therefore, the top management and human resource department has to lay down a strategy and action plan by which they can retain their skilled workforce for gaining strategic advantage in this competitive business era. They have to put in place proper and suitable policies and strategies for tapping the human capital and creating a culture of trust, collaboration and commitment towards organizational goals and objectives. Acton et al., (2003) believed that human resource department plays a significant role in retaining the staff by recognizing their talent which helps to motivate and encourage them to stay in the organization. Therefore, employee retention strategies if implemented in letter and spirit will go in a long way to achieve effectiveness and efficiency in their business decisions and operations, which would help organization to reduce labour turnover costs, and thereby not only improves organizational performance and company knowledge base but will also improve organizational goodwill and overall competitiveness.

3. Employee Retention Strategies

The present scenario of job market has resulted in the changing prolife of employees who are now becoming more aware and demanding due to the avenues and opportunities available before them. In such a scenario, the role of organizations must be to devise and implement appropriate retention strategies by which employees are motivated and encouraged to stay loyal with the organization and also work for achieving the objectives and goals of their organizations. Retaining top talent is the utmost priority for the organizations today and therefore proper retention strategies should be put in place where top performers are rewarded and under – performers are guided accordingly. Keeping this in view, the following are the strategies for employee retention which would enhance organizational performance and help in achieving strategic competence in the face of challenging business environment.

3.1 Induction and Orientation

It is important for an organization to hire and recruit those individuals whose values and perception matches with organizational values and norms. Management has to ensure that there is an organizational fit between prospective employees aspirations and organizations expectations. The knowledge, skills and competence that an individual possess must be in congruence with organizations standards. Organizations in order to gain strategic advantage over its competitors must hire and select those individuals who have got the potential to deliver and have the ability to excel in challenging and tough times. It must be the utmost priority of the management to socialize new recruits with organizational employees as this will create sense of belongingness and improve employee morale. Moreover, proper steps must be taken by the management in order to socialize newcomers with the existing employees as this will encourage mutual collaboration and trust with one another. Once new entrants are accustomed with the organizational culture, it would create a sense of belongingness among them and would help in increasing their loyalty towards the organization.

3.2 Training and Development

In the contemporary business environment organizations can achieve competitive edge over their competitors if they invest in employee training and development programs. Training and development imparted to the employees increases their knowledge and skills and also improves their job performance

and thereby helps in gaining their commitment towards the organization. Identification of training needs must be practiced in order to improve employee performance and enhance employee commitment. Pritchard (2007) pointed out that organization can only enhance performance of individuals and retain top talent if proper and effective training and development system is in place. The competence and productivity of employees can be achieved if organizations develop and design proper training and development programs and in return would help organizations to gain the loyalty of their workforce. Wetland (2003) believed that training is one of the most important factors which helps in reducing employee turnover and also enhances the performance of individuals. According to Bassi and Van Buren (1999) and Accenture (2001) in the present competitive economy, attracting and retaining capable staff is possible if organization provide proper training to its employees. Garg & Rastogi (2006) were of the view that due to complex and competitive business environment it has become crucial for organizations to enhance their employees knowledge base so that it will not only improve their performances but at the same time will help organization to face the global challenges of the market place. Therefore, in order to retain competent and skilled workforce organizations need to impart necessary training to their employees which would help them to gain competitive advantage.

3.3 Compensation

Past studies have quite often highlighted that sound compensation plan plays an effective role in attracting and retaining the top talent in the organization. Willis (2000) and Gardner et al., (2004) viewed that salary and pay are the best way to motivate and retain the skilled and capable staff. Milkovich and Newman (2004) believed that out of all rewards and benefits that an employee receives, compensation is the most and crucial motivator for arresting the commitment and loyalty of employees. Parker and Wright (2001) highlighted that compensation helps in persuading the behavior of individuals towards higher performance and keeps them to stay for the longer duration. Compensation plays a vital role in enhancing the performance of individuals and also helps in achieving job satisfaction and work commitment. Moncraz, Zhao and Kay (2009) were of the opinion that compensation is a critical factor in reducing employee turnover and increasing the commitment of manpower. Lockwood (2006) pointed out that the organizations which offered lucrative packages and higher levels of salary were able to keep low employee turnover rates and moreover it resulted in creating a culture of excellence at workplaces. Moreover Branham (2005) highlighted that sound compensation plan helps in enhancing employee commitment by reinforcing strong values that guide employee behavior at workplace, secondly it also helps in communicating employees about what results are valued and what performances are expected by the organization and lastly compensation helps in creating a sense of emotional ownership which increases the employee loyalty and improves overall performance.

3.4 Reward and Recognition

Rewards are the offerings by the management to the employees based on their performance. Reward system is an effective and result oriented tool which keeps employee highly motivated and encourages him/her to improve performance. When open and transparent reward system is in place, it creates an environment of collaboration and high performance. So, it is essential for organization to link rewards with performance as such practice would enhance employee commitment and creates a sense of

belongingness towards the organization. Moreover, both monetary and non-monetary reward system should be in place to enhance employee commitment. Monetary rewards in terms of cash benefits, salary, bonus and other financial incentives must be given in accordance with the set performance standards and employee performance output. Organization must also provide non-monetary rewards like advancement opportunities, task responsibility, recognition and appreciation of work to their employees as these are considered as the most critical factors for employee retention. Organizations that recognize the performance of individuals and give them appreciation for their work will most likely help in enhancing employee satisfaction with the job. Employees should be given responsibility in performing the tasks Watson (1999) and Tower (2003) also believed that organizations must link rewards with employee performance which would help in retaining of top talent in the organization. Silbert (2005) viewed that rewards are very important for increasing the morale of employees as it has got lasting impression on them and moreover it also reflects that they are being recognized for their performances and as such are valued. Employee retention can therefore be achieved and employee turnover can be reduced if organization recognizes and rewards the employees for their performance.

3.5 Participation in Decision making

Employee participation in decision making plays a pivotal role in developing an atmosphere of creativity and rational thinking among the members of organizations. Davies (2001) and Gold (2001) viewed that employee participation in decision making is very important for enhancing their loyalty towards the organization. When the management takes everyone on board irrespective of the hierarchy then it leads to employee satisfaction and enhances their commitment with the organization. Noah (2008) believed that when employees are involved in the decision-making process it helps in creating a sense of belongingness improves the employee-employer relationship and most importantly reduces the employee turnover rates.

3.6 Performance Management

Performance Appraisal System (PAS) is a systematic process of evaluating the performance of individuals at work place and plays a critical role in retention of employees in the organization. Performance appraisal is considered as an effective tool in motivating the employee for higher performance. It helps in creating a culture of excellence where every individual in organization strives hard for meeting the expectations of organization. The success of performance appraisal system lies in the evaluating performances with fairness, openness and transparency which sends a strong message among employees and helps in increasing employee loyalty and commitment. Therefore, organizations must communicate the performance evaluation criteria to individuals in advance as this would enable to retain trust of employees and will result in low employee turnover.

3.7 Career Planning and Development

Career planning and development is one of the most critical tools in enhancing the job satisfaction and commitment of individuals in an organization. Career planning and development helps in addressing the individual career needs for their overall growth. Meyer et al (2003) believed that career development is very crucial factor in enhancing employee commitment in an organization. It plays a pivotal role in

attracting the competent and capable individuals to the organization. Career planning and development helps in retaining the top talent in the organization by helping them to meet future challenges. Prince (2005) maintained that organization cannot achieve competitive advantage if they are not able to retain the top talent and skilled workforce who want growth and advancement in their career. Moreover career planning and development is very significant in enhancing the morale and motivation of employees and thus helps in reducing employee turnover and dissatisfaction. Kyriakidou and Ozbilgin (2004) believed that career development is beneficial for both the employee and employer as this helps in giving results and outcomes in terms of career advancement and prosperity and growth respectively.

4. Conclusion

In today's competitive and dynamic business scenario, retaining the skilled and talented workforce is one of the most debated issues in the business world. Human resource is considered as a torch bearer for the survival and prosperity of organizations. Therefore, retaining the capable and competent individuals who could contribute in increasing the growth and goodwill of organizations is the top most priority for the organizations. But, due to the lucrative packages and other incentives being offered to talented and key employees by aggressive competitors has posed a major concern for the organizations in retaining them. In such a scenario it calls for the role of HR professionals, academicians, researchers and other policy makers to devise and implement retention strategies which would not only attract and retain talented and capable individuals but will also help organizations to improve their performances and increase their global competitiveness.

References

Accenture (2001). The high performance work force: separating the digital economy's winners from losers. In the battle for retention accentures study.pp:1-5.

Acton, T., Golden, W.(2003). "Traning the knowledge worker: A descriptive study of training practices in Irish software companies". Journal. Eur.Ind. Train, 27(4):137-146.

Akindele, R.I (2007): Fundamental of Human Resources, Cedar Publishing Productions, Ile – Ife, Osun State

Amadasu, D.E. (2003). "Personnel and the Nigerian Management Crisis: Ajaokuta Iron and Steel Mill Examined." Abuja Management. Rev. 1:4

Bassi, L.J. and Van Buren, M.E. (1999). Sharpening the leading edge. In Training and Development. 53(l): 23-32.

Branham, L. (2005). Planning to become an employer of choice. Journal of Organizational Excellence, 24, 57-68.

Cascio, W.F., (2003).Managing Human Resources: Productivity, Quality of Work Life, and Profits. (6th Edition).Boston: McGraw-Hill, Irwin

Davies, R. (2001). How to boost staff retention. in people management.7(8):54-56

Gardner DG, Van Dyne L, Pierce JL (2004). The effects of pay level on organization-based self-esteem and performance: a field study. Journal of Occup. Organ. Psychology., 77(3): 307-322.

Garg, P. & Rastongi, R. (2006), new model of job design motivation employees Performance, Journal of Management Development

Gold, M. (2001). Breaking all the rules for recruitment and retention. Journal of career planning and employement.61(3): 6-8.

Heneman, H.G., Judge, T.A., (2003). Staffing Organization (4th Edition). Boston McGraw-Hill, Irwin.

Lockwood, N.R. (2006). Talent management: Driver for organizational success. 2006 SHRM Research
        Quarterly. Alexandria, VA: Society for Human Resource Management

Kyriakidou, O., & Ozbilgin, M. (2004) "Individuals, organizations and careers: a relational perspective".
        Career Development International, 9(1), 7-11

Meyer, John, Laryssa Topolnytsky, Henryk Krajewski and Ian Gellatly (2003). Best Practices: Employee
        Retention. Toronto: Tomson-Carswell

Milkovich GM, Newman JM (2004). Compensation (8th ed.). Burr Ridge, IL: Irwin McGraw-Hill.

Mitchell, Lawrence E. (2002). Corporate irresponsibility—America's newest export. New Haven &
        London: Yale University Press

Moncraz, E., Zhao, J., and Kay, C. (2009). An exploratory study on US lodging properties', organizational
        practices and employee turnover and retention. International Journal of Contemporary Hospitality
        Management, 21 (4). 437-458.

Noah, Y. (2008) A Study of Worker Participation in Management Decision Making Within Selected
        Establishments in Lagos, Nigeria. Journal of Social Science, 17 (1): 31-39.

Parker, O. and Wright, L. (2001). Pay and employee commitment: the missing link. In Ivey Business
        Journal.65 (3): 70-79.

Prince,B.J.(2005). Career-focused employee transfer processes. Career Development International, 10(4),
        293-309.

Pritchard CW (2007). 101 Strategies for recruiting success: where, when, and how to find the right people
        every time. New York: AMACOM.

Rappaport, A., Bancroft, E., & Okum, L. (2003). The aging workforce raises new talent management issues
for employers. Journal of Organizational Excellence, 23, 55-66.

Silbert, L.T. (2005). The effect of Tangible Rewards on Perceived Organizational Support. Management
        Sciences.

Tower Perrin (2003). Rewards: the not-so-secret ingredient for managing talent. (Retention). HR focus.80
        (1):3-10.

Walker, J.W. (2001). "Perspectives" Human resource planning.24 (1):6-10.

Watson, Wyatt. (1999). Work USA 2000: Employee commitment and the bottom line. Bethesda, MD:
        Watson Wyatt. pp: 43-58.

Wetland, D. (2003). The strategic training of employee"s model: balancing organizational constraints and
        training content. In S.A.M. Advanced Management Journal, winter, Cincinnati. pp: 103-107.

Willis, C. (2000). Go for your goals. Working woman. pp. 6-7.

EVALUATIVE STUDY OF VALUE ORIENTATION OF POST GRADUATE STUDENTS OF UNIVERSITY OF KASHMIR.

1. Rizwan Roomi. 2. Dr. Tasleema jan

1. Lecturer, School of Education and Behavioural Sciences, University of Kashmir.

2. Associate Professor, School of Education and Behavioural Sciences, University of Kashmir.

Introduction

Value crisis is a global phenomenon of our times. Rapid scientific growth and technological advancements resulting in industrialization have threatened our age-old moral standards. This atmosphere of valuelessness is leading to disintegration, though we notice at the same time best of progress in certain other fields. Nietzsche rightly remarked, "When a tree grows up to heaven, its roots reach down to hell". We must realize that this process of value deterioration will prove disastrous and lead to disintegration of the society. It is the right time therefore for us to rise to action and make conscious efforts to reverse the trend and lead to the right direction.

Since time immemorial it has been recognized that education is necessarily a process of inculcating values to help the learner to lead a good life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Philosophers, spiritual leaders and educationists have emphasised the role of education for character development, bringing out the latent potentialities and inherent qualities and developing integrated personality for the well-being of the individual and the society at large, highlighting the need for value orientation of education. The first step in the direction of changing the world is to take the needed steps for radical change in the human consciousness. One of the most important means to achieve this end is value orientation of education. This will help human beings to conduct themselves in the more desirable directions, and to shape their life patterns by strengthening their beliefs and by integrating facts, ideas, attitudes and actions. This will also help to clarify their aims in life as well as the process to achieve them. In the modern context of our commitment to secularism and other such related Constitutional provisions, value education is considered much wider so as to transcend the boundaries of religions and encompass ethical, social, aesthetic, cultural and spiritual values. This broadened concept has many implications for value education programmes at the school stage.

Unfortunately, value education has received merely lip service so far, though without an effective value-oriented education the country will face crisis of character, adversely affecting the quality of life and relationship, in turn leading to tensions and strife's. The economy and development of the country also stand to lose. With a view to equipping children of today, who will be the citizens of tomorrow, education has to be reoriented and revamped altogether. What a sculptor is to a block of marble, education is to the human soul. The philosopher, the saint, the hero, the wise and the good or the great, very often lie hidden and concealed in the sand of anonymity, which a proper education might have brought to life.

The fact that all good education is, in essence a process of developing the human personality in all its dimensions, is undisputed and universally accepted. Good education is inconceivable if it fails to inculcate values which are essential to good life and social well being. Great thinkers of recorded history have

103

devoted much attention to understand the significance of character and values in life and the role of various agencies of education in promoting these values.

Statement of The Problem

The problem selected for the purpose of the present investigation reads as under:

"An Evaluative Study of Value Orientation of Post Graduate Students of University of Kashmir."

Objectives

The following objectives were formulated for the present study:

1. To compare Post Graduate Students of faculty of Arts and faculty of Education on   different values
2. To compare Post Graduate Students of Faculty of Science and Faculty of Education on different values
3. To compare Post Graduate Students of Faculty of Social Science and Faculty of Education.
4. To compare Post Graduate Students of Faculty of Science and Social Science on different value
5. To compare Post Graduate Students of Faculty of Arts and Faculty of Science on different value

Methodology and Procedure

Selection of The Sample

The sample selected for the current investigation consisted of 480 P G Students selected from various faculties of university of Kashmir, Hazratbal Srinagar. Random sampling strategy was followed to draw the sample for the study. The list of these faculties is as under:

S.No	Name of the faculties	Sample Taken
1.	Faculty of Science	120
2.	Faculty of Arts	120
3.	Faculty of Social Science	120
4.	Faculty of Education	120
Total		**480**

Tool Used

Value Orientation Scale constructed by N.Y. Reddy was administered on sample subjects for the purpose of data collection.

