CONTENTS

EDITOR'S NOTE

Education plays a crucial part in the socialisation of children into society. It serves the beneficial purpose of educating our children and getting them ready to be productive adults in today's society. Continual efforts to modify and improve the education system need to be made, if we are to reap the highest benefits that education has to offer to our children. Students from upper class families have high expectations placed on them that they will be successful in school and achieve an occupation of equal or great value than that of their parents. Whereas students from lower class families do not have high expectations for themselves, and they often only aspire to the occupation level of their parents thus maintaining the status quo. The high failure rates, especially among the rural, economically weaker and socially deprived children need to critically review the whole system of evaluation and examination. Satish Deshpande's lecture text: "Pass, Fail, Distinction: The Examination as Social Institutions" reveals pass and failure as paramount importance in higher education, affecting educational institutions, teaching staff and students alike. Similar kind of views are expressed in Pratyusa Kumar Mandal article "Toward positing a Paradigm for Continuous and Comprehensive Evaluation in Social Sciences".

Education and deviance have a close relationship. The education system serves several different purposes in regard to deviance. Foremost, education is a deterrent for deviance. Children learn very early about crime and punishment. They are punished for cheating, fighting, drug abuse, stupidity and other deviant behaviours. Messeret Assefa Wolde Michael's paper presents a study which examines the etiology and prevalence of drug abuse among prepatory and high school students in Addis Ababa. The paper also reflects the potential of education for social control.

Social stratification and education are closely linked. A set of people believe that education is a main promoter of social equality. But when it comes to field realities the practices often contradict what people believe for example, in India children from maginalised groups have less opportunity

to do well in school. They are more likely to grow up in poverty and live in unhealthy environments. Their parents may lack the skills to help them with their schoolwork. They are mostly concentrated in the slums and outer city where the worst and most impoverished schools are located. Rashmi Soni and Pankaj Das, in their articles highlight that schools and social institutions should be monitored to deliver their service for promoting social equality by giving the opportunities to all.

Presently various efforts from the different corners i.e., government agencies, NGO, etc. are being made to improve the status of elementary education. Access, quality and equity are the three objectives of various government schemes operating in the areas of elementary education. Articles by N. Suresh Kumar, Anjali Khirwadkar and R. L. Madhav, and Sarla Karihaloo provide a scenerio of progress of elementary education in different context. A classroom in a school is often a mix of students with different backgrounds and abilities. It is the teacher who has to recognise and address the need of each student with an objective to make all learn. Geeta Garg's article outlines characteristics of dyslexic children with emphasis on providing special inputs for their learning in inclusive context.

The use of Information and Communication Technology (ICT) and computers has found its own place in education. Information communication technology has resulted in increased interaction between the students and teachers opened newer ways of educating them. Keeping this in view, a component of computer education is becoming a part and parcel of every educational scheme being launched in school education. An article "Teacher Competencies for the use of Information Communication Technology" by Noushad Hussain emphasises the use of information technology by teachers during teaching for better understanding, interaction and participation of all the students.

Finally, the issue concludes with a book review "Mideaval India: Essays in Diplomacy and Cultures" by Ajaz Shuja and a reportage by Kiran Devendra about an educational visit to North America to participate in the Canadian Evaluation Society's International conference at Victoria, Canada.

Education is a collective endeavour, sharing ideas, dialogue and efforts among various scholars will take it further and far.

Academic Editor
JIE

Towards Positing a Paradigm for Continuous and Comprehensive Evaluation in Social Sciences

Pratyusa Kumar Mandal*

Abstract

The present article is an endeavour to raise a few important points concerning evaluation in social sciences, which are often overlooked by boards and educational institutions while conceiving and designing a school-based scheme of continuous and comprehensive evaluation. There is no doubt that social sciences have generally been on the receiving end of the casual and apathetic attitude of educational planners and administrators in the country. The situation might get worse if it is further neglected under the new scheme of evaluation. As is well-known, any scheme of evaluation should to be tailored to the rigours and demands of a discipline rather than giving it a short shrift. There is a genuine concern that this may actually turn out be so. Therefore, it is all the more necessary that the points raised in the present article are taken note of and widely debated.

Social science as a subject in schools

Social sciences form a composite part of general education up to Class X. But in actuality this composite subject is an amalgam of disciplines such as History, Geography, Political Science and Economics, which have "distinct methodologies that often justify the retaining of boundaries".[1] Beginning with the secondary stage, especially, "it is important that students be introduced to the nature, scope, and methods of each of these disciplines" even as in a composite curriculum "cross disciplinary approaches that are possible should also be indicated" both at the time of teaching as well as testing.[2] This will eventually

---

*Associate Professor, Department of Education in Social Sciences and Humanities, NCERT, New Delhi-16.
[1]*National Curriculum Framework (NCF)-2005*, NCERT, New Delhi, p. 51.
[2]National Focus Group (NFG), *Position Paper on Teaching of Social Sciences*, p. 7.

ensure the process of teaching and learning to move away from rote methods to comprehension "through the implementation of projects" and will also allow the process of learning to become really participatory while promoting "the spirit of inquiry and creativity among both children and teachers". [3]

Conventional Evaluation

The pitfalls of the system of conventional evaluation (CE) through pen and paper tests are well-known. These tests are no doubt efficacious in evaluating students' knowledge of the content given in the textbooks, but so far as evaluating the "extent and nature of the students' learning in different domains" vis-à-vis "the broader curricular objectives" are concerned, these tests fail on many counts. If one accepts the premise that "a good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and the educational system by giving credible feedback" then the existing system surely calls for an imaginative reformulation. This is also of paramount importance not only to "review the objectives that have been identified for different school stages by gauging the extent to which the capabilities of learners have been developed" but also to raise the standard of school education through improving the overall "teaching-learning process and materials" in schools. [4]

Continuous and Comprehensive Evaluation

The system of continuous and comprehensive evaluation (CCE) has long been suggested as a conceptual as well as a workable alternative[5] to redress the shortcomings of the system of conventional evaluation (CE) as it has the inherent ability to test "attained competencies (of students after a particular stage of education) rather than (only) memorised content as at present".[6] In the wake of a recent decision to abolish the Class X board examination; this system has assumed added significance. Thus, the Central Board of Secondary Education (CBSE) has formulated a CCE format along with detailed guidelines for wider circulation so that these could be adopted for an effective school-based evaluation system.

However, the CBSE 'format', along with its guidelines, has overlooked two important considerations. The first is pertaining to the persistence of the complete separation of the scholastic and co-scholastic aspects of students' attainments, which are actually parts of the same whole. If, for example, a student of Class IX studies the theme of *Poverty as a Challenge Facing India* (Theme III) in Economics, he not only grasps the concept of 'poverty' as a phenomenon and the wide spectrum of reasons that are responsible for its incidence but also develops sufficient sensitivity to help out the poor, a social skill, which is indeed a

---

[3]Ibid. p. 9.
[4]NCF-2005, pp. 71-72.
[5]See, H.S. Srivastava, *Comprehensive Evaluation in Schools*, 1989 (June), NCERT, pages 1-146.
[6]NFG, *Position Paper on Examination Reforms*, p. 1.

learning objective inherent in the lesson and very clearly outlined in the syllabus.

Now the question is how to evaluate this skill. Obviously, as one would evaluate the scholastic proficiencies of a student on this lesson by testing his competencies to gather, evaluate and analyse data pertaining to the incidence of poverty in India and his ability to present findings coherently and persuasively while responding to a knowledge-based question, so one can evaluate the student's co-scholastic attitude of social empathy or the co-scholastic skill to apply his knowledge to redress real-life problems by giving him a practical assignment such as a project (i.e., writing a report on a charitable activity organised in the locality in which the student might have participated), a survey (i.e., making an assessment, writing a report and presenting it before the class on a poverty alleviation programme launched by the government and carried out at the local level) or a library work (i.e., to find out the reasons why a particular poverty alleviation programme has not met with full success and what remedial measures can be taken to make it successful).

The second is regarding the lack of suitable CCE formats and schemes of evaluation for the primary and the upper primary stages without which a sudden switch over to continuous and comprehensive evaluation at the secondary stage will not only upset students' learning habits but will also put excessive strain on the schools'

resources (both teaching and organisational) at the top end. In this regard, therefore, it has to be underscored that different CCE formats making allowance for difference in learning objectives and expected learning outcomes at the primary, upper primary, and secondary stages of education need to be developed and put in place for an efficacious implementation of the system of continuous and comprehensive evaluation in schools. [7]

Learning objectives in social sciences

As regards social sciences, its graduating scheme of learning objectives has been well laid out from the primary to the upper primary and the secondary stages by the prescribed curriculum and the syllabi. Whereas at the primary stage (Classes III-V) the curriculum emphasises on the aspect of students' ability to "create cognitive capacity" through an introduction to "analogies between natural diversity and socio-cultural diversity", at the upper primary stage (Classes VI-VIII) it emphasises on the students' ability to form "multiple perspectives" while developing an understanding about (a) "the earth as the habitat of humankind and other forms of life", (b) "the issue(s) concerning environment, resources and development at different levels from local to global", (c) "the formation and functioning of governments at the local, state and central level and the democratic processes of participation" and (d) "India's past with references to contemporary developments in other parts of the world".