Statistical Treatment

In order to accomplish the objectives of the present study and also with the purpose of testing the hypothesis, the data collected through Value Orientation Scale was pooled together and statistically analyzed by applying mean, S.D. and t-test.

Analysis and Interpretation

Table 1.0 Showing significance of mean difference between Post Graduate students of faculty of Arts (N=120) and Post Graduate students of faculty of Education (N=120) on six values of value orientation scale.

S. No	Dimension	Faculty	Mean	SD	t-Value	Level of Significance
01	Theoretical	PGSFA	34.68	5.65	6.16	Significant at 0.01 level
		PGSFE	38.87	5.03		
02	Economic	PGSFA	36.10	5.39	3.49	Significant at 0.01 level
		PGSFE	38.23	4.18		
03	Aesthetic	PGSFA	43.54	6.34	3.66	Significant at 0.01 level
		PGSFE	40.83	5.29		
04	Social	PGSFA	42.05	4.44	2.71	Significant at 0.01 level
		PGSFE	40.12	6.49		
05	Political	PGSFA	33.08	3.53	12.37	Significant at 0.01 level
		PGSFE	40.75	5.97		
06	Religious	PGSFA	45.55	5.71	7.50	Significant at 0.01 level
		PGSFE	40.74	4.37		

- PGSFA: Post Graduate Students of Faculty of Arts
- PGSFE: Post Graduate Students of faculty of Education

Post Graduate Students of Faculty of Arts and Post Graduate Students of faculty of Education have been compared in order to find out the significance of difference between mean score on six values of value orientation scale.

A perusal of the table clearly indicates that there is significant difference between Post Graduate Students of Faculty of Arts and Post Graduate Students of faculty of Education on theoretical value (t-value 6.16 P>0.01) and economic value (t-value 3.49 P>0.01). The result plotted in this table indicates that the Post Graduate Students of Faculty of Arts and Post Graduate University Education Students (PGUES) differ significantly on aesthetic value (t-value 3.66 P>0.01) and social value (t-value 2.71 P>0.01).

The table further revels that the two groups differ significantly in case of political value 12.37 P> 0.01) and religion value (7.50 P>0.01). Thus, the difference between the Post Graduate Students of Faculty of Arts and Post Graduate Students of faculty of Education have been found to be significant on the total score of the value orientation scale (t-value 2.10 P>0.05).

Table 1.1: Showing significance of mean difference between Post Graduate Students of faculty of science (N=120) and Post Graduate students of faculty of Education (N=120) on six values of value orientation scale.

S. No	Dimension	Faculty	Mean	SD	t-Value	Level of Significance
01	Theoretical	PGSFS	38.90	4.63	0.49	Insignificant
		PGSFE	38.87	5.03		
02	Economic	PGSFS	34.73	6.13	5.22	Significant at 0.01 level
		PGSFE	38.23	4.18		
03	Aesthetic	PGSFS	43.65	7.65	3.35	Significant at 0.01 level
		PGSFE	40.83	5.29		
04	Social	PGSFS	40.95	5.97	1.03	Insignificant
		PGSFE	40.12	6.49		
05	Political	PGSFS	34.56	3.15	10.31	Significant at 0.01 level
		PGSFE	40.75	5.97		
06	Religious	PGSFS	40.74	6.07	3.91	Significant at 0.01 level
		PGSFE	43.36	4.37		

- PGSFS: Post Graduate Students of faculty of Science
- PGSFE: Post Graduate Students of faculty of education

Data displayed in table 1.1 gives an account of means, SD's and t-value of Post Graduate Students of faculty of Science and Post Graduate Students of faculty of education on six values of value orientation scale.

A perusal of above table clearly indicates that Post Graduate Students of faculty of Science and Post Graduate Students of faculty of education do not differ significantly on theoretical (t-value 0.49) and social value (t-value 1.03).

A quick glance of table 1.4 reveals that on economic value (t-value 5.22 $P>0.01$) and aesthetic value (t-value 3.35 $P>0.01$) the two groups show significant difference. The table further reveals that there is significant difference between the Post Graduate Students of faculty of Science and Post Graduate Students of faculty of education on political value (t-value 10.31 $P>0.01$) and religious value (t-value 3.91 $P>0.01$). On the total score of value orientation scale, the difference has been found insignificant (t-value-1.73).

Table 1.2: Showing significance of mean difference between Post Graduate Students of faculty of social science (N=120) and Post Graduate students of faculty of Education (N=120) on six values of value orientation scale.

S. No	Dimension	Faculty	Mean	SD	t-Value	Level of Significance
01	Theoretical	PGSFSS	40.44	5.83	2.24	Significant at 0.05.
		PGSFE	38.87	5.03		
02	Economic	PGSFSS	40.69	6.19	3.67	Significant at 0.01.
		PGSFE	38.23	4.18		
03	Aesthetic	PGSFSS	40.50	5.99	0.45	Insignificant.
		PGSFE	40.83	5.29		
04	Social	PGSFSS	45.47	5.12	7.22	Significant at 0.01.
		PGSFE	40.12	6.49		
05	Political	PGSFSS	41.28	6.82	0.65	Insignificant
		PGSFE	40.75	5.97		
06	Religious	PGSFSS	40.74	4.37	0.82	Insignificant
		PGSFE	40.26	4.84		

- PGSFSS: Post Graduate students of faculty of Social Science
- PGSFE: Post Graduate students of faculty of Education

Data displayed in table 1.3 gives an account of mean's, SD's and t-value of Post Graduate students of faculty of Social Science and Post Graduate Students of faculty of Education on six values of value orientation scale.

A perusal of above table clearly indicates that the Post Graduate students of faculty of Social Science and Post Graduate students of faculty of Education differ significantly on theoretical value (t-value 2.24 $P>0.05$) and economic value (t-value 3.67 $P>0.01$).

A quick glance of this table reveals that on aesthetic value (t-value 0.45), political value (t-value 0.65) and religious value (t-value 0.82), the two groups show insignificant difference. The table further reveals that there is significant difference between Post Graduate students of faculty of Social Science and Post Graduate students of faculty of Education on social value (t-value 7.22). Thus, on the total score of value orientation scale, the difference has been significant (t-value 4.11 $P>0.01$).

Table 1.3: Showing significance of mean difference between Post Graduate Students of faculty of science (N=120) and Post Graduate Students of faculty of social science (N=120) on six values of value orientation scale.

S. No	Dimension	Faculty	Mean	SD	t-Value	Level of Significance
01	Theoretical	PGSFS	38.90	4.63	2.29	Significant at 0.05 level
		PGSFSS	40.44	5.83		
02	Economic	PGSFS	34.73	6.13	7.64	Significant at 0.01 level
		PGSFSS	40.69	6.19		
03	Aesthetic	PGSFS	40.50	5.99	3.62	Significant at 0.01 level
		PGSFSS	43.65	7.65		
04	Social	PGSFS	40.95	5.97	6.45	Significant at 0.01 level
		PGSFSS	45.47	5.12		
05	Political	PGSFS	34.56	3.15	10.1	Significant at 0.01 level
		PGSFSS	41.28	6.82		
06	Religious	PGSFS	40.74	4.37	0.82	Insignificant
		PGSFSS	40.26	4.84		

- PGSFS: Post Graduate Students of faculty of science
- PGUSSS: Post Graduate Students of faculty of Social Science

Table 1.3 gives the comparison of Post Graduate Students of faculty of science and Post Graduate Students of faculty of social science on six values of value orientation scale.

A perusal of the table clearly indicates that there is significant difference Post Graduate Students of faculty of science and Post Graduate Students of faculty of Social Science on theoretical value (t-value 2.29 P>0.05), economic value (t-value 7.64 P>0.01) and aesthetic value (t-value 3.62 P>0.01).

The result plotted in this table clearly indicates that Post Graduate Students of faculty of science and Post Graduate Students of faculty of Social Science differ significantly on social value (t-value 6.45 P>0.01) and political value (t-value 10.1 P>0.01).

The table further reveals that there is no significant difference between Post Graduate Students of faculty of science and Post Graduate Students of faculty of Social Science on religious value (t-value 0.82). Thus on the total score of value orientation scale, the difference has been significant (t value 4.45P>0.01).

Table 1.4: Showing significance of mean difference between Post Graduate Students of Faculty of Arts (N=120) and Post Graduate Students of Faculty of Science (N=120) on six values of value orientation scale.

S. No	Dimension	Faculty	Mean	SD	t-Value	Level of Significance
01	Theoretical	PGSFA	34.68	5.65	6.49	Significant at 0.01 level
		PGSFS	38.90	4.63		
02	Economic	PGSFA	36.10	5.39	1.85	Insignificant
		PGSFS	34.73	6.13		
03	Aesthetic	PGSFA	43.54	6.34	0.12	Insignificant
		PGSFS	43.65	7.65		
04	Social	PGSFA	42.05	4.44	1.64	Insignificant
		PGSFS	40.95	5.97		
05	Political	PGSFA	33.08	3.53	3.52	Significant at 0.01 level
		PGSFS	34.56	3.15		
06	Religious	PGSFA	45.55	5.71	3.84	Significant at 0.01 level
		PGSFS	43.36	6.07		

- PGSFA: Post Graduate Students of faculty of Arts
- PGSFS: Post Graduate Students of faculty of science

Table 1.4 gives the comparison of two groups of students i.e., Post Graduate Students of faculty of Arts and Post Graduate Students of faculty of science on six values of value orientation scale.

A quick glance of above table clearly indicates that the Post Graduate Students of faculty of Arts and Post Graduate Students of faculty of science differ significantly on theoretical value (t-value 6.49 P>0.01).The table reveals that the Post Graduate Students of faculty of Arts and differ significantly on political value (t-value 3.52 P>0.01) and religious value (t-value 3.84 P>0.01).The table further reveals that there is no significant difference between Post Graduate Students of faculty of Arts and Post Graduate Students of faculty of science on aesthetic value (t-value 0.12) economic value (t-value 1.85) and social value (t-value 1.64) The two groups however, do not differ significantly on total score (t-value 0.22).

Major Findings

1. Post Graduate Students of faculty of Arts are having more aesthetic, social and religious value as compared to Post Graduate students of Faculty of Education.
2. It has been found that Post Graduate Students of faculty of Education are having more theoretical value, economic value and political in comparison to Post Graduate students of faculty of Arts.
3. No significant difference has been found between Post Graduate Students of Faculty of Science and Post Graduate Students of Faculty of Education on theoretical value and social value.
4. Post Graduate Students of Faculty of Education Students have high economic value, political value and religious value in comparison to Post Graduate Students of Faculty of Science.
5. Post Graduate Students of Faculty of Science have shown greater mean score and thus possess high aesthetic value in comparison to Post Graduate Students of Faculty of Education.

6. Post Graduate Students of Faculty of Social Science have high theoretical, economic and social value as compared to Post Graduate students of Faculty of Education.
7. No significant difference has been found between Post Graduate Students of Faculty of social Science and Post Graduate Students of Faculty of Education on aesthetic, political and religious value.
8. Post Graduate Students of Faculty of Social Science have high theoretical, economic, Aesthetic social and political value as compared to Post Graduate students of Faculty of Science.
9. No significant difference has been found between Post Graduate Students of Faculty of Science and Post Graduate Students of Faculty of social Science on political and value.
10. Post Graduate Students of Faculty of Science have more theoretical value and political value in comparison to Post Graduate Students of faculty of Arts. On the contrary Post Graduate Students of faculty of Arts are having more religious value as compared to Post Graduate Students of Faculty of Science.
11. No significant difference has been found between Post Graduate Students of Faculty of Science and Post Graduate Students of Faculty of Arts on Economic, Aesthetic and Social value.

Educational Implications
1. Value education should be provided to students from primary to University level so that society will function in constructive direction.
2. Various seminars, workshops, conferences should be organized in institutions of excellence to bring awareness regarding different social, political and religious values.
3. A Value Orientation Cell (VOC) should be established in different educational institutions which will direct and guide students from time to time regarding the inculcation of different values. This cell will also help them in developing a desirable attitude towards society.
4. Teachers should inculcate values among students by relating topics to different religions.
5. Value education should be introduced as a core paper for social science students at University level and as an optional paper for science students.

References

Banui Kuotsu (1992) A study of the value of college students in Nagaland in relation to their self-concept, Fifth survey of Educational Research, New Delhi: NCERT.

Behets, Daniel et al., (2004) Value Orientations of Elementary and Secondary Physical Teachers in Flanders, Research Quarterly for Exercise and Sports, Vol. 75, pp 156-164.

Best J.W and Khan, J.V (1995) Research in Education, Practice Hall of India Pvt. Ltd, New Delhi.

Buch M.B. (1983-88) Fourth survey of research in education, New Delhi: NCERT.

Buch M.B. (1999) Fifth survey of Research in education, New Delhi: NCERT.

Buch, M.B. (Ed.) (1986) Third Survey of Research in Education, New Delhi, National Council of Educational Research and Training.

Chand Jagdish (2003) Value education: Journal of Value education, vol.3 no. 1 New Delhi NCERT.

Chitakra M.G. (2003) Education and human values, A.P.H. Publishing corporation 5- Ansari road New Delhi (P-59).

Ganie M.Y. (1987) Value orientation and adjustment problems of rural and urban post¬graduate students of the university of Kashmir, unpublished M.Phil dissertation University of Kashmir Sgr.

Garret Henry E. (1969) Statistics in Psychology and Education, Mumbai, Vakils, Feffer and Simhs Pvt. Ltd, Ballard Estate.

Garret, H.E.(1989) Statics in psychology and education, Hyderabad- International book bureau.

Ghosh B.N. (2005) A textbook of value education: Dominant Publishers and distributers New Delhi.

Gupta P.L. (2003) Role of teachers in development of value among students, Insight Journal of Education, University of Kashmir, No 1, vol. 9 (pp-66-67).

Kalra R.M. (2003) Value oriented education in schools theory and practice, Shipora publications New Delhi (p-1-3)

Kapoor Archana (1995) Value changes in secondary school students: An experiment study Indian Education Abstracts; issue (1) New Delhi.

Kerlinger Fred N. (1973) Foundation of Behavioural Research, New York, Holt., Rine chart and Winstan Inc.

N.C.E.R.T. (2004) Encyclopedia of Indian education, New Delhi.

N.Y.Reddy (1979) Manual of value orientation, published by Agra Psychological Research Cell (APRC) Agra.

Seetharm R.A. (2001) Value Oriented Education, Ramakrishna institute of moral and spiritual education, Mysore.

Singh R.P. (1993) A study of value pattern of urban and rural adolescent Students, Journal of Psycho-Cultural Dimension, vol. 9 (1) New Delhi.

Sridhar Y.N. (2001) Value development, Resource paper NC.T.E.

Thornton Clarence H. (2004) Value Orientation: A study of black college students, College Student Journal Publisher, U.S.A., Vol 38.

Achievement Motivation of Physically Challenged Viz. Visually Impaired, Hearing Impaired and Orthopedically Impaired Secondary School Students of Kashmir Division

Dr. Aqueel Ahmad Pandith.

School of Education and Behavioural, Sciences, University of Kashmir
E-mail of the corresponding author:aqueeleduku@gmail.com

Javeed Ahmad Puju.