[7]Ibid. pp. 25-28.

At the secondary stage (Classes IX-X) the curricular objectives have been taken a step further towards more complex mental processes. At this stage, the curriculum especially emphasises on the students' ability to develop "analytical and conceptual skills" to enable them to (a) "understand the processes of economic and social change and development with examples from modern and contemporary India and other parts of the world", (b) "critically examine social and economic issues and challenges like poverty, child labour, destitution, illiteracy and various dimensions of inequality", (c) "understand the rights and responsibilities of citizens in a democratic and secular society", (d) "understand the roles and responsibilities of the state in the fulfilment of constitutional obligations", (e) "appreciate the rights of local communities in relation to their environment, the judicious utilisation of resources, as well as the need for the conservation of the natural environment" and (f) "the contributions of various sections/regions to India's freedom struggle ... (and) other aspects of recent history".[8]

Domains of learning attainments

Apart from sequencing the learning objectives stage-wise, the curricular guidelines have also sought to unravel all the three important areas of students' learning attainments i.e., understanding, knowledge and application. A closer look at the objectives of social sciences syllabus meant for the secondary stage will explain how this has been done.

First, in the **domain of understanding**, the syllabus expects the students to understand (1) the society (i.e., how society takes shape and functions) and the world (i.e., how the modern world has evolved through various landmark events and processes) in which they live, (2) the nature of the problems of everyday life in the contemporary world, and (3) the world's diversity.

Second, in the **domain of knowledge**, the syllabus expects the students to develop (1) a broad sense of disciplinary areas and of essential categories, (2) a general perspective on inter-dependence amongst the social sciences, (3) a firm, yet flexible, outlook about India's past and present in the global context, and (4) a point of view on the socio-economic developments and changes in the context of time and space and in relation to each other.

Third, in the **domain of application**, the syllabus expects the students to acquire the skills of (1) displaying evidence of natural curiosity and capacity for investigation through critical engagement with sets of information and ability to shift through them to form reasonable perspectives on issues of social, political and economic concern, (2) questioning and examining received ideas, institutions and practices, (3) showing sensitivities towards and taking initiatives to constructively engage with challenges of contemporary times, (4) engaging in

---

[8] NFG, *Position Paper on Teaching of Social Sciences*, pp. 4-7.

informed and intelligent discussion to clarify doubts and disputes that take shape in contemporary society, and (5) undertaking activities that will help them develop social and life skills and make them understand that these skills are important for social interaction. [9]

Learning competencies

Within the ambit of these overall expectations (of students' learning attainments), one can also see nuanced differences in emphasis laid on specific areas of scholastic and co-scholastic competencies that a student is required to attain in each discipline composing social sciences. For example, in history the skills and competencies, which the students are required to acquire across the three domains of learning attainments as mentioned above, have been delineated in such a manner that the students will not only develop a keen sense of history but will also be able to apply their historical knowledge in addressing the issues and challenges of real life.

In precise terms, it is expected that after going through the prescribed syllabus and the textbooks in history at the secondary stage the students will be able to understand: [a] the diverse forces and developments that have shaped the history of the contemporary world (i.e., how did the modern nation come into being and how did people begin to see themselves as belonging to a nation), [b] different events (i.e., how were these events very significant in the making of the modern world), [c] sets of ideas (i.e., how did various democratic ideas such as the ideas of liberty, equality and fraternity and non-democratic ideas such as fascism, racialism and communalism develop in different forms in different countries and shape the historical processes), [d] the words and deeds of important personalities (i.e., how did leaders like Mazzini, Gandhi, Ho Chi Minh influence the big and small events of their times which brought the modern nations into being), [e] growth of nationalism as a phenomenon (i.e., how nationalist sensibilities were nurtured by popular participation in nationalist movements and how aspirations and activities of different social groups, classes as well as ordinary people shaped historical processes and infused power and forms to a variety of social movements).

Likewise, it is expected that the students, after completing their study of history at this stage, will **acquire knowledge** on [a] the emerging social, economic and political processes such as globalisation, industrialisation, urbanisation, which have been increasingly symbolising 'modernity' and the 'contemporary world' and [b] how the global world has emerged out of a long and complicated process of cross-movement of peoples (i.e., pilgrims, traders and travellers), goods (i.e., tea, coffee and indigo), ideas (i.e., democracy, colonialism and racialism), ethos (i.e., public conduct, morality), culture (i.e., tastes, habits, dress), practices (i.e.,

---

[9]*National Curriculum Framework -2005*, "Syllabus for Secondary and Higher Secondary Classes", Volume-II, NCERT, New Delhi, pp. 75-76.

agriculture, industry), methods (i.e., of subjugation, mass organisation and mobilisation), information (i.e., on education and civilisation) and diseases (i.e., malaria, typhoid, cholera).

Besides, in the **domain of application**, it is also expected that the study of history at the secondary stage will equip the students with practical skills to [a] read, interpret and use a variety of sources (i.e., eye-witness accounts, travel literature, contemporary newspapers and journals, statements of leaders, official reports, terms of treaties, political manifestoes, contemporary literary works, autobiographies, diaries, popular literature, visual representations, photographs and oral traditions) and [b] make inter-connections between contemporary events and processes located in time and space through maps and timelines.[10]

Domains of evaluation

By the time the students complete their two-years of education at the secondary stage, they would have acquired scholastic as well as co-scholastic competencies in all the three domains of comprehensive evaluation i.e., cognitive domain, affective domain, and psychomotor domain.

Of these, the **cognitive domain** primarily encompasses scholastic competencies or mental processes such as [a] recollection (ability to retrieve, recollect or retell information), [b] classification (ability to organise, arrange or categorise information), [c] comparison (ability to compare and contrast between sets of information or concepts), [d] conceptualisation (ability to grasp the idea presented in a communication), [e] imagination (ability to think creatively based on the received information), [f] analysis (ability to explain an issue or situation), [g] reasoning (ability to establish cause and effect relationship or put forward arguments for or against an issue) and [h] evaluation (the ability to judge the merits and demerits of an issue or argument and arrive at a conclusion).

On the other hand, the **affective domain** includes mostly co-scholastic competencies or values such as [a] awareness (ability to take cognisance of and showing sensitivity to the central message or value inherent in a lesson), [b] interests (ability to appreciate and respond to an issue or situation), [c] attitude (ability to adhere to the values learnt) and [d] character (ability to pursue a code of conduct in life).

Similarly, the **psychomotor domain** also takes into account other co-scholastic competencies or abilities such as [a] imitation (ability to think of and do a particular task), [b] manipulation (ability to follow direction, select a task and perform it), [c] precision (ability to carry out a task as required), [d] articulation (ability to perform a task in right sequence) and [e] naturalisation (ability to perform a task in a routine manner).[11]

However, such categorisation of competencies into various domains does not imply that a particular competency

---

[10]See, *Introductory Notes to the Textbooks in History for the Secondary Stage* by Prof. Neeladri Bhattacharya, Chief Advisor of the History Textbook Development Committee.

in one domain has no correspondence with competencies in other domains. On the contrary, in the course of their learning students develop competencies in all the three domains almost simultaneously. [12]

This is quite natural as the competencies falling into different categories for pedagogical reasons are often complimentary to each other. For example, when a student 'evaluates' the consequences of the Nazi ideology while studying the theme, *Nazism and the Rise of Hitler* in the Class IX history textbook (Section I/Theme III), she not only develops an 'awareness' about the absurdities and pitfalls of a 'racial utopia' but also nurtures a parallel abiding 'interest' and conforming 'attitude' towards the values of democracy and peaceful co-existence. Thus, **it is important that in social sciences the scholastic and co-scholastic competencies of students are tested concurrently** without being divorced from each other.