Assistant Professor, School of Open Learning, DDE.
University of Kashmir
javeedap@kashmiruniversity.ac.in

ABSTRACT:

This study was undertaken to study the achievement motivation of visually impaired, hearing impaired and orthopedically impaired secondary school students of Kashmir division. The sample for the study was 300 physically challenged secondary school students viz. (visually impaired N= 100, hearing impaired N= 100 and orthopedically impaired N=100) by using purposive sampling technique. Pratibha Deo and Asha Mohan achievement motivation scale was administered for the collection of data. The result of the study highlight that there is no significant difference among visually impaired, hearing impaired and orthopedically impaired secondary school students on achievement motivation. The Achievement Motivation is a planned decision-making process, which energies individual to work to the best of their capacities, by providing them with motives, which is based on their unfulfilled desires. Thus it is generally regarded as the force to achieve targets and the process tosustain the drive. Physically challenged viz. visually impaired, hearing impaired and orthopedically impaired categories feel inferiority due to physical impairment. They are not being ready and eager to face new situations and carry out different tasks, generally are withdrawn, inactive, and unmotivated for their achievement, therefore lack of motivation and lack of self-confidence are two of the main reasons for failure and of living an upset, anxious, depressed, worried ordinary and dissatisfied life.

Key words: achievement motivation, visually impaired, hearing impaired, orthopedically impaired students.

1. Introduction:-

A world health organization report (2009) said children with physical impairments or any other disabilities are four times more likely to experience violence or abuse and for more prone to physical and other type of violence, humiliation, shame, dishonor and neglect than normal children. The strong feelings of frustration, anger, sadness, or shame can lead to psychological difficulties such as anxiety, depression, or low achievement motivation of all physically challenged children. Due to physical impairment, these children are less accepted, and often rejected by their peers. Society also may tend to have negative views of children with physical impairments." Such social rejection can result in loss of self-esteem and negative views of oneself. In addition, social rejection can result in feelings of loneliness, fear, insecurity, low achievement motivation and other behavioral, emotional and self-related problems.Visual impairment is a condition in which an individual's vision is deficient to such an extent that it considerably affects his/her working. There are four major categories of visually impaired children such as partially sighted, low vision, legally blind and totally blind. A partially sighted child is the child who has some complication in seeing and in overall impression, requires special assistance with learning. Low vision indicates a more serious problem, where reading at normal distances is not possible. Children with low vision have to use supportive tools to read and see in their environments. They may even learn through the use of Braille. Legally blind refers to a vision less than 20/200. Children who are legally blind cannot see things clearly, whether it is near or far. They haven't lost

their sight completely but have lost enough vision that they'd have to stand 20 feet from an object to see it as well as someone with perfect vision could from 200 feet away. Thoroughly blind means that the person has no vision at all. Their eyes are not able to process images, and they learn through non-visual resources, including Braille. The visually impaired children can be recognized by various symptoms such as crossed eyes, enlarged eye lids, watery eyes, itching, lethargy, headaches, rubbing eyes markedly, blinking frequently and holding substance or books close to the eyes. Visual impairment can be caused by numerous types of eye disorders such as cataracts, infection, glaucoma, albinism, diabetic retinopathy etc. The government made enlightening provisions for visually impaired children from nationwide to the worldwide such as provision of close circuit television; magnify eyeglasses, large print materials, Braille System talking calculators and tape recordings. Seeing that per official reports of WHO (2012), the 285 million people are estimated to be visually impaired worldwide: 39 million are blind and 246 have low vision. The 90% of the world's visually impaired population live in developing countries. According to the report of World Intellectual Property Organization (WIPO 2008), there are about 39 million people across the globe that are blind, out of these India is a home to about 15 million of them. If we include the partially sighted ones and persons with other visual disabilities, then it would make it to be around 285 million persons. India has a big size of people of the blind community and the majority of them live in the poorest parts of the nation with small or no right of entry to even basic health care facilities. The 80 per cent of them (9.6 million) could have been prevented from going blind if they had received time-honored treatment? But poverty – which is both a cause and effect of blindness – can be very hard to smash and shatter, especially in the rural areas where most visually impaired people live.

Plate 1: Subjects identify visual impairment

Hearing impairment refers to a defect in or damage to the hearing mechanism. This defect or damage may occur in any part of the ear such as outer ear, middle ear or inner ear. It leads to hearing impairment or loss of hearing. It may range in severity from mild to moderate and to profound. A person may become deaf or hard of hearing depending upon the nature of impairment and the degree of hearing loss. Hearing impaired are those in whom the sense of hearing is non-functional for ordinary purposes of life. They do not hear or understand sound at all even with amplified speech. The cases included in this category will be those having hearing loss of more than 70 decibels (Graham Bell's Scale) in the better ear (profound) loss of hearing in both ears (ministry of social welfare 1987). A hearing impairment is a hearing loss that prevents a person from totally receiving sounds through the ear. If the loss is mild, the person has difficulty hearing faint or distant speech. A person with this degree of hearing impairment may use a hearing aid to amplify sounds. If thehearing loss is severe, the person may not be able to

discriminate any sounds. There are four types of hearing loss such as Conductive hearing loss, sensor neural hearing loss, mixed hearing loss and central hearing loss. Conductive hearing loss is caused by diseases or obstructions in the outer or middle ear that by and large affect all frequencies of hearing. A hearing aid normally helps a person with a conductive hearing loss. Sensor neural loss occurs from damage to the inner ear. This loss can range from mild to profound and frequently affects certain frequencies more than others. Sounds are often unclear and hazy, even with a hearing aid. Mixed loss occurs in both the inner and outer or middle ear. Central loss results from damage to the central nervous system. These children are identified by means of various symptoms such as, regular pain in the ears, discharge from the ear, scratching the ear repeatedly, turning the head frequently towards the speaker and restlessness. The most common categories of hearing loss are mild hearing loss, moderate hearing loss, severe hearing loss and profound hearing loss. Mild hearing loss is that in which the nearly all sounds that people can hear with their better ear are between 25 and 40 dB. People who are ill with from mild hearing loss have some difficulties keeping up with conversations, especially in noisy surroundings. Moderate hearing loss is that in which a usual sounds heard by people with their better ear are between 40 and 70 dB. People who suffer from moderate hearing loss have complexity keeping up with conversations when not using a hearing aid. Severe hearing loss is that an average sounds heard by people with their better ear are between 70 and 95 dB. People who suffer from severe hearing loss will benefit from powerful hearing aids, but often they rely a great deal on lip-reading even when they are using hearing aids. Some also use sign language. In profound hearing loss the most quiet sounds heard by people with their better ear are from 95 dB or more. People who suffer from profound hearing loss are dreadfully hard of hearing and rely typically on lip-reading, and sign language. The Rehabilitation Council of India Act, (1992) has defined "hearing handicapped person is one who has the hearing loss of 70 decibels and above, in better ear or total loss of hearing in both ears. The legal definition of "hearing impairment" in India as per the Persons with Disability Act PWD (1995) – "a hearing disabled person is one who has the hearing loss of 60 decibels or more in the better ear for conversational range of frequencies". As per WHO grades of hearing impairment description: i no impairment 25 dBHL or less (better ear) no or very slight hearing problems able to hear whispers ii Slight impairment 26-40 dBHL (better ear) able to hear and repeat words spoken in normal voice at 1 meter iii Moderate impairment 41-60 dBHL (better ear) able to hear and repeat words using raised voice at 1 metre iv severe impairment 61-80 dBHL (better ear) able to hear some words when shouted into better ear v Profound impairment including deafness 81 dBHL or greater (better ear) unable to hear and understand even a shouted voice.According to the estimates of WHO (2005), 278 million people have disabling hearing impairment. The frequency of deafness in Southeast Asia ranges from 4.6% to 8.8%. In India, 63 million people (6.3%) suffer from significant auditory loss. As on 1st March 2001, India's population stood at 1,027,015,247 and projected population in 2016 would be 1,263,543,000 (Census of India, 2001). With the present set of concept of hearing disability, the Census of India, (2001) counted 1,261,722 people in whom hearing disability existed (Males 53.4% and Females 46.59%)." As per NSSO (2001) there are 291 persons per one lakh population who are suffering from severe to profound hearing loss. A large percentage of these, are children aged from 0 to 14 years. With such an outsized number of hearing impaired young Indians, it amounts to a severe loss of productivity, both physical and economic.

Plate 2: Subjects identify hearing impairment

The Orthopedically impaired children are those who have a physical defect or deformity, which causes a hindrance with the normal functioning of the bones, muscles and joints." According to the Individuals with Disabilities Education Improvement Act (IDEA), orthopedic impairment is defined as a severe orthopedic impairment that adversely affects a child's educational performance. The term includes those born with dislocated hips, club feet, spina bifida (a congenital deformity of the spinal cord), and children who are victims of such crippling diseases as polio and osteomyelitis. Orthopedic impairment may be caused by: inherited defects, metabolic errors, nutritional deficiencies, infections, physical trauma, toxins, poisons, gross brain disease and environmental factors. These children have poor motor control coordination, are unable to coordinate two or more muscle groups for performing any task. They walk awkwardly or with a limp, show signs of pain during physical exercise, difficulty in picking and holding things. These children fall frequently, jerking movement in walking, complicatedness in sitting and standing. They are of many types as: Osteomyelitis is a chronic bacterial bone and joint infections that more and more destroy the bone and may also affect the joints. When the bone is infected, pus is produced within the bone, resulting in a foul-smelling discharge. The condition often causes severe physical impairment if left untreated. Polio paralysis is a condition that causes paralysis of muscles without loss of sensation. Contractures deform joints and hamper with the patient's ability to walk. The initial disease, polio (poliomyelitis), is a viral disease that can damage the nerves in the spinal cord, causing paralysis of the arms, legs, or trunk. Polio

mainly affects children under the age of three. Polio is caused by a virus that enters the body through the mouth. The polio virus lives in the throat and intestinal region of infected persons. It is usually contracted from hands or eating utensils contaminated with the stool of an infected person. Initial polio attacks are preventable by vaccination. Tuberculosis of the spine is an infection of the spinal column and the disease progressively destroys the backbone and causes severe physical impairment and may lead to death if left untreated. Tuberculosis can be identified by a sharp bend in the middle section of the backbone that goes along with shortening and thickening of the chest. The disease is caused by the tubercle bacillus. Pulmonary tuberculosis, an infection of the lungs, is the most common presentation. Tuberculosis of the spine occurs when a tubercular infection of the lungs spreads to the spinal bones. This frequently happens in children. Cerebral palsy describes a group of chronic conditions affecting body movement, muscle coordination, and often mental capability. The conditions are characterized by rigid muscles and a loss of control and coordination of movements. This often makes walking impossible or even causes difficulties in sitting. Hydrocephalus translates as "water on the brain" and describes a condition characterized by excess cerebrospinal fluid in the brain. This leads to pressure build-up under the skull, causing the head to swell and possibly brain damage. Clubfoot, also known as 'congenital talipesequinovarus' (CTEV), is a condition in which the child is born with the foot turned inwards and pointing down; either one or both feet may be affected. Cleft lip and palate is a common inborn deformity. It occurs when the separate areas of the face that develop individually and then join together, do not join accurately. A cleft lip is an opening between the upper lip and the nose and looks like a split in the lip. A cleft palate occurs when the roof of the mouth has not joined from top to bottom. The conditions may occur separately or be combined. Pointed bone deformities or bent bones, most often occurring just above or just below the knee. The condition causes severe knock knees (genu valgus) or bow legs (genu varus) that develop and degenerate with growth. The deformities make walking difficult and may damage the joints, resulting in arthritis. Burn contractures describe a permanent shortening of burn scar tissue that pulls joints out of position and results in physical impairment. Burn contractures may occur after thermal injury. Not every burn results in burn contractures but when burn wounds are left untreated or exposed to dirt, the chances of the condition occurring increases.

Plate 3: Subjects identify orthopedic impairment

According to the census (1981), the 0.12 million population reported to be disabled/handicapped about 45% were blind, 32% crippled and 25% dumb. As per the offationl report of (2009), in India 12 million are blind, 29 million are with low vision,12 million are with speech and hearing defects and 6 million have orthopedic impairment. Census of India (2001) has identified five types of disabilities and estimated 21.9 million

handicapped/disabled persons. Which constitute about 2.13 percent of total population. The (48.55 percent) nearly half total were visually impaired and (27.87 percent) orthopedically impaired. The physical defect becomes a challenging and demanding factor for them to lead a happy and prosperous life. These physical defects are accountable for their inferiority complex in the society. This inferiority complex is responsible for creating a number of conflicts and other psychological problems results low achievement motivation. The achievementmotivatio denotes processes leading to behavior that aims to achieve a certain criterion or standard. The criterion can be any goal or objective, formal or informal, set by an individual or by others, in any professional or leisure domain (e.g., school, sports, work, music, gardening, even social relationships and moral conduct), which provides a guide for evaluating success and failure. Achievement motivation stemming from a wish to carry out well or a striving for success. It is evidenced by effort and determination in the face of difficulties. It is regarded as a central human motivation and is a key determinant of aspiration and persistence, when an individual expects that his or her performance will be evaluated on the basis of some standard of excellence. Such behavior is called being *achievement-oriented*. Motivation to achieve is prompted, when an individual knows that he or she is responsible for the outcome of a venture and anticipates clear knowledge of results that will define that venture as a success or failure. There also needs to be some degree of threat, such as uncertainty about the outcome of one's effort. Individuals differ in their ability to self-motivate, and different activities each pose different challenges to different people. Therefore, personality must be considered together with environmental factors when accounting for the strength of achievement motivation in a particular person. The desire to achieve can fluctuate depending on a number of factors including confidence levels and physical strength. Achievement motivation is generally regarded as the force to achieve targets and the process tosustain the drive. Motivation provides an important foundation to completecognitive behavior, such as planning, organization, decision-making, learning, andassessments (Pintrich&Schunk, 1996). Spence and Helmreich (1983) definedachievements as task-oriented behavior. Performances of individuals are oftencompared against standards or with others for assessments. Atkinson (1964), who defined it as thecomparison of performances with others and against certain standard activities. Incentive theory: Incentive theory of motivation states that external goals motivate organisms to perform certain actions. The external stimuli in the environment that 'pull' the organism in certain directions are called 'incentives'. The basic assumption of incentive theory is that if a desirable goal can be anticipated following the finishing point of a particular action, the organism is motivated to perform that action. Conversely, anticipation of an undesirable goal-something aversive or unpleasant motivates the organism not to perform the action. Thus, incentive theorists focus on the environment and focus on what induces organisms to act or what inhibits their action. According to goal setting theory, people often did much better when working towards specific goals than when goals were abstract. When the goals set are highly specific, the goals are challenging but, the goals are perceived as attainable. Finally, goal setting is most successful when people receive feedback on their progress towards meeting the goals and when they are truly and deeply committed to reaching them.

2. Objectives:-

1. To study the visually impaired, hearing impaired and orthopedically impaired secondary school students on achievement motivation.

2. To compare the visually impaired and hearing impaired secondary school students on achievement motivation.

3. To compare the visually impaired and orthopedically impaired secondary school students on achievement motivation.

4. To compare the hearing impaired and orthopedically impaired secondary school students on achievement motivation.

3. Hypothesis:-

1. There is no significant difference between visually impaired and hearing impaired secondary school students on achievement motivation.

2. There is no significant difference between visually impaired and orthopedically impaired secondary school students on achievement motivation.

3. There is no significant difference between hearing impaired and orthopedically impaired secondary school students on achievement motivation.

4. Methodology and procedure:

This study was designed to compare visually impaired, hearing impaired and orthopedically impaired secondary school students on achievement motivation. As such; descriptive method of research was employed.

SAMPLE:

The total sample for the present investigation consists of 300 physically challenged secondary school students of Kashmir Division. These students were identified on the basis of information obtained from the offices of various secondary school institutions. Further, the investigator categorized them into three main categories viz. visually impaired N= 100, hearing impaired N= 100 and orthopedically impaired N=100. All the three categories of physically challenged students were taken from 189 secondary schools institutions of Kashmir Division. However the whole population (N=300) was taken for sample by the investigator by using the purposive sampling technique.

4.1. Tool used:

For the measurement of achievement motivation of visually impaired, hearing impaired and orthopedically impaired secondary school students, pritabhaDeo and Asha Mohan achievement motivation scale was administered.