Of course, there arises a question here and that is, is it possible to evaluate the entire range of students' scholastic and co-scholastic competencies in every subject? A satisfactory answer to this question can be found embedded in the over-arching learning objectives, which have been set out in general for the social sciences in the 'National Focus Group (NFG) Position Paper on the Teaching of Social Sciences' and for each subject area comprising social sciences separately in their respective syllabi. In fact, it is neither necessary nor possible to test all competencies in every subject. Therefore, it is essential to identify the core and complementary scholastic and co-scholastic competencies in each subject area before the students are evaluated on their learning outcomes at each defining stage of their education both at the 'formative' and 'summative' levels.

Techniques and tools of evaluation

The strength of CCE as against CE lies in its emphasis on "assessment during the instructional process (formative evaluation) done informally using multiple techniques of evaluation".[13] However, the nuance built into this recommendation of the NFG needs to be understood properly. It is not that the present practice does not lead students to the 'summative test' through a series of 'unit tests'. But in nature and methods these are only 'small summative tests', which use no different diagnostic tools or instruments to assess the multi-dimensional (i.e., scholastic and co-scholastic) growth of students. CCE, therefore, puts a premium on the **formative tests**, which will take care of the assessment of the "all-round development of the child's personality". [14]

As envisaged in the present context, a student in the run-up to the

---

[12]H.S. Srivastava .2010. *Curriculum and Methods of Teaching*, Delhi: Shipra Publications, pp. 40-48.
[13]NFG, *Position Paper on Examination Reforms*, Appendix 2, pp. 25.
[14]Ibid.

'summative test' at the end of each term will have the opportunity to account for his/her learning attainments through two 'formative tests', which will not only be integral to the learning process in every constituent subject area of social science but will also be varied and creative in their methods of execution. In other words, keeping with both the "five guiding principles" of the 'National Curriculum Framework'[15] and the recommendations of the 'NFG Position Paper on the Teaching of Social Sciences', these tests will be conducted through "activities", each of which will spread out over a period of four to five weeks' of continuous teaching and learning.

The said proposition will not only infuse the much sought after element of "**flexibility**" (in regard to the selection of activities, marking pattern for different competencies considered important for evaluation according to the nature and type of activity assigned to students, and slotting of tests within the earmarked 10-day's period) into the system of school-based evaluation but will also (a) "**reduce stress on children**" (by providing students the option to choose in consultation with their teacher the kind of activity they can most conveniently undertake using the facilities and resources available in the school), (b) "**make evaluation comprehensive and regular**" (within a period of 4-5 weeks the students will effectively do four activities covering the four subject areas in social science), and (c) "**provide space to the teacher for creative teaching**" (teaching strategies will have to be devised keeping in mind the activities that the students will do). [16]

Coming to the details of the proposition, it also needs to be told that for a more comprehensive appraisal of learning outcomes and to inculcate both peer and participatory learning habits among students these activities can be conducted in both individual and group modes. **For example**, if for one formative test students are asked to take up 'individual activities', for the other formative test they can be asked to take up 'group activities'. It will, of course, be dependent entirely on the subject teacher and his/her students to decide on the kind of activity that will best suit the units (lessons) that might have been transacted during the intervening period, between the date of commencement of the activity and the date on which the student will submit himself/herself for evaluation in the classroom environment. However, it is always desirable to begin the term with a 'group activity', which will take not only less time to accomplish but will also prepare the students better for the more challenging task of taking up the 'individual activity' next for the second formative test. Besides, by making students accomplish a well-designed 'group activity', a teacher can also effectively evaluate individual competencies.

To give an **illustration**, if a group of five students are assigned an activity on

---

[15]*National Curriculum Framework -2005*, Executive Summary, p. viii.
[16]NFG, *Position Paper on Examination Reforms*, p. 21.

'Time and Location in Relation to India and its Neighbourhood', an issue which has been dealt with in the Class IX Geography textbook (Chapter 1: *India – Size and Location*), each of the students can be asked to accomplish a particular aspect of the task (i.e., the first student can be asked to do the necessary map work, the second student will figure out the 'standard meridians' and differentials in time between these meridians, the third student can find out the geographical configuration and peculiarities of each country, the fourth student will be asked to collect relevant visual material on such peculiarities, and the fifth student will finally compile all data for the group presentation). And, when the final outcome is presented before the class for evaluation on the day of the test, the teacher knowing who has done what under his/her direct guidance, will have no problem in assessing the students and awarding them grades on the basis of their individual performance as well as group accomplishment. **In fact, with such an activity the teacher can employ all the recommended techniques of evaluation at the secondary stage i.e., practical, written and viva voice.** [17]

But, this is only one type of activity that can be undertaken by students to demonstrate their learning attainments in a 'formative test'. There are other types of activities such as (a) book review, (b) data/source interpretation, (c) role play, (d) debate, (e) group discussion, (f) essay writing, (g) photo-language session, (h) survey, (i) library research, (j) text churning (reworking complicated text to make it comprehensible), (k) action research, (l) flow chart/story board preparation, (m) exit-cards (compiling terms, concepts and framing questions for self-evaluation on a given lesson) etc., which could be used as **effective tools for evaluation** in formative tests. However, there is a need to list out and categorise such activities class-wise, subject-wise and lesson-wise under the heads of 'Group Activities' and 'Individual Activities' for the system of 'activity-based learning' to become more interesting and purposeful and the formative tests to be more efficacious.

But there still persists a fear that every student in a group will walk away with the same grade if their combined (group) performance becomes good. However, this fear is misplaced. **For instance**, if the combined performance of the group is good then all members of the group will get Grade A, but when it comes to evaluating the individual segments of the group activity then different members of the group might get either Grade A, or Grade B, or Grade C, or even Grade D depending upon the quality of his/her contribution to the group activity and the average of such scores on account of both the group and individual performance will determine the final individual grades **[i.e., Student X will get Grade A (for group performance) + Grade B (for individual performance) making it finally Grade B⁺ for him whereas Student Y, from the**

_____

[17]Ibid. p. 26.

same group, might get Grade A (for group performance) + Grade A (for individual performance) making it finally Grade A for her].

Apart from the 'formative tests', CCE also calls for "criterion-referenced tests and employing multiple techniques of evaluation" at the end of every term. [18] Generally referred to as '**summative tests**', the curricular goals of these tests will be to evaluate the "desired competencies" of students in relation to the "broader curricular objectives" at every stage (i.e., primary, upper primary, secondary) of their education "within the cognitive domain". In the present context, it is envisaged to have one 'summative test' at the end of each term, which will be a conventional 'pen and paper test' covering all the subject areas of social science. This way, **the students will have two 'summative tests' by the end of every academic session, the average of which (including the averages of the formative tests) will decide the cumulative grade of the students in the class.**

However, these tests will be conventional only from the point of view of the pattern in which these will be conducted (i.e., through a pre-designed question paper with a stipulated time period to answer it using pen and paper). But, so far as the 'techniques of evaluation' (i.e., typology of questions) are concerned, these will be innovatively designed to test the various scholastic and co-scholastic competencies of the students in the cognitive domain. **For example**, instead of having conventional questions, which are generally ridden with flaws such as (a) "repetition of identical questions from year to year", (b) "ambiguous phrasing of questions", (c) questions "discriminating against thoughtful reflection", and (d) questions "designed to test a detailed knowledge of the textbook ", these tests will rely on a combination of "multiple choice questions (**MCQs**) with plausible distracters" and "open-ended essay questions (**OEQs**)" appropriately designed to test the desired competencies of the students stage-wise. [19] In this context, **exemplar** MCQs and OEQs from different social science textbooks in Geography, History, Economics, and Political Science have to be formulated by teachers, experts and pedagogues to make such a shift possible.

Conclusion

Finally, the success of CCE will depend on the ability of the school to (a) formulate an effective academic calendar at the start of the session for the whole year, (b) adopt a flexible daily routine that will allow the bulk of the activities to be conducted within the school and (c) train its teachers to suitably implement the scheme for all students.

Note: Texts in parentheses have been used mostly to explain a term, a concept or an idea.

---

[18]Ibid. p. 25.
[19]Ibid. p. 7-11.

Prevalence Rate and Etiology of Drug Abuse among Preparatory and High School Students in Addis Ababa, Ethiopia

Messeret Assefa Wolde Michael*

Abstract

The study examines the etiology and prevalence of drug abuse among preparatory and high school students in Addis Ababa. The method employed was mixed method, i.e., quantitative and qualitative. The research was conducted on a target population of 814 students from 8 preparatory and high schools with prior exposure to such drugs as Khat, tobacco and alcohol. The subjects were chosen based on simple random sampling from grades 9–12 and were requested to give information as to their experience towards the mentioned drugs consensually. Among other things, the findings suggested that female students to be the biggest abusers of alcoholic drinks while the male ones outnumber female students in the use of multiple drugs. Furthermore, it was found out that such factors as curiosity and company of friends attracting high school students toward drug abuse. Based on a thorough assessment of the findings in the present research, the investigator is of the opinion that: Better management within preparatory and high schools, familiarising students with the dangers of drug abuse and restriction on the latter's access to drug vending business and/or drug-friendly atmosphere to be instrumental in curbing drug abuse among preparatory and high school students and the prevalence thereof.