4.2. Statistical treatment:-

The data collected was subjected to the fallowing statistical treatment

Mean

S.D

t-test

5. Analysis and interpretation of data:

In order to test the hypotheses formulated for the present investigation, the data collected through the administration of the selected tool was statistically analyzed by employing t-test. As a result of this, the visually impaired, hearing impaired and orthopedically impaired students, were compared on achievement motivation.

Table 1.0: **Showing the mean comparison of visually impaired and hearing impaired secondary school students on Achievement motivation Scale (N=100 in each group).**

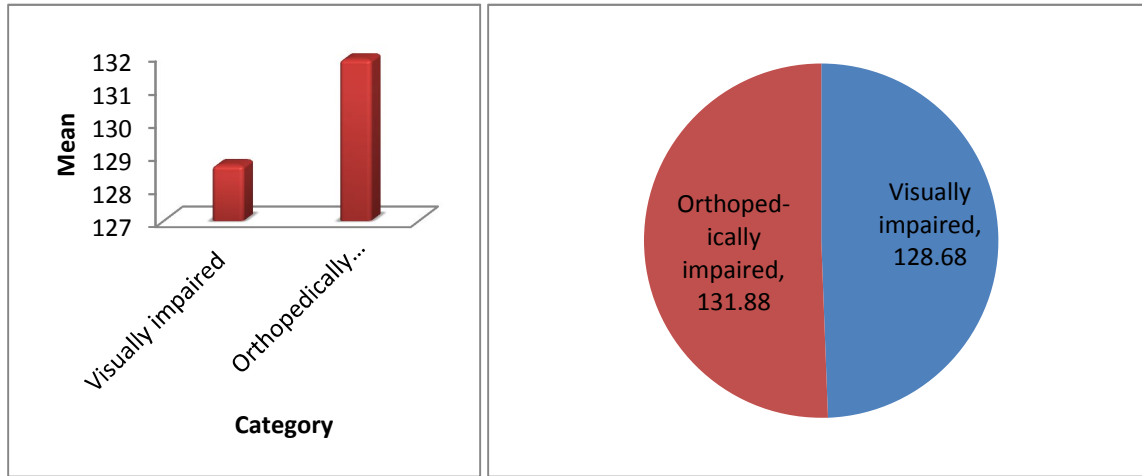| Group	N	Mean	S.D	t-value	Level of significance
Visually impaired	100	128.68	27.22	0.30	Insignificant
Hearing impaired	100	129.85	27.49		

The table 1.0 shows the mean comparison of visually impaired and hearing impaired secondary school students on achievement motivation scale. The calculated t-value (0.30) is less than the tabulated t-value (2.59) at 0.05 level of significance, which depicts that there is no significant difference between visually impaired and hearing impaired secondary school students on achievement motivation. The physical impairment hampers the task-oriented behavior of both visually and hearing impaired secondary school students and results low level of achievement motivation. Thus from the confirmation of the results from the above table, the null hypothesis no. 1 which reads as, "There is no significant difference between visually impaired and hearing impaired secondary school students on achievement motivation", stands accepted.
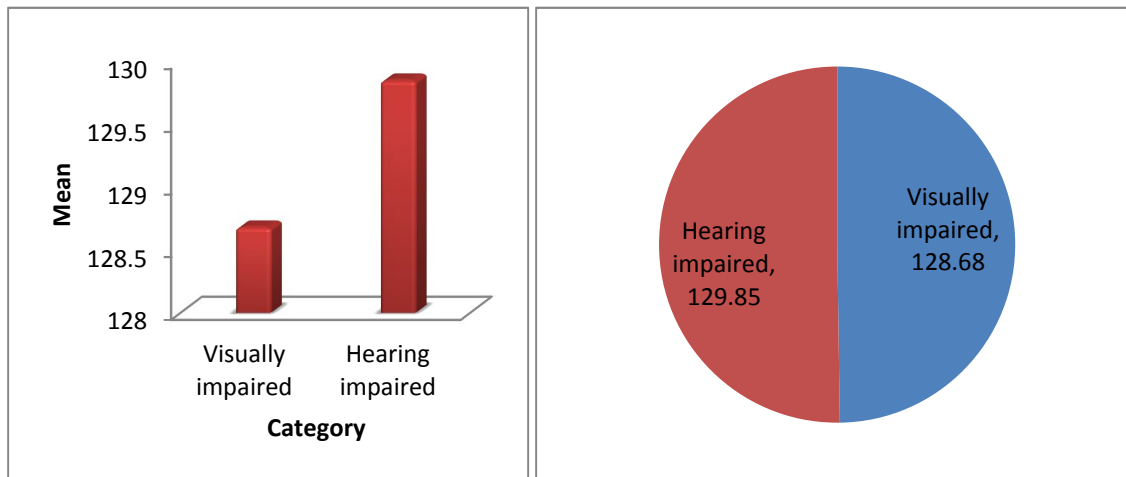
Table 1.1:   **Showing the mean comparison of visually impaired and orthopedically impaired secondary school students on Achievement motivation Scale (N=100 in each group).**

| Group	N	Mean	S.D	t-value	Level of significance
Visually impaired	100	128.68	27.22	0.86	Insignificant
Orthopedically impaired	100	131.88	24.81		

The table 1.1 shows the mean comparison of visually impaired and orthopedically impaired secondary school students on achievement motivation scale. The calculated t-value (0.86) is less than the tabulated t-value (2.59) at 0.05 level of significance, which depicts that there is no significant difference between visually impaired and orthopedically impaired secondary school students on achievement motivation. The physical impairment hinders the task-oriented behavior of both visually and orthopedically impaired secondary school students and results low level of achievement motivation. Thus from the confirmation of the results from the above table, the null hypothesis no. 2 which reads as, "There is no significant difference between visually impaired and orthopedically impaired secondary school students on achievement motivation", stands accepted.

Table 1.2:   **Showing the mean comparison of hearing impaired and orthopedically impaired secondary school students on Achievement motivation Scale (N=100 in each group).**

Group	N	Mean	S.D	t-value	Level of significance
Hearing impaired	100	129.85	27.49	0.54	Insignificant
Orthopedically impaired	100	131.88	24.81		

The Table 4.3.4 shows the mean comparison of hearing impaired and orthopedically impaired secondary school students on achievement motivation scale. The calculated t-value (0.54) is less than the tabulated t-value (2.59) at 0.05 level of significance, which depicts that there is no significant difference between hearing impaired and orthopedically impaired secondary school students on achievement motivation. The physical impairment restricts both hearing impaired and orthopedically impaired secondary school to attain a desired goal, and results low level of achievement motivation. Thus from the confirmation of the results from the above table, the null hypothesis no. 3 which reads as, "There is no significant difference between hearing impaired and orthopedically impaired secondary school students on achievement motivation", stands accepted.
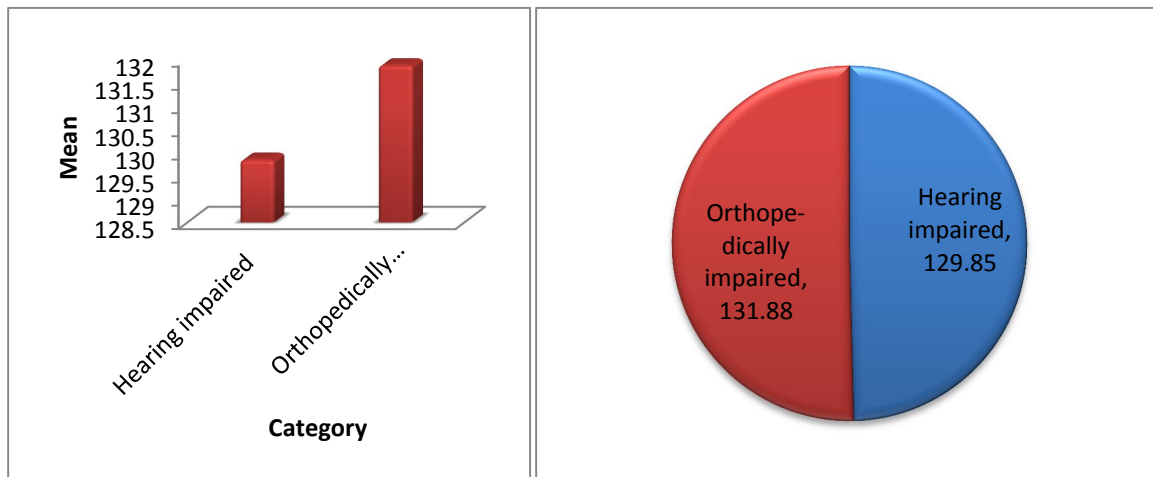
6. Conclusion:

On the basis of the data analysis the following conclusions have been drawn.

The two groups of students viz. visually impaired and hearing impaired secondary school students have not shown any significant difference on achievement motivation scale. The physical impairment hampers the task-oriented behavior of both visually and hearing impaired secondary school students and results low level of achievement motivation.

The two groups of student's viz. visually impaired and orthopedically impaired secondary school students have not shown any significant difference on achievement motivation scale. The physical impairment hinders the task-oriented behavior of both visually and orthopedically impaired secondary school students and results low level of achievement motivation.

The two groups of student's viz. hearing impaired and orthopedically impaired secondary school students have not shown any significant difference on achievement motivation scale. The physical impairment restricts both hearing and orthopedically impaired secondary school students to achieve a desired goal, and results low level of achievement motivation.

7. Suggestions:

The present study confirms itself to drawing the sample of the physically challenged students from various secondary schools of Kashmir division. A similar study should be conducted by drawing the samples from special and inclusive settings of these areas.

Parental attitudes and their socio-economic background of the students can also be considered in further studies.

A study on inter-institutional differences as affecting the Psychological make-up of the physically challenged children may also be attempted. This may bring out the institutional climate as affecting the total development of these children.

A comparison can also be made between those physically challenged children who study in special school and those who study in other schools with normal children.

References:

Atkinson, J.W. (1957). Motivational determinants of risk-taking behavior.Psychological Review, 64, 359–372.

Elliot, A. J., & Covington, M. V. (2001). Approach and avoidance motivation.Educational Psychology Review, 13, 73–92.

Elliot, A. J., & Thrash, T. M. (2001).Achievement goals and the hierarchical model of achievement motivation.Educational Psychology Review, 13, 139–156.

Linnenbrink, L. E. (Guest Ed.), (2006). Special issue on: Emotion research in education: Theoretical and methodological perspectives on the integration of affect, motivation, and cognition. Educational Psychology Review, 18.

Schultheiss, O. C., &Brunstein, J. C. (2005).An implicit motive perspective on competence.In A. J. Elliot & C. S. Dweck (Eds.), Handbook of competence and motivation (pp. 31–51). New York: Guilford.

Ryan, Richard; Edward L. Deci (2000). "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions". Contemporary Educational Psychology25 (1): 54–67. doi:10.1006/ceps.1999.1020.

Rani, Rekha; Kumar-Lenka, Dr. Sameer."motivation and work motivation: concepts, theories & researches". http://www.euroasiapub.org/. ijrim. retrievedoctober 20, 2014.

Atkinson, John; Norman Feather (1974).A Theory of Achievement Motivation (6 ed.). Krieger Pub Co. ISBN 0-88275-166-2.

Atkinson, John; George H. Litwin (1960).Achievement Motive and Text Anxiety Conceived as Motive to Approach Success and Motive to Avoid Failure. Bobbs-Merrill Company.

McClelland, David (1953). The Achievement Motive. New York: Appleton-Century-Crofts.

Special Needs".Journal of Indian Education; Special Issue on Education of Learners with Special Needs.New Delhi: NCERT.

Alur, M. (2002). "Special Needs Policy in India", in S. Hegarty and M. Alue (eds), Education and Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage.

Balasubramanian, K. (2004). The Helping Hand (A Short Story about a Disabled Child). Hyderabad: Spark-India.

UNESCO(2000). Inclusion in Education: The Participation of Disabled Learners. World Education Forum:

Hegarty, S. and M. Alur (eds) (2002). Education and Children with Special Needs. New Delhi: Sage.

Rioux, M.H. and Mohit, A. (2005).Human Rights Disability and Law: National Human Rights Commission.New Delhi.

Singh, S. (2001). "Educational Needs, Relevant Curriculum and Rehabilitation Expectations of

Handicapped Children".Indian Educational Review, 37 (1): 84–96.

American Foundation for the Blind.AFB directory of services for blind and visually impaired persons in the United States and Canada. 27th ed. New York, 2005.772p. $39.95 online subscription; $79.95 paperback with one-year online subscription. (AFB Press, Customer Service, P.O. Box 1020, Sewickley, PA 15143).

Banks, Carrie. All kinds of flowers grow here: The Child's Place for children with special needs at Brooklyn Public Library. Children and libraries, v. 2, spring 2004: 5-10.

Saumure, Kristie, and Lisa M. Given.Facilitating information access for visually impaired postsecondary students.Feliciter (Canadian Library Association), v. 48, issue 5, 2002: 222-224.

Defining the Boundaries of Low Vision Patients".ssdiqualify.org. Retrieved Jan 22, 2014.

Visual Impairment, Visual Disability and Legal Blindness". SSDisabilityApplication.com. Retrieved January 22, 2014.

Cooper, Rory A; HisaichiOhnabe; Douglas A. Hobson (2006).An Introduction to Rehabilitation Engineering.CRC Press.p. 131.ISBN 9781420012491.

FROEBEL'S EDUCATIONAL THOUGHT AND ITS SIGNIFICANCE AT EARLY EDUCATIONAL PERIOD

Mirza Muneeb Manan

Univeristy of Kashmir

ABSTRACT

One of the emerging trends of education nowadays is Lifelong Learning where there is no end of education, and one should venture to expand it throughout the life. To initiate with the above supposition, it is needful to have a burly base at very elementary level. Therefore, childhood period plays a very significant role in this regard. It has been always a matter of concern that how this early and fertile period should be utilized well. Many different theories have been propounded by different philosophers and psychologists, all are having importance at their level, but Frobel has introduced a very significant concept of the emancipation of child education. The present paper attempts to have a holistic view of Frobel's innovation to child learning.

Keywords: Lifelong Learning, Elementary level, Emancipation.

Introduction

Friedrich Wilhelm August Frobel was a German pedagogue, a student of Pestalozzi who laid the foundation for modern education that stands on the recognition; children have unique desires and potentialities. He shaped the concept of "kindergarten" and also coined the word today used in German and English. He developed the educational toys known as Froebel Gifts. After Frobel's birth, his mother's health began to deteriorate. She died when his age was just nine months. Frobel went to live in the small town of Stadt-Ilm with his uncle who was a gentle and an affectionate person. At the age of 15 Frobel, who loved nature, became the tyro under a forester. Then he decided to put down his apprenticeship and started studying mathematics and botany in Jena. He worked as a land surveyor for a specific period. Frobel married Wilhelmine Henriette Hoffmeister in Berlin, but the couple remained childless, and Wilhelmine died in 1839 after that Frobel married again in 1851. His second wife was Louise Levin. He started as an educator in 1805 at a secondary school in Frankfurt, where he got scholarly about Pestalozzi's ideas. He, later on, worked with Pestalozzi at Switzerland and developed his ideas further. He became a teacher at Berlin in a boarding school for boys, and at a pedagogical and nationalistic center. In 1820, Frobel in print the first of his five Keilhau pamphlets, an Unser Deutsches Volk (To Our German People). The other four pamphlets were published up to 1823. In 1826 he published his major literary work, Die Menschenerziehung (The Education of Man) and founded the weekly publication Dieerziehenden Familien (The Educating Families). From 1831 to 1836, Frobel again lived in Switzerland. As mentioned above he designed the educational play materials known as Froebel Gifts, which consists of geometric building blocks and pattern activity blocks. Friedrich Frobel's great insight was to be familiar with the significance of the activity of the learning child. He introduced the concept of "free work" into pedagogy and established the "game" as the typical form that life took in childhood, and also the game's educational worth. Frobel died in 1852 at Marienthal and his grave can still be found in the burial ground at Schweina.