Background

To begin with, adolescents constitute virtually a sizable number of populations in all societies across the world. This reality becomes more noticeable in developing countries where more than 50 per cent of the societal segment is represented by teenagers under 20. In

* Department of Curriculum and Teachers Professional Development Studies, Addis Ababa University, Ethiopia

majority of cases the adolescents inhabiting this part of the world are shown to be living in a rapidly changing atmosphere faced with many pressures. In more than a few instances, the adolescent often bother to win the challenges of life arising from lack of employment opportunities and change in the structure of the family; The increasingly volatile atmosphere surrounding the societal interaction where the adolescents are living remains to be more dynamic in urban areas than rural areas. On the other hand the ever changing aspects of routine life will make parents feel lost in the new environment creating yet another problem debilitating there potential to take care of their youngsters. Given this confusing scenario, it is wise to suggest the need for outsiders' involvement through institutionally set-up scheme of assistance to parents and their children integrate them into different approach of life.

According to Scarborough (1981) the adolescence years are the best decades of life and no age is so responsive to the entire best and wisest adult endeavor. So much so, high school is the place where the adolescents' personality takes refined shape and gets knowledgeable and there on depends his/her whole future career. Therefore, it should be considered as an important moral barometer of society in connection with the drug addiction aspects of adolescent in various fields of life. However, almost all indicators suggest that the problem will only increase when adolescents, in their struggle for identity cannot tolerate family interference, or environmental pressure.

It is an observable fact, that misuse of drugs by high school students' long remains to be source of serious concern for parents. In this regard, one can safely argue that the problem of drug - addiction among students, to be an enduring problem facing parent in Addis Ababa. The fact that the existing rapid social change trend of drug abuse and the result of high level of student addiction for drugs justifying critical parental concern be that as it may, so far there is no concrete reason as such explaining why student feel enthusiastic towards experiencing drugs. Nonetheless, curiosity, companionship, pleasure and bad treatment are considered to be the major causes. On account of overwhelming sense of isolation, for example, students may turn to drugs. Usually this feeling of isolation is featured by a compelling inner belief which convinces one's value to be a distorted one. In this regard, the salient drug inducing familial personality set-up is, often, characterised by a weak father, over protective, over - indulgent or dominant mother. Similarly, recurrent parent – child conflicts and hostilities arising from inconsistent standards for children's behaviour may also entail exposure to addiction. Such confused relationship and the facing of unrealistic upbringing goals by the child will cause the latter for resorting to drugs as remedial way out the student to seek refuge on drugs.

Accordingly, the youngster perceives experiencing drugs as a sole option to escape from the turbulence of today's dynamic world where they feel insecure and confused. To put it in other words, they consider drug-use as working solution to cop with the routine problem and pressures from every day life which they are unable to address with normal condition. In the light of this, some high school student's experiment with drugs driven by instinctive adolescents desire to face dangerous life style. Here, the very natural tendencies exhibited in adolescent stage will make the young man to decide trying "the forbidden fruits". There is no good reason to misuse drugs, but in a world where pills and other drugs are available for the relief of many ills, teenage experimentation with drugs is understandable, though not justifiable.

Unlike other medicinal drugs, alcohol, tobacco and khat are proved to be habit forming and addictive drugs. While first time exposure of students to these drugs will not result in dependency, continued use of the drugs will gradually make them dependent to it. The bottom line here is that all experimentation on such additive drugs should be regarded as risky for the students, in most cases; it leads them to psychological dependence and even to addiction.

This study analyses data collected from over 814 students of grade 9, 10, 11 and 12 from 8 high schools. In an attempt to determine the prevalence rate and etiology of alcohol, tobacco and khat use among preparatory and high school students in Addis Ababa Ethiopia.

Statements of the problem

There exist difference in prevalence rate and etiology of drug abuse among preparatory and high school students in Addis Ababa, Ethiopia.

Methodology of the Study

POPULATION AND SAMPLE

The population of this study was grade 9 – 12 government preparatory and high school students in Addis Ababa. This effectively means, all the students of the preparatory and high schools. Out of the ten Administrative sub cities of Addis Ababa, seven sub cities were made the subject of this study. Thus, Gulele, Arada, Nifas silk, Lafto, Kirikos, Yeka and Bole were selected by simple random sampling method, using lottery method. The majority of high schools in the entire ten sub cities share a more or less similar feature in management system and infrastructural facilities. In the light of this, a total of eight preparatory and high schools were selected on purposive sampling. According to the information obtained from each schools a total of 77 junior high schools were found to be serving as feeder schools for the 8 selected schools. The data were collected from grade 9 – 12 preparatory and high school students on availability and convenience basis. The factors that determined the selection of schools were availability of contact persons and willingness of the approached students to fill out the questionnaires. Eight hundred fifty questionnaires were dispatched by the researcher. Eight hundred fourteen of them were returned out of which 436 (53.55%) are male students while the remaining

378 (46.43%) are females. (36 of the questionnaires which were not filled properly are rejected). The researcher himself administered the questionnaire in each school and section, taking enough time to collect data from the respondents based on the informant consent.

The following table presents the final picture of the respondents

Preparatory and High Schools	Respondents			
	Grade 9	Grade 10	Grade 11	Grade 12
Medhane Alem-P			52	50
Menlike II-P			51	52
Shimeles Habte-H	51	50		
Genbot 20-H	50	51		
Abeyote Kires-P		52	50	
Misrak Atekaly-H	52	51		
Black Line-H	50		51	
Bole-P			51	50
Total	**203**	**204**	**205**	**202**

P – Preparatory   H–High School

Validation and Reliability of instrument

Content validation was done using three judges. Modifications on wording and improvements in questioning and sampling of contents were made. The correlation between the two administrations of the questioners was found to be 0.83. This r coefficient was found to be significant at 0.01 levels.

Instrument of data collection

This study was conducted using two types of data collection tools which were considered relevant in securing the information required for the study. The major instruments used in this study were: questionnaire and focus group discussion. The questionnaire is composed of items representing issues related to the basic questions to be addressed by the study. The focus group discussions are meant to get reply on questions useful to strengthen and cross-check the responses made by the respondents for each items in the questionnaire.

Data Analysis

The data collected through questionnaire has been coded and some of the questionnaires which were not filled properly are rejected. The questionnaire items are tallied and tabulated in tables in accordance with the related issues and prepared for the analysis of data. The data collected through questionnaire were computed using percentage; on the other hand, the data collected through the focus group discussions were analysed using qualitative method of analysis.

I. Age and sex wise distribution

No.	Characteristics	Respondents	
1.	Age level	F	%
	•Below 15 years	25	3.07
	•15-16 years	367	45.09
	•17-18 years	339	41.64
	•18 years and above 83	10.20	
	Total	**814**	**100**
2.	Male and Female		
	•Male	436	53.56
	•Female	378	46.43
	Total	**814**	**100**

The adolescence is a period in which individual faces new problem resulting from the physical and psychological changes. It is evident from research work that the problem faced by high school students (15-18 years) differ not

so in type, but only on the emphasis the adolescents places on problem change as the individual grows older (Reddy, 1966, Hurlock, 1967) During the early adolescent years the problem center around physical appearance, health and physical development, school work, relation ships with members of their families teachers and peers of both sexes the choice of vocation, money, personal adjustment, morals and sex... (Amatora, 1957, Meissner1961, Reddy, 1966, Sidana1977, Goswami, 1980, Gupta, 1981, and Sharma 1988) —

In the context of the data presented above, it can be asserted that the propensity to drug-use portray noticeable variation among adolescents on grounds of determinants as age range and gender. Accordingly, the figure from the above table shows that drug-use among high school students being the highest during early and mid adolescent period but, gradually declining as they grow older. While the pre-adolescent and post-adolescent period is shown to be a time wherein the young persons are becoming highly disinterested to resort to drug-use. On the other hand, gender wise, the trend of drug-use proliferating within the male high school student community much higher than their female counter parts. From, this information, we can learn that preparatory and high school students in their pre and early adolescents age (15-17) are more prone to drug socio-economic and health hazards than those

close to post adolescent period. Besides this, given the double digit excess in the percentage of male drug-abusing students from the drug-related problems remain to be existential challenges for the well being and academic success of the male student community.

In view of this, awareness campaign on the adverse impacts of drug abuse with special emphasis on the needs of