Educational thought of Froebel

In case of children's educational society the philosophers worldwide have struggled with understanding of criticality and heap of posed questions and problems. Educators at childhood level supported the idea that children should be trained as soon as possible to become creative members of the superior society. The cultural heritage of the society could be handed over from generation to generation; this cultural imposition theory has been common throughout the educational world (Staff, 1998). Educational reformers totally opposed the cultural imposition theory with influence of their belief that adults should not enforce their views and ways upon young children of society. Educational appropriateness is defined as what is needed to each child's level of development and willingness, not what is estimated by society (Staff, 1998). The German educator, Friedrich Froebel, was one of these pioneers of early childhood educational reform. He believed that every child possessed complete educational potential by birth and an appropriate educational environment is required to support the child to grow and develop in an optimal way (Staff, 1998). Froebel's vision was to excite a pleasure and love for children and to provide a novel but small world--a world that became known as the Kindergarten. Kindergarten is the place where children could play with same age group and experience their first gentle flavor of independence.

Froebel's philosophy of education consists of following components:
- (a) Free self-activity,
- (b) Creativity,
- (c) Social participation, and
- (d) Motor expression.

Free Self-Activity

Froebel believed that exciting voluntary self-activity among young child was the essential form of pre-school education (Watson, 1997a). Self-activity is defined as the development of qualities and skills that make it possible to take an invisible idea and make it a reality. Self-activity involves devising a purpose, planning out that purpose, and then performing on that plan until the purpose is understood (Corbett, 1998a). One of Froebel's momentous contributions to early childhood education was the theory of introducing play as a means of involving children in self-activity for the purpose of externalizing their inner nature. Froebel's understanding of play is characterized by free play which solicits all of the child's imaginative powers, thoughts, and physical movements by symbolizing in a satisfying form his own descriptions and educational interests. It was continued by indicating that play designates a child's mental attitude and should not be identified with anything performed externally. A child should be given complete liberation from the prerequisite of following any given or prearranged system of activities while he is engaged in playful self-activity. Froebel's beliefs regarding play is concluded as through stimulating play that produces self-activity, the ultimate goal of the child is the completeness of growth which brings about the understanding of his potential powers and frequently carries him from one plane of educational growth to another.

125

Gifts

To assist children in their development of moving from one plane of educational growth to another, Froebel provided the children with many exciting activities to enhance their creative powers and abilities. Froebel designed a chain of instructional materials that he called "gifts and occupations", which confirmed certain relationships and led children in comparison, testing, and creative exploration activities (Watson, 1997b). A gift was an object provided for a child to play with--such as a sphere, cube, or cylinder--which helped the child to understand and internalize the concepts of shape, dimension, size, and their relationships (Staff, 1998). The occupations were items such as paints and clay which the children could use to make what they wished. Through the occupations, children externalized the concepts existing within their creative minds (Staff, 1998). Through the child's own self-activity and creative imaginative play, the child would begin to understand both the inner and outer properties of things as he budges through the developmental stages of the educational process.

Significance of family

A third component of Froebel's educational plan involved working closely with the family unit. Froebel believed that parents provided the chief as well as the most reliable educational influence in a child's life. Since a child's first educational experiences occur within the family unit, he is already familiar with the home atmosphere as well as with the activities carried on within this setting. Naturally, through creative self-activity, a child will duplicate those things that are in a direct and real relationship to him, especially things that he learns through observations of daily family life (Dewey, 1990). Froebel believed that providing a family setting within the school environment would offer children with opportunities for interacting socially within familiar field in a non-threatening manner. Focusing on the home environment occupations as the foundation for beginning subject-matter content permitted the child to develop social contact skills that would prepare him for higher level subject-matter content in later educational developmental stages (Dewey, 1990).

Motor Expression

Motor expression, which refers to learning by doing as conflicting to following rote instructions, is a very important feature of Froebel's educational principles. Froebel did not believe that the child should be placed into society's style, but should be allowed to shape his own style and grow at his own pace through the developmental stages of the educational process. Corbett (1998b) upholds Froebel's doctrines that a child should never be hurried in his development but he needs to be involved in all of the experiences. Each stage requires seeing the relationships of things and ideas to each other and to the child so that he can make sense out of both his subjective and objective world. It was further agreed that development is continuous, with one stage structuring upon another, so that nothing should be skipped through haste or for any other reason as the child moves through the educational process. Responsible educators should endeavor to recognize each child's individual level of development so that essential materials and activities to kindle appropriate educational growth can be offered. Froebel believed that imitation and suggestion would unavoidably occur, but should only be utilized by the teacher as instruments for assisting students in formulating their own instructional concepts (Dewey, 1990).

Conclusion

It was Frobel who created meaning to what originated from children, not just what adults provide them to do or learn. Froebel saw the educational value of play and the utilization of non-book materials in the school. He provided a notional basis for early childhood education that recognized stages of cognitive growth. These concepts developed by Froebel continue to vibrate in early childhood education even today. After having a clear outlook of all the complexities at the very important stage of development, a child should be provided the entire requisite to flourish in an optimal way. We should try to avoid the compulsion of any particular kind influenced by the expectation of parents. A child is a free entity and must be given a right to develop according to his own pace and interests. It is very important to provide a free and student friendly atmosphere in all educational step-ups.

References

Corbett, Dr. (1998a). Creative. www.froebel.com/html/creative.html

Corbett, Dr. (1998b). Development. www.froebel.com/html/development.html

Dewey, J. (1990). The school and society and the child and the curriculum (Expanded ed.). Chicago: The University of Chicago Press.

Froebel, F. (1907). The Education of Man (W. N. Hailmann, Trans.) New York: Appleton & Co. (Original work published 1826)

Staff, University of Arkansas College of Education ONLINE. (1998).American education: Chapter13summary. www.ualr.edu/~coedept/UGradStu/Contents.html#Courses

Watson, B.(1997a). Froebel gifts and blocks. www.geocities.com/Athens/Forum/7905/fblgaben.html

Watson, B. (1997b). Kindergarten. www.geocities.com/Athens/Forum/7905/fblkind.html

RELEVANCE OF ICTs FOR DISTANCE EDUCATION IN INDIAN CONTEXT

Mehraj ud din Bhat
University of Kashmir, Srinagar

ABSTRACT

In the 21st century emerging technologies are sprinkling at extraordinary speed, and these innovations have turned this world into a global village. Information and Communication Technology (ICT) can be utilized for the education sector. Education includes online, distance and part-time courses. There are unlimited applications of ICT in the real world. There is an emerging broad consensus around the world about the benefits that can be brought to the educational system through the appropriate use of evolving information and communication technologies. The range of possible benefits pervaded practically all areas of activity in which knowledge and communication play a vital role. It is involved from improved teaching, and learning processes to better student outcome increased student engagement and seamless communication with teachers and parents. Today there is a significant gap between knowledge and skills students learn in school and the knowledge and skills that workers need in workplaces and communities. In the field of education distance learning is a growing trend where there is the distance between teacher and student bridged with media, and in this age of science, innovative technologies are the best media to cover this gap. Employers report that they need those candidates who are professional, having good moral and work ethics, can collaboratively work in a team, have critical thinking and problem-solving ability, can lead a group of people and are skilled in verbal and written communication. In this paper, an attempt has been made to study the relevance of ICT and Distance education in the Indian context.

Keywords: ICT, Distance education, Education Technology

Introduction

ICTs stands for information and communication technologies and are defined, for this primer, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information."(Victoria, 2000) Actually, Information and Communication Technology (ICTs) is an umbrella term that includes any communication deceive or application, encompassing: radio, television, cellular phones, computers, and network hardware and software, satellite systems and so on, as the various services and applications associated with them, such as video conferencing and distance learning. When such technologies are used for educational purpose, to support and improve the learning of students and to develop learning environment. ICTs can be considered as a subfield of Educational technology (Kumar, 2008). Since ICT is used for communication and for the creation, dissemination, storage, and management of information, both of which are central to education, ICT is making a huge impact on education (Blurton, 1999). It supports synchronous and asynchronous communication and thus, a range of educational applications such as video broadcast, video conferencing, audio conferencing, computer conferencing, text chat, audio graphics, discussion boards and email. In the case of distance education, ICT enables teaching, learning and administration of courses. It enables distance learners to participate in class in real time, accesses remote information, and interact with their instructor and peers at their own time, place and pace.

Education is the basic need of every human being and today's technology has a big part in every sphere of life. In fact, Education is the most important investment by countries, societies, families, and individuals for the future. A communication network has become an essential tool in today's educational environment than ever before (Singh, 2012). Today's society is said to have entered into the age of a new social revolution, i.e. 'information revolution.' the 21st century has witnessed the explosion of information technologies. By digital revolution, technologies in computers, audio-visual devices, and communications are integrated into a powerful technology-information technology. The global era is characterized by rapid advances in technology and expansion of knowledge. Technology is nothing but a tool used in implementing our ideas and methodology in education (Coble, 1996). ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enrol on campus. The application of new technologies in the distance education context provides an appropriate starting point for delineating the knowledge base required of expert teachers in today's global society (Rahman, 2014). Teaching the distance learners requires different skills to prepare relevant learning materials to facilitate the construction of knowledge and learning.

The effective integration of ICT into the educational system is a complex, multifaceted process that involves not just technology- indeed given enough initial capital, getting the technology is the easiest part- but also curriculum and pedagogy, institutional readiness, teacher competencies and long-term financing, among others. Every country as they search for ways of using modern technology for educational purposes and development (Soh 2001). Open and distance education providers in both developed and developing countries, have been quick to realize the potential applications of the new information and communication technology. It is well documented in the published literature and on Internet sites that on a worldwide basis the ICT an increasingly important role in education and training. Furthermore, it has been demonstrated that the use of ICT can improve the quality of the student learning experiences and make education and training opportunities available to a broader spectrum of the population in developing countries (Gupta 2017). At present educators are excited by the success of information technologies and want to implant them into instruction. They extol information technologies as the solution to break the barriers of time and space and fulfill the dream of life long education. In today's competitive world, the success of the distance education system depends upon innovations, which would increase the efficiency and quality of the system. (Noreen, 2012). Technology-based distance education is termed as the delivery of courses/programmes through different means of technology. In distance education, technology is used to communicate with the learner instead of depending mainly on the teacher lecturing. Every means of technology that is used in distance education will work towards effective communication of information. Technology-based distance education will yield more benefits to the learner who can access it at their own pace, time and geographical location (Kalsoom, 2012).

Benefits of ICT in Distance Education

Use of ICT in education presents a unique opportunity to solve a multitude of challenges quickly as well as at low rate. Here is an overview of advantages of ICT in Distance Education.

Improve Quality of Education

ICTs Support collaboration among students, teachers, and institutions.it provides us reliable grading system to measure and assign a rank to Students, Teachers, Schools and Universities. ICTs helps in all-round development of students and promote educational ideas.it helps us in Continuous improvement by feedback.

Improve Accessibility

We can accesses anytime from anywhere to everyone. ICTs help us in bring the books & another resource within reach of students and teachers. Beside this, it helps us to promote education in rural areas and provide online courses to students. With the help of ICTs 24×7 schooling system has been developed for those students who cannot attend regular schools during the daytime.

Reduce the cost of education

ICTs provide services at lower cost through online solutions. It promotes self -learning and community learning via the online system, etc. ICTs assist teachers, examiners, and administrators for conducting the exam and offer courses material. It opens the doors for girls to get an education from home e.g. online learning if social & cultural reasons are preventing them. ICT promote vocational courses as well as self-paced learning for the adults. ICT bring culturally diverse India on a common learning platform which is offered in all languages.

In a developing country like India, universities are increasing ICTs based learning programs to satisfy the needs of the students searching for online courses. This is expected to receive a boost from government Digital India initiative. The existing educational infrastructure is inadequate to meet the current needs of the country (UNESCO). The Digital India initiative has increased ICT access that will help to give quality education to a large population. India's ICTs sector is expected to grow twice as fast as the global average. Although ICTs based learning is considered an essential method in higher education, its implementation in universities is one of the important dimensions of university policies (Rahman, 2014). It is important to make students aware of the importance and utility of ICTs so that their performance in learning will improve and while using ICTs they feel comfortable.

The National Policy on Education 1986, as modified in 1992, stressed the need to employ Educational technology to improve the quality of education. The policy statement led to two major centrally sponsored schemes, namely, "Educational Technology" (ET) and "Computer Literacy and Studies in Schools" (CLASS) paving the way for a more comprehensive centrally sponsored scheme – "Information and Communication Technology @ Schools" in 2004. Educational technology also found a significant place in another scheme on up gradation of science education. The significant role of ICT in school education has also been highlighted in the National Curriculum Framework 2005 (NCF) 2005. Use of ICT for quality improvement also figures in Government of India's flagship programme on education, Sarva Shiksha Abhiyan (SSA). Again, ICT has figured.

Comprehensively in the norm of schooling recommended by the Central Advisory Board of Education (CABE), in its report on Universal Secondary Education, in 2005.

The use of technology in education is a necessity as a result of technological evolution. Various international organizations like UNESCO, International council for Open education and Common wealth of learning advocates for the implementation of ICT in distance learning. UNESCO in its one of the publications titled "Information and Communication Technologies in Distance Education (2002)"

advocates that the distance education cannot survive without ICTs. Similarly, in Indian context National Mission in Education through ICT was launched by MHRD in the year 2000 for the promotion of ICT in education.

Conclusion

Education is the elementary right of a human being for the development of a person both professionally and personally. With the emergence of technology especially in the field of open and distance education has opened a new horizon for distance learners. Application of technology in education is not the ultimate goal; instead, we should use it to pursue quality. Information and communication technologies (ICT) are potentially powerful enabling tools for educational change and reform. ICT has bridged the gaps between the teacher and pupil. Rapid advances in information and communication technology pose new opportunities as well as challenges for every society. In the educational sector, ICT has enormous potential to help the issues of access to learning, quality of the teaching-learning process and management of education systems.

ICTs made it possible to have learning materials 24×7 available, from which a candidate can avail and explore the knowledge anytime and anywhere. Nowadays learning methods have been changed due to the prevailing systems of ICT. Candidates can access from anywhere anytime from any technological innovation to learn. Besides that self- pace learning is also an important advantage of ICTs. The pressure which was suppressing the candidates in conventional methods was also reduced by the help of ICTs. Frequent interaction, easy accessibility, low cost, Ensure data compatibility, and Support services are the other services which are served by the ICT to flourish. To ensure the quality of education, the distance education institutions must be careful about the use of proper technologies and media. We have to think the uses of media and technology regarding appropriateness and acceptability in the society as well as on the ability of the institution offering the program. The socio-economic and cultural background of a person influences their ability to learn from different media technology. An effective combination of media and technology is necessary for assuring the effectiveness of the open and distance learning system.

References

Blurton, C. (1999). Fractality in the Utilization of Internet in the World, Open Journal of Social Sciences, Vol.2, No.4

Coble, W. (1996). Tele-learning: Deconstructing Courses. International Conference on Technology and Education, New Orleans, Louisiana, USA, March 17-20, pp. 416-18.

Sharmila, D., R, Mohammad. & C, Subhash. (2012). ICT for Quality of Education in India, International Journal of Physical and Social Sciences, Volume 2, Issue 6

Dzakirah, H. (2003). Does technology promote interaction in distance learning? Distance learners' perspective, Malaysian journal of educational technology, 3(1), 7 20.

Kumar, R. (2008). Convergence of ICT and Education, International Journal of Information and Communication Engineering, Vol: 2, No: 4, 2008

Manisha1, A. (2014), The Role of ICT in Higher Education in India, International Journal of Enhanced Research in Management & Computer Applications, Vol. 3 Issue 11, November-2014, pp: (16-19)

Murali, M. R. (2009). ICT in Open Distance Learning: Issues and Challenges. New Delhi: New Delhi.

National Policy on Information and Communication Technology (ICT) In School Education (2012): Department of School Education and Literacy Ministry of Human Resource Development Government of India.

Noreen, Z. & Qureshi, M.B & Kalsoom, N. (2012). Attitude towards Technological Innovations, International Journal of Computer Applications (0975 – 8887) Volume 51– No.22, August 2012

Rao, M.M. (2009). ICT in Open Distance Learning: Issues and Challenges. India: New Delhi

Rehman, H. (2014). The role of ICT in Open and Distance Education, Turkish Online Journal of Distance Education-TOJDE October 2014 ISSN 1302-6488 Volume: 15 Number: 4 Article 9

Singh, k. (2012) Teachers' Attitude towards Information and Communication Technology (ICT) Humanities & Social Science Research, Vol-3, Issue-2.

Soh, C., & Markus, M.L. (2001). How IT Creates Business Value: A Process Theory Synthesis Proceedings of the Sixteenth International Conference on Information Systems, 29–41.

Victoria, L. Tino. (2002). ICT in Education, UNDP-ADIP, Kuala- Lumpur

Cloud Computing Security Threats

Arif Mohammad   **Tawseef Ahmed**
System Analyst   Assist. Professor
Distance Education   Department of Computer Applications
University of Kashmir, Srinagar   Amar Singh College
arifmohammad.001@gmail.com   Srinagar
                                           mtawseef805@gmail.com

ABSTRACT

The IT industry has seen tremendous extended capabilities due to the fast growing development in the cloud computing. It is no longer just a business concept. It has revolutionized the enterprise fundamentals and businesses have bloomed. Cloud computing does not encompass a single technology. It is an amalgamation of many different technologies, models and tools to provide services at different levels. Cloud computing has scaled up to many heights but one of the most important concern is the security issues in cloud environment. The market has shown reluctance towards the full adaptation of cloud computing due to the issues of data privacy and security. In this paper we study different security and privacy issues in the cloud networks and the possible solutions to cope with each issue.

Keywords: *Cloud computing, business, privacy, security, network*

Introduction

Cloud computing is the latest technology in the modern world [1-3]. Cloud computing is the present technology in the field of distributed computing. The adoption of this technology is growing day by day because it facilitates the users to utilize the services through the use of shared pool of resources without the installation of any software. It provides various services to the user at lower cost and extended capabilities, Figure 1.

Figure 1. The Cloud Environment

Cloud computing offers a vast number of services with massively scalable resources [4-5] which are provided to the customers as a service over the internet. Cloud provides services at three different levels Figure 2. Infrastructure as a service (IaaS) is used when the basic infrastructure for computing is provided like cpu power, memory, storage etc. Cloud can also be used to provide the services of deploying dynamically scalable java or python based web applications and this type of service is known as Platform-as-a-Service (PaaS). Software-as-a-service (SaaS) lets users use the readily available applications anytime anywhere over the internet. Amazon's Elastic Cloud (EC2) is an example of IaaS while as Google App Engine is an example of PaaS. The services at all three layers Figure 2., have brought down the expenses of businesses significantly.
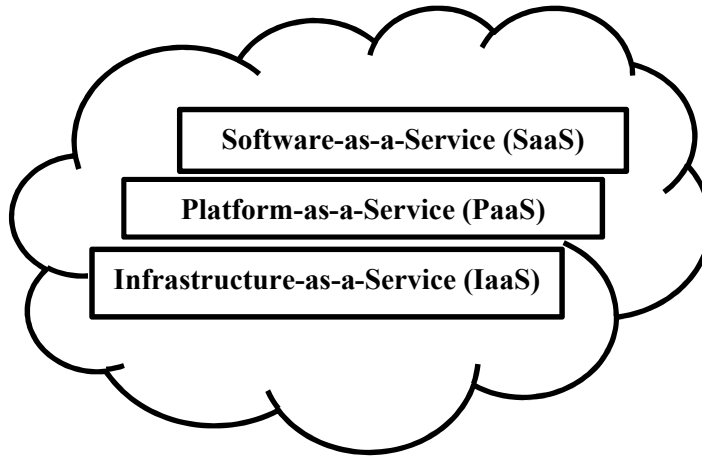
Software-as-a-Service (SaaS)

Platform-as-a-Service (PaaS)

Infrastructure-as-a-Service (IaaS)

Figure 2. The Cloud Layers

The low hardware costs and reduced licensing costs have helped many small and medium sized businesses to bloom. Cloud computing is defined as a platform where the services to the customers are presented as a service using the current internet technologies as defined in [6-10]. It is the responsibility of the service providers to ensure that the customer data is protected and secure on the cloud. The cost effectiveness of the services provided by the cloud has made many SMB (Small and Medium Businesses) companies to incline toward the cloud computing infrastructure. Cloud computing necessarily puts data outside of the control of the data owner which inevitably introduces security issues too. Cloud computing security necessarily involves making all the aspects of cloud computing environment secure, Figure 3. Many of these aspects are not unique to the cloud setting: data is vulnerable to attack irrespective of where it is stored. Therefore, cloud computing security encompasses all the topics of computing security, including the design of security architectures, minimization of attack surfaces, protection from malware, and enforcement of access control.
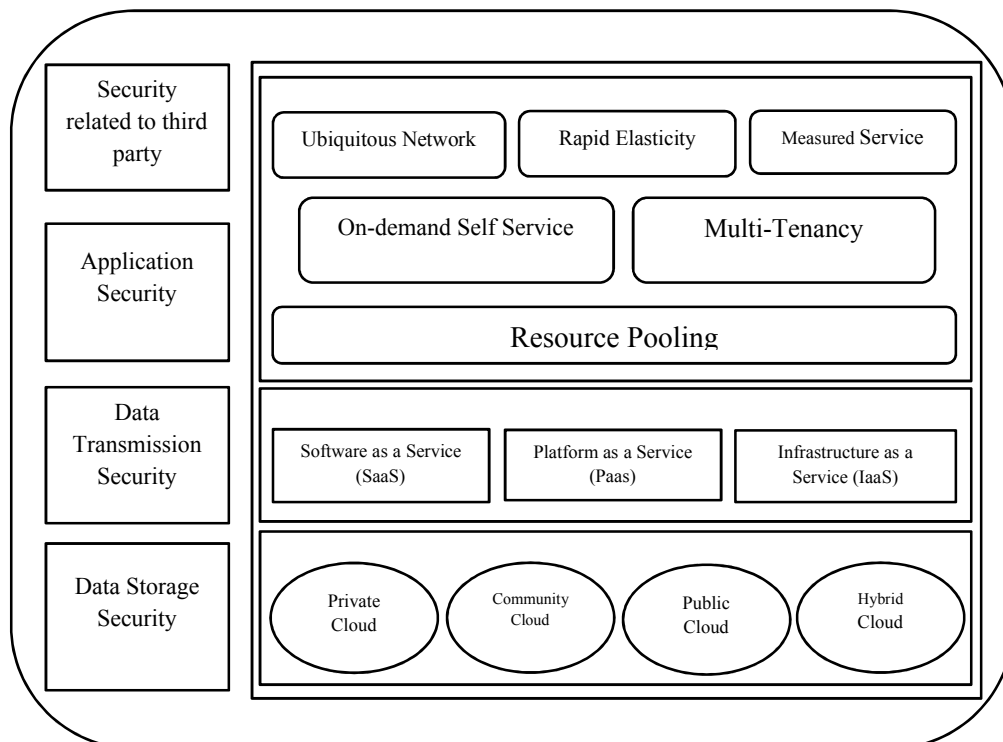
Figure 3. The Complete Cloud Model with All Security Aspects

Apart from being one of the cost effective ways to deploy business, the cloud offers many other advantages and benefits to the customers including; scalability, ease of use, easy access, cost effective data recovery and storage, real time intrusion detection and protection against network attacks etc. In spite of all these benefits, many big fishes have been on the back foot in adopting the cloud services and again the reason being the security issues [11]. One survey depicts that 74% of the executives consider security issues in cloud as a single most important concern for not submitting to use the cloud services [12]. The security issues include [13] accessibility and virtualization vulnerabilities, web application vulnerabilities like SQL (Structured Query Language) injection and cross-site scripting, physical access and privacy and control issues arising from third parties having physical control of data, the issues of identification and credential management, issues concerning to data verification, tampering, integrity, confidentiality, data loss and theft, issues related to authentication of devices and IP spoofing.

Security Issues

Cloud computing provides services using three different models; IaaS, PaaS and SaaS. The basic foundation of a cloud computing environment is IaaS on which PaaS resides and then the SaaS on it in a hierarchy as shown in Figure 2. All three layers form an inheritance ladder and like any other properties, issues of security from one layer to another are also inherited. Let us look at the security issues [14] at all three layers. The security threats in one level may not be exclusive and may overlap between levels.

1. **Security threats and issues in SaaS:**

   a. Data security:

      In SaaS, the data of a customer is not within the boundary of the customer and remains at the vendor site. This model requires the use of strong data security and a comprehensive authorization process to access the data. The data can be tampered while a user is trying to access the data, upload the data and user authentication. Many cryptographic techniques must be implemented to secure the issues.

   b. Network security:

      The data access is done over the internet and all the data flows on the public network which can be accessed by anybody over the internet. In order to prevent the data leakage and attacks by malicious users, the encryption techniques at Secure Socket Layer (SSL) and Transport Layer (TL) must be strong.

   c. Data locality:

      The users use services on the SaaS model to use and process the business data. The inherent notion of cloud computing and SaaS is not to reveal the location of the data storage. The location of data is of significant importance in many enterprises [15]. In many European countries the data cannot leave the country or travel through certain countries. Also, the location of data storage may enforce the question of who can investigate what data.

   d. Data integrity:

      Data integrity is easy in standalone systems where we only need to enforce ACID (atomicity, consistency, isolation and Durability) properties. In a distributed system like cloud computing it is very hard to achieve data integrity due to the presence of multiple databases and the transactions about multiple databases. It is an issue of much concern in a cloud computing environment because the applications in SaaS are exposed as a service and expose their functionality via APIs.

   e. Data segregation and Data access:

      The clear definition of boundaries of user data is very important [16-18]. Multiple users store their data at the same place and access their data using the same SaaS services. Since the users have access to the location where data of many users is stored, a user can exploit some of the

vulnerabilities and access other users' data. A simple code block can be executed within the application to access all the data stored within a location. Hence there should be a proper segregation of data of different users. The model must also be able to provide organizational boundary within the cloud because multiple organization will be deploying their business processes within a single cloud environment.

f. Data confidentiality:

Cloud computing involves the sharing of data storage by users to store their personal information on remote servers owned and operated by a service provider and the information can be accessed using the internet. Cloud computing services exist in many variations, including data storage sites, video sites, tax preparation sites, personal health record websites and many more. The entire contents of a user's storage device may be stored with a single cloud provider or with many cloud providers. Whenever an individual, a business, a government agency, or any other entity shares information in the cloud, privacy or confidentiality questions arise.

g. Web application security:

One of the important requirements for using a SaaS application is that a web browser is needed to access and manage it [19]. SaaS model with its key characteristics defines the network based access and management. The web based access and management and the security loopholes in the web applications add some sort of vulnerability to a SaaS application. Therefore, the concerns in SaaS security is the same as any other web application technology. Also, the traditional network security solutions which include network firewalls, network intrusion detection and prevention systems (IDS & IPS), do not substantially address the problem.

h. Data breaches:

In a cloud environment we have the data from multiple business organizations residing on the same place and breaching a cloud might give access to all the data in the cloud. This makes cloud vulnerable to attacks and a big target for sensitive information [20-21]. It has been stated that in the Verizon Business breach report blog [22], the external criminals pose the greatest threat (73%), but achieve the least impact (30,000 compromised records), resulting in a Pseudo Risk Score of 67,500. Insiders pose the least threat (18%), and achieve the greatest impact (375,000 compromised records), resulting in a Pseudo Risk Score of 67,500. Partners are middle in both (73.39% and 187,500) resulting in a Pseudo Risk Score of 73,125. The SaaS service providers claim to provide a better security on the breaches from the outside but inside people still have got access to the database. It is the single weakest link in the security breaches because a single insider job could expose all the information in the cloud.

i. Availability:

The SaaS model must provide some flexibility for making architectural modifications in order to adhere to scalability and high availability. In SaaS a resilience mechanism for both hardware/hardware failures should be implemented. A proper resistance against DoS attacks must also be implemented. For example, Amazon uses synchronous cookies and connection limiting to reduce the effect of DDoS attacks.

j. Backup:

In SaaS, the regular data backup facilitates recovery in case of failures and disasters. This backup facility calls for a strong encryption techniques to protect the data from leaking. The tests and security checks done during the data backup and recovery can be exploited to hack into the cloud and access sensitive information.

k. Interception:

In a cloud computing environment, the public network is used to access the data and the traffic is vulnerable to being read and modified. A third party may act as a session endpoint and read or rectify data. This is called hijacking. An attacker monitors the network data for sensitive data. Usually he/she looks for password in plaintext or some other sensitive information which can be easily read. An attacker sits in the background passively and waits for the right information

which he can use to gain access or steal. An attacker can also play an active role and modify the data stream before sending it back on its way.

l.   Modification of data at rest and in transit:

In a cloud computing environment, data needs to travel from one location (vendor site) to other location (user site) through the network. This is the data in motion or moving data. The data at the vendor site can be stored on storage devices such as hard disks, flash drives etc. This is known as the data at rest. The data at rest is considered less susceptible to attacks than the moving data and attackers try to sniff over moving data all the time in search of sensitive information. The data in cloud environment whether at rest or moving should be protected from any attacks and different measures should be used to inhibit an attacker to compromise or steal sensitive information.

m.   Privacy breach:

Privacy breach means the unauthorized access to sensitive data or personal information. In cloud computing, vulnerabilities can be exploited to steal sensitive information. The vulnerabilities can be as a result of faulty procedures or breakdowns.

n.   Impersonation:

Impersonation is yet another threat that has its implications in cloud environment. It is used to gain access to resources as elevation of privilege from a lower context to higher context. A high privileged access can give the access to sensitive information.

o.   Session hijacking:

In this type of attack, the attacker makes the server into accepting and receiving the data and treats the attacker as a legitimate host. Session hijacking is a method of taking over a web user session by secretly obtaining the session ID and pretending as the authorized user. Once the user's session ID has been accessed, the attacker can masquerade as that user and do anything the user is authorized to do on the network. In session hijacking, a cookie stored on the client's web browser is stolen to gain unauthorized access.

p.   Traffic flow analysis

In traffic flow analysis, the frequency and the timing of network packets is continuously monitored to gain important information. An attacker can use a timing attack on the SSH protocol and use the timing information to reveal sensitive information.

2.   **Security threats and issues in PaaS:**

In PaaS, the vendor provides services of designing and building applications to the customers on top of the platform. The security beneath the application level is still under the domain of the vendor and it is the responsibility of vendor to provide data protection and inhibit data access between different applications. Since PaaS enables the development of applications on the top of the platform and has extended capabilities than SaaS, these flexibility features come at the expense of low security. Hence an additional layer of security must be included. Enterprise Service Bus (ESB) based applications must assure the security of ESB directly. There must be some sort of metrics used to evaluate the effectiveness of the security in the application programs. Some of the metrics used in direct applications are vulnerability scores and patch coverage. An attacker can try and exploit the vulnerabilities in the infrastructure of the cloud application architectures. The vulnerabilities in PaaS are not limited to web applications only but are associated with Services Oriented Architectures (SOA) applications too. An attacker can exploit any programming flaws in the development platform such as boundary condition violation, exploitable logic errors and inadequate identification and authentication.

3.   **Security threats and issues in IaaS:**

Virtualization has made the services of IaaS possible. Virtualization completely hides the hardware beneath IaaS platform and gives users an ability to utilize infrastructure/hardware as a service without indulging into the underlying complexities. Virtualization poses a definite security threat in cloud computing. There are many security problems in VMs as explained in [23-24]. Virtualization tries that different instances running on a single machine be separated from each other. The whole process of virtualization does not completely solve this problem. Many loopholes in the code of VMs have lead hackers to try and exploit these vulnerabilities and gain access to the system and hence all the information. Vulnerability in Virtual PC and Virtual Server could allow elevation of privilege. Another example would be the vulnerability in Xen caused due to an input validation error in tools/pygrub/src/GrubConf.py. This can be exploited by 'root' users of a guest domain to execute arbitrary commands in domain 0 via specially crafted entries in grub.conf when the guest system is booted. The other issues at this level include misuse of infrastructure and damage from natural disasters.

Secure cloud environment

We have three layer based architecture in cloud computing; SaaS (Software as a service) layer, PaaS (Platform as a service) layer and Iaas (Infrastructure as a service). It is very essential to organize the security based on the perception of these three layers which operate in a top down manner. The top layer should trust the layer beneath it and vice-versa while interfacing with each other. The security is needed at operational, technical, procedural and legal levels to facilitate a secure and smooth communication between the layers. There must always be a certificate, a trusted certificate which would serve as a passport that authenticates an individual's identity or credentials and its role. The certification process guarantees the chain of trust from an end user to application owner and the infrastructure vendor. In a distributed environment like a cloud computing environment, TTP serves as a good security facilitator in which different entities from different domains establish secure interactions with no background knowledge of each others existence. During the data communication between the user and the cloud, a combination of two different certificates is used for a secure connection. A personal digital certificate of the end user is used to authenticate him/her with a cloud service and validate his privileges to access any resource from the cloud. Another certificate from the service provider at PaaS or IaaS level is used for a secure SSL connection and hence the encryption of exchanged data. All personal data on the cloud is encrypted to fight the confidentiality risks. At hardware infrastructure, digital certificates are used to communicate between devices and virtual servers securely and for the authentication as well. Certificates are not only used for the authentication purpose by the application provider but they are also used to encrypt and decrypt the application data. The virtualization not only abstracts every underlying detail and complexity but also obscures the physical key storage location and hence makes key exchange and management a critical issue in cloud infrastructure. There must be fool-proof techniques and devices with hardware security for key protection. In this environment, cryptography can be seen as a solution to ensure the authentication and integrity of the data used during the communications between the end user and the cloud. Especially public key cryptography, single-sign-on technology and LDAP directories can be used to securely identify and authenticate the end users.

Most of the security problems in cloud infrastructure can be managed by the public key cryptography which is then transformed into the key management issues. The whole idea of key management revolves around controlling access to the private keys. The efficiency could be deteriorated as additional encryption processes are done in host-to-host communication. The frequent encryption and decryption of data could degrade the performance and may adhere to more processing overhead. Thus, key management issues directly affect quality of service and performance. Some recent researches have shown that data could be searched without it being decrypted first. This could enhance the performance and thus improve the availability and quality of services provided in the cloud infrastructure. Using standard encryption techniques in cloud environment the data is encrypted before sending it and the data is decrypted every time we need to perform an operation. The user is required to provide the private key to the service provider to perform the operations on data which is a threat to privacy and confidentiality of data. Homomorphic Encryption systems can be used to overcome this problem. In these systems, operations on the data can be performed without the need of private key of the user. Table 1. depicts the characteristics of some of the Homomorphic Encryption algorithms used in cloud computing. The other issues like low and high level confidentiality, client and server authentication, cryptographic separation of data and certificate based authorization can be outsourced to a trusted third party. There are different encryption techniques which can be used in cloud computing to allow the users to store their data on the cloud infrastructure with minimum risk. Amit et al [25]

described a bidirectional DNA encryption algorithm for improving the security in cloud computing. P Subhasri et al. [26] proposed a multilevel encryption algorithm which will be more secure than the other encryption techniques.

Characteristics	Homomorphic Encryption Cryptosystems					
	RSA	**Pailler**	**El Gamal**	**Goldwasser-Micali**	**Boneh-Goh-Nissim**	**Gentry**
Platform	Cloud Computing	Cloud Computing	Cloud Computing	Cloud Computing	Cloud Computing	Cloud Computing
Encryption Type	Multiplicative	Additive	Multiplicative	Additive, but it can encrypt only single bit	Unlimited Number of additions but only one multiplication	Fully
Data Privacy	Is ensured in Communication and storage processes	Is ensured in Communication and storage processes	Is ensured in Communication and storage processes	Is ensured in Communication and storage processes	Is ensured in Communication and storage processes	Is ensured in Communication and storage processes
Security applied	Cloud Provider Server	Cloud Provider Server	Cloud Provider Server	Cloud Provider Server	Cloud Provider Server	Cloud Provider Server
Keys	The Client (Different keys for Encryption and Decryption)	The Client (Different keys for Encryption and Decryption)	The Client (Different keys for Encryption and Decryption)	The Client (Different keys for Encryption and Decryption)	The Client (Different keys for Encryption and Decryption)	The Client (Different keys for Encryption and Decryption)

Table 1. Homomorphic Encryption systems and their characteristics

They have described two types of encryption method to make the clod data more secure. The first method is the Rail fence cipher algorithm that will use Transposition and the other one is the Caeser cipher for substitution. In this method it is difficult to understand the cipher text compared with the other techniques. Hey have used a combination of three different algorithms to improve the security in [27]. Dimpi Rani et al. [28] depicted that the combination of RSA and Blowfish will be more secure when it is used with the digital signature. They have explained various vulnerabilities and the threats that can affect cloud computing environment [29]. The study defined elaborates the various issues of security that are seriously affecting the cloud infrastructure [30]. There are many other encryption based solutions given by [31-33].

Conclusion

Cloud computing is relatively a new technology that provides a number of benefits to the users. Cloud computing has huge applications in business but the security hazards in cloud environment directly affect the benefits that it offers. Cloud computing serves as a backbone for every small and medium sized business (SMB). Security is an inflexible requirement for cloud computing environment. We have presented the various cloud computing security issues and threats and the possible silver lining to cope with these issues. In this study, we also presented various encryption techniques which can help make the data secure on cloud. The Homomorphic Encryption systems offer good performance enhancements in performing the operations on the data without decrypting it first. It has also been established that encryption techniques could be enhanced to provide better performance and security in the cloud with focus on Public Key encryption and Key management.

References

[1] K. Stanoevska-Slabeva, T. Wozniak, Grid and Cloud Computing-A Business Perspective on Technology and Applications, Springer-Verlag, Berlin, Heidelberg, 2010.

[2] National Institute of Standards and Technology, The NIST Definition of Cloud Computing, Information Technology Laboratory, 2009.

[3] E. Naone, Technology overview, conjuring clouds, MIT Technology Review, July–August, 2009

[4] G. Reese, Cloud Application Architectures: Building Applications and Infrastructure in the Cloud, in: Theory in Practice, O'Reilly Media, 2009.

[5] B. Rajkumar, C. Yeo, S. Venugopal, S. Malpani, Cloud computing and emerging IT platforms: vision, hype, and reality for delivering computing as the 5th utility, Future Generation Computer Systems (2009).

[6] Stanojevi R, Shorten R. Fully decentralized emulation of best-effort and processor sharing queues. ACM SIGMETRICS international conference on the measurement and modeling of computer systems. New York: ACM Press; 2008ACM SIGMETRICS international conference on the measurement and modeling of computer systems. New York: ACM Press; 2008. p. 383–94.

[7] Vaquero LM, Rodero-Merino L, Caceres J, Lindner M. A break in the clouds: towards a cloud definition. In: ACM SIGCOMM, editor. Computer communication review 2009. New York: ACM Press; 2009. p. 50–5In: ACM SIGCOMM, editor. Computer communication review 2009. New York: ACM Press; 2009. p. 50–5.

[8] Weiss A. Computing in the clouds. In: ACM networker, December 2007, 2007, p. 16–25.

[9] Whyman B. Cloud computing. Information Security and Privacy Advisory Board; 2008. 11–3.

[10] Boss G, Malladi P, Quan D, Legregni L, Hall H. Cloud computing, 2009.

[11] Viega J. Cloud computing and the common man. Computer 2009;42(8):106–8

[12] Clavister. Security in the cloud, Clavister White Paper /http://www.it-wire.nu/ members/cla69/attachments/CLA_WP_SECURITY_IN_THE_CLOUD.pdf

[13] Wang C, Wang Q, Ren K. Ensuring data storage security in cloud computing, Cryptology ePrint Archive, Report, 2009/http://eprint.iacr.org/

[14] J. Heiser and M. Nicolett, "Assessing the security risks of cloud computing,"Gartner Report, 2009. [Online]. Available: http://www.gartner.com/DisplayDocument?id=685308.

[15] Softlayer. Service Level Agreement and Master Service Agreement, 2009/http:// www.softlayer.com/sla.html.

[16] Blaze M, Feigenbaum J, loannidis J, Keromytis AD. The role of trust management in distributed systems security, secure Internet programming, issues for mobile and distributed objects. Berlin: Springer-Verlag; 1999. p. 185–210.

[17] Kormann D, Rubin A. Risks of the passport single signon protocol. Computer Networks 2000;33(1–6):51–8.

[18] Bowers KD, Juels A, Oprea A. HAIL: a high-availability and integrity layer for cloud storage, Cryptology ePrint Archive, Report 2008/489, 2008/http://eprint.iacr. org.

[19] Zalewski M. Browser security handbook, 2009/http://code.google.com/p/browsersec.

[20] Bernard Golden. Defining private clouds, 2009 /http://www.cio.com/article/ 492695/Defining_Private_Clouds_Part_One.

[21] Kaufman LM. Data security in the world of cloud computing, security and privacy. IEEE 2009;7(4):61–4.

[22] Cooper R. Verizon Business Data Breach security blog, 2008/http://securityblog. verizonbusiness.com/2008/06/10/2008-data-breach-investigations-report.

[23] Attanasio CR. Virtual machines and data security. In: Proceedings of the workshop on virtual computer systems. New York, NY, USA: ACM; 1973. p. 206–9.

[24] Gajek S, Liao L, Schwenk J. Breaking and fixing the inline approach. In: SWS '07, Proceedings of the ACM workshop on secure web services. New York, NY, USA: ACM; 2007. p. 37–43.

[25] Amit et al. "Enhancing Security in Cloud Computing Using Bi-Directional DNA Encryption Algorithm" Springer 2015.

[26] P.Subhasri et al. "Multilevel Encryption for Ensuring Public Cloud", IJARCSSE, Volume 3, Issue 7, July 2013.

[27] Aman et al. "Comparative Analysis between DES and RSA Algorithm"s", IJARCSSE, Volume 2, Issue 7, July 2012.

[28] Dimpi et al "Enhance data security of private cloud using encryption scheme with RBAC", International Journal of Advanced Research in Computer and Communication Engineering Vol. 3, Issue 6, June 2014.

[29] Keiko et al. "An analysis of security issues for cloud computing", Journal of Internet Services and Applications 2013.

[30] Monjur et al. "Cloud Computing and Security Issues in the Cloud", International Journal of Network Security & Its Applications (IJNSA), Vol.6, No.1, January 2014.

[31] Aized et al. [2] "Encryption Techniques For Cloud Data Confidentiality", International Journal of Grid Distribution Computing Vol.7, No.4 (2014).

[32] Rachna et al. [3] "Secure User Data in Cloud Computing Using Encryption Algorithms", International Journal of Engineering Research and Applications (IJERA), Vol. 3, Issue 4.

[33] Dr .A.Padmapriyaet al. [4] "Cloud Computing: Security Challenges & Encryption Practices", Volume 3, Issue 3, March 2013.

OBJECTIVES OF EDUCATION: UNPACKING IVAN ILLICH'S IDEAS

Mr. Habibullah Shah

Assistant Professor (Education), Directorate of Distance Education,
University of Kashmir Srinagar

ABSTRACT

Ivan Illich is one of the is one of the most critical and extensive educational theorists of the last half-century. Illich has reflected on many social issues including education. Education was very close to Illich's heart. He also himself being an unmatched teacher, has discussed critically at many places in his writings the objectives of education. Education should aim at deschooling society as deschooling is the tangible social change that can create in human the consciousness of his potential and worth. In this paper, an attempt has been made to map out the objectives of education in Illich's educational philosophy.

Keywords: Deschooling, Freedom, Liberation and Radial changes

Introduction

Iván Illich (1926-2002) is one of the most critical and extensive educational theorists of the last half-century (Jandrić, 2014; Marja Saurén, & Määttä,2011). Illich was well-known amongst all intellectual circles of his time. Harvard academic Harvey Cox (2002), who knew and studied with Illich in the1970s, called him "a prophet, a teacher and a realistic dreamer" (p.16). Likewise, Thomas Quigley (2002) said, "Ivan Illich was one of the most celebrated, denounced, praised and defamed figures of mid-20th century American Catholicism—a gadfly, a charmer, a ruthless critic, and a truly original, if highly unorthodox, figure." As a critical writer and thinker, Ivan Illich has reflected almost on every social institution of life in his publications including education. In the area of education, Illich's thoughts are being regurgitated from different perspectives linked to the theory of education in the academic context (Shah, 2015). Illich revealved his radical ideas in his book Deschooling Society is also reflection of crtical educational ideas. In this paper, an attempt has been made to flag out the objectives of education in Illich's educational theory. The methodological approach is qualitative with hermeneutics in focus. Therefore, this paper is conceptual in nature and is grounded in Illich's educational theory of deschooling.

Ivan Illich's ageless contribution is a dissection of educational system as he paid much attention towards educational system of industrialized world. Illich believed that the contemporary crisis of education demands that we review the very idea of publicly prescribed learning, rather than the methods used in its enforcement. This is only possible when we review the concept and objectives of education. Illich's concept of education is absolutely radical and he believed that our educational institutions have become "academic cafeterias" where degrees not education are sold at handsome cost. He advocated that education for all means education by all (Illich, 1971). He believed that most learning is result of social interaction as he said:

> *"Everyone learns how to live outside school. We learn to speak, to think, to love, to feel, to play, to curse, to politick, and to work without interference from a teacher. Even children who are under a teacher's care day and night are no exception to the rule" (Illich, 19971; 2).*

Aims and Objectives of Education

Ivan Illich was a reconstructionist as well as an existentialist philosopher, therefore his aims and objectives of education epitomize the educational goals of reconstructionism and existentialism schools of philosophy. He believed that society is in need of constant reconstruction or change which he termed as *deschooling* and such a social change involves both reconstruction of education and the use of that education in reconstructing society. In other words, he advocated that education should aim at deschooling society as he said. *"Everywhere not only education but society as a whole needs deschooling"* (Illich, 19971: 2).

Education should aim at deschooling society as deschooling is the tangible social change that can create in human the consciousness of his potential and worth. Illich advocated that education should like to involve people more a change-agents, to change both themselves and the world around them. Global community, universal brotherhood, humanity, freedom of learning and teaching are the different ideals that Ivan Illich believe in and desire to implement in educational setup. Ivan Illich while discussing the purposes of education said:

> *'A good educational system should have three purposes: it should provide all who want to learn with access to available resources at any time in their lives; empower all who want to share what they know to find those who want to learn it from them; and, finally, furnish all who want to present an issue to the public with the opportunity to make their challenge known. Such a system would require the application of constitutional guarantees to education"* (Illich, 19971; 54).

Illich advocated that education should deal with the individual as a unique being in the world, not only as a creator of ideas, but as a living and feeling being. He argues that education should promote a sense of involvement in life through actions (Shah, 2015). Illich further contends that the goal of education should be to promote human freedom and dignity. Freedom is the watchword in Illich's aims of education, which stands for complete, undiluted and absolute freedom but it does not mean that man should deviate from the natural laws. Freedom involves choice. It is not possible not to choose. If we do not choose, it means that we are not able to free. As Illich puts it, we "*should give each one of us an environment in which we can celebrate our potential-and discover the way into a more humane world"* (Illich, 19971; 15). Illich in his own words:

> *"...I personally believe that freedom from undue hurt to a man's reputation through labeling is better guaranteed by restricting than by forbidding tests of competence".*
> *(Illich, 19971; 55)*

Education should help man to make him human, make him willing once again to stand alone, willing to withstand the pressure of institutionalization in order to reconstruct the society (Illich, 1971). He believed that education must aim at developing the integrity in the students which is necessary in the task of not only making individual choices, but also feeling responsible, for those choices. Man must have the realization that there is no happiness without pain, no ecstasy, without suffering (Illich, 1973). Illich advocated that education should promote and develop integrity among people. Integrity refers to a life that is whole and of strong moral principle. In this way, Illich stressed that aim of education should be moral as well as spiritual development. He also pleaded that education should promote friendship as friendship is

necessary for learning and survival of society. Illich coined the term deschooling which is an umbrella term and is the reflection of his educational philosophy particularly his ideas on objectives of education are hidden in this term. He backed strictly that education should promote and work for deschooling which could mean the advent of a brave new world dominated by well-intentioned administrators of programmed instruction. Listen to Illich, he said;

> *"Inevitably the deschooling of society will blur the distinctions between economics, education, and politics on which the stability of the present world order and the stability of nations now rest"* (Illich, 1971; 73).

Ivan Illich argues that education should cultivate the radical, innovative, and technological attitude among students. He desires the liberation for humans though education. Illich states:

1. *"To liberate access to things by abolishing the control which persons and institutions now exercise over their educational values.*

2. *To liberate the sharing of skills by guaranteeing freedom to teach or exercise them on request.*

3. *To liberate the critical and creative resources of people by returning to individual persons the ability to call and hold meetings an ability now increasingly monopolized by institutions which claim to speak for the people.*

4. *To liberate the individual from the obligation to shape his expectations to the services offered by any established profession by providing him with the opportunity to draw on the experience of his peers and to entrust himself to the teacher, guide, adviser, or healer of his choice"* (Illich, 19971; 72-73).

Illich claims that it is a genuinely human need to understand the world in which we live in order to make decisions about how to live in that world by the process of education (Illich, 1972). He further advocates that aims and objectives of education should be to help everyone to be involved in some way in social action and people should strive for unity rather than fragmentation. He argued that education should promote and preserve vernacular values and vernacular culture as vernacular culture reflects reality through local experience and supports the power of sustainable living. Illich in his own words said:

> *Vernacular is a Latin term that we use in English only for the language that we have acquired without paid teachers. In Rome, it was used from 500 B. C. to 600 A. D. to designate any value that was homebred, homemade, derived from the commons, and that a person could protect and defend though he neither bought nor sold it on the market* (Illich, 1980; 15) .

Ivan Illich advocated that education should promote and develop culture as he believed that we must look at culture in a much broader sense (Inman, 1999). Education must be directed toward human goals that result in better social consequences for all. Education should make human beings future oriented and critique of contemporary society and institutions. Education should promote to create a better global society, and world citizenship and should focus more on democracy, social consensus, and a group process of learning (Illich, 1971). The purpose of education should be to explore societal issues that affect students as members of society in order that they can build a better world. Education should create a world order in

which people plan their own future as advocated by Illich (Inman, 1999). It should be future rather than past oriented. Education should be directed towards arousing interest in public activism. Ivan Illich stressed that education should promote humanity as humanity is required to live through corporal experience (Inman, 1999). Illich believed that education should promote humility as a base of connection in any society and should help an individual to realize his sense of self. The aims of education according to Illich should be to cultivate and flourish wisdom among students as Illich interprets:

> *"Wisdom illuminates man so that he may recognize himself. Approaching wisdom makes the reader radiant"* (Illich, 1993; 10)

Illich urged that it is an authentically human need to understand the world in which we live in order to make decisions about how to live in that world by the process of education. Education should bring radical changes in the lives of human beings and confront controversial issues and should discuss them. Education should examine the future and the possible future realities. Illich advocated that education should enable us for living and experiencing universal brotherhood. The search for wisdom through education is the search for wholeness, a process that continues throughout lives. Education should contribute to every person's complete development - mind, body and spirit; intelligence, sensitivity, aesthetic appreciation and spirituality. All people should receive in their childhood and youth an education that equips them to develop their own independent, critical way of thinking and judgments so that they can make up their own minds on the best courses of action in the different circumstances in their lives. Education must bring moral theory into every aspect of our life so that we may *deschool* whole society and humanize it.

Concluding Remarks

Ivan Illich sees the educational system as a prime source of social inequality: only the schools and universities have the financial resources and legal authority to educate. Illich's liberationist programme begins with the sphere of education. He argued for the *deschooling* of education as well of society. Society must be *deschooled* and the responsibility for education must return to the learner. Schooling system should be reformed and education should be result oriented. Briefly speaking, Illich advocated for liberal, radical and technological education which will give learning a human touch and ensure dignity of human values including freedom.

References

Cox, H. (2002). A prophet, a teacher, a realistic dreamer. *National Catholic Reporter*, p. 16

Illich, I. (1971). *Deschooling society.* New York: Harper and Row

Illich, I. (1973). *Tools for Conviviality.* New York: Harper and Row.

Illich, I. (1980) *Vernacular Values.* New York: Harper and Row.

Illich, I. (1993) *Vineyard of the Text.* New York: Pantheon Books.

Illich, I. (1996). *Philosophy... Artifacts... Friendship.* Chicago: Herder and Herder.

Inman, P. L. (1999). *An Intellectual Biography of Ivan Illich*. Columbus, USA: Educational Resources Information Centre (ERIC).

Jandrić, P. (2014). Deschooling Virtuality, *Open Review of Educational Research*, 1(1), 84-98, DOI: 10.1080/23265507.2014.965193

Quigley, T. (2002). *News briefs* Catholic News Service, U.S.

Saurén, K.-M., & Määttä, K. (2011). New Educational Society. The Illich's Utophy. Pulso: Revista *de Educacion,* (34), 29-42. Retrieved from
http://revistapulso.cardenalcisneros.es/documentos/articulos/133.pdf

Shah, H. (2015). The Trajectory Of Ivan Illich: Profile And Academic Legacy, *Insight Journal of Applied Research in Educatio*n, 20(1), 202-218

BOOK REVIEW

Book Review: Gulfishan, Khan: Essays on Sayyid Ahmad Khan and Shaikh Muhammad Abdullah, Aligarh Muslim University Press, 2015, 426 pp. ISBN 978-81-929867-8-4 price: 450.

Mumtaz Ahmad Numani[1]

The book, as the title reflect, is the result of the thirteen essays/ articles penned by the author over the past a decade. These essays seeks to provide an in-depth understanding of the two widely acclaimed personalities—Sayyid Ahmad Khan and Shaikh Muhammad Abdullah—who I would add should not be confused with the grandfather of former Chief Minister Omar Abdullah. The present book, under review, thus deals exclusively with the abundant contribution of them particularly in the field of literature and education.

In the very Introduction, the author introduces us with the source material she has explored over more than a decade for finalising these essays. These essays, she says, are based on the multifarious writings of the two eminent educationists, mainly expressed through the medium of Urdu language. And these writings, she adds, comprise of different forms of scholarly expressions which included autobiographical reminiscences, political monographs, travelogues, scientific and religious treatises, pamphlets, historical essays, and numerous articles contributed in journals, magazines, and newspapers—which are preserved in the prestigious Maulana Azad Library of Aligarh Muslim University.

Sayyid Ahmad Khan, writes Gulfishan Khan, was a man neither forestalled by predecessors nor to be classed with contemporaries or to be replaced by known or readily surmiseable successors. The Renaissance man whose personal impact on contemporaries, younger companions and later generations, Khan demonstrates, is even greater accomplishment than the foundation of the Mohammedan Anglo—Oriental College later named as "Aligarh Muslim University". Similarly, Shaikh Muhammad Abdullah, the other educationist-cum-philanthropist and a true product of the Aligarh Movement whose ideas also sought to achieve the same high goals as were set by the pioneer reformers—formal education of Muslim women reflects the deep imprint of the same multifaceted personality. Therefore, the opening short essay "Shaikh Muhammad Abdullah: The Founder Speaks" says Khan, is an academic tribute to the campaigner of a worthy cause by a little-known alumnus.

According to Khan, the founder, even if, presented a male vision of ideal womanhood, yet it is far from being an androcentric construct. Therefore, it is a powerful call for readjustment of gender relations. Our visionary, Khan adds, could imagine as what would happen when women would become educated and will begin to articulate their own ideas. In view of Shaikh, writes Khan, medicine and teaching were the ideal professions for women. Thus, the founder wished that they should become physicians, advocates, successful entrepreneurs and above all better human-beings, Khan elaborates.

---

[1]Research Scholar Centre of Advanced Study,

Department of History, Aligarh Muslim University, Aligarh, India

Email: mumtaznumani@gmail.com

The beginning essays delve deep into the wide spectrum of the social and cultural ideas of the leading thinker Sayyid Ahmad Khan. These essays, according to Khan, attempt to reconstruct the social and intellectual milieu of North India during the period of the burgeoning colonial ascendancy including the rich intellectual legacy of the great thinker. At least five of the essays, Khan says, aim to recreate the social and cultural environment of pre-Revolt Delhi of Sayyid Ahmad Khan.

One of the essays entitled, "Sayyid Ahmad Khan: Some Early Influences", which focuses on the academic activities of Sayyid Ahmad Khan in his early youth, according to khan, demonstrate that he inherited a great and lively tradition of learning, scholarship and scientific inquiry from his family as shown in the biographical accounts of Khwaja Farid al-Din Ahmad and Zain al-Abidin, his maternal father and uncle respectively. Similarly, the essay on the, "Ulama and the Delhi Madrasah: Some Early Colonial Experiences", deals with the economic deprivation and impoverishment of the erstwhile bureaucracy of the Mughal Empire due to the land-revenue settlements including the resumption of land revenue grants and assignments by the British East India Company. Khan argues that, the traditional Ulama, as well as the intelligentsia in general, were forced to accommodate with the harsh realities of the time has been exposed in the life story of Maulavi Rashid al-Din Khan, a scion of the Mughal aristocracy.

The other essay, "Some Preliminary Reflections on Origin and Development of Urdu Language", traces Sayyid Ahmad and the other Delhi-based educated elite's early linguistic and aesthetic concerns with the nature of the emerging language, a literary debate, which according to Khan, became a controversial issue at a later stage. The long essay on the mystic of pre-Revolt life of Shahjahanabad/ Delhi is based on the timelessly fascinating work of Sayyid Ahmad Khan called "Asar al-Sanadid". This monumental work of the pioneer archaeologist and historian of calibre, Khan demonstrates, continues to inspire generations of scholars since its publication in 1847. This essay particularly focuses on to highlight Sayyid Ahmad Khan's representation of the religious life of the Mughal Delhi, then known as Shahjahanabad in the first half of the nineteenth century. The work from the pen of one of the most articulate Muslim(s) of the nineteenth century South Asia, Khan argues, is not only about the buildings and monuments of Delhi, but, it is also a significant document for restructuring the social and intellectual life of the imperial city during the period of colonial ascendancy. Sayyid Ahmad Khan's account of the Sufi life as portrayed in "Asar al-Sanadid", Khan adds, shows that, the mysticism [Tasawwuf]—the social manifestation of devotion, piety and scholarship was an integral part of Islamic life-style of urban elite and notables of the imperial metropolis. Khan further views that, it is a picture of reformed Sufism and Sufi practices as embodied in the person of the eighteenth century savant Shah Wali Allah Dehlawi. Despite its acknowledged authenticity, according to Khan, the account presented a highly idealised view, if not romanticised one, of the mystic life with no consideration of impact of the socio-economic changes which occurred after the colonial takeover of the city.

The other two essays, "An Overview of Scientific Thought and Technology in the Subcontinent During 18th –19th Centuries" and "The Archaeological Society of Delhi", according to Khan, also reinforce the view that despite the withering away of Mughal power, Delhi remained a significant locus for sciences, art and literature, and until the cataclysmic events of 1857, scientific subjects like astronomy, geometry and mathematics were extensively cultivated by the Ulama—the traditional scholars as well as among the Sufi circles. However, for Sayyid Ahmad, Khan further elaborates that, it was not only cultural life of Mughal

Delhi and manifestation of Sufism, rather for him, his scholarly contribution in the domain of religious thought was of paramount importance.

According to Khan, the essay entitled, "A Critical Review of the Biographical Literature (Sira) of the Prophet by Sayyid Ahmad Khan—A Reappraisal", shows author's preoccupation with the growth and development of Islamic sciences. This essay, says Khan, takes into its purview only the introduction (Dibacha) of Sayyid Ahmad's celebrated essays entitled, "Al-Khutbat al-Ahmadiya fil Arab wa Sirat al-Muhammadiya", and seeks to identify the Eastern and Western sources which informed the work. Thus, the essay demonstrate author's mastery of traditional Islamic subjects called "Manqulat" which included Hadith (Sayings of Prophet), "Sira" (Biography), "Exegesis" (Commentary) and "Jurisprudence" (Law).

However, the essay entitled, "Aziz al-Nisa Begam: A Pious Role Model", is of singular and particular importance. It is not only the first modern biographical sketch of an exceptionally gifted mother, but, according to Khan, it is significant that it shows the biographer—son continued to reiterate the virtues of home learning for women by portraying his home-educated mother as an ideal woman.

The last two essays entitled, "Shaikh Muhammad Abdullah (1874-1965) and Muslim Female Education Movement" and "Shaikh Muhammad Abdullah (1874-1965) of Aligarh and the Indian National Politics" in the book are concentrated on the gender discourses and political ideas of Shaikh for the cause of women. The dynamic content of Shaikh's comprehensive political discourses, argues Khan, could be explained against the cultural milieu of colonial Aligarh where the brothers of 'Akhara' played out their political disputes in the context of national and international events and issues. Though to safeguard the political rights of Muslims as a separate community in a self-governing polity remained the paramount concern of Shaikh, but, yet, Khan adds, he advocated India's unity, cohesion and national integrity in unequivocal terms. Khan further argues, even if, Shaikh Abdullah's idea of a nation (Quam) remained what Anderson called 'imagined communities', but he also looked forward to a bright future of India as a secular nation although without providing a definition of a secular state.

My criticism, if at all, is only that, though the author in each essay has succeeded in providing strong foot notes, yet she escapes from providing any references, bibliography and indexing at the end of the book. This failure of the author may fail to serve the purpose of any research scholar, especially one who wishes to go for further substantial study only on the basis of this book. One can also find some typo errors, though minor, but visible in the book, which I would suggest needs to be (re)corrected. And my handful appreciation is that, the author in each essay has shown a great bent of mind for using the original sources which in itself is a sign of making this work an indispensable starting point for further study on the same subject. However, one can hardly find any political, social, cultural or economic narration of post 1857 colonial India, in which: Sayyid Ahmad and Shaikh Abdullah, both had played their role, nonetheless, the author has succeeded in making the work more pioneering and thought provoking.

149

SUBSCRIPTION RATES PER COPY		
	Inland	Overseas
Individuals	Rs. 100.00	$ 03
Institutions	Rs. 500.00	$ 10

ADVERTISEMENT TARIFF PER COPY		
	Full Page	Half
Back Cover	Rs. 2000.00	Rs. 1000
Inside Back Cover	Rs. 1500.00	Rs. 700

The amount of subscription/advertisement tariff may please be sent by cheque/demand draft payable at Srinagar, drawn infavour of the Director, Directorate of Distance Education, University of Kashmir, Hazratbal, Srinagar-190006.

All enquiries and communications should be addressed to:

Director, Directorate of Distance Education,
University of Kashmir, Srinagar -190006, Jammu and Kashmir, India
Tel. (0194) 2429810, 2102161; fax: (0194) 2429810

Printed at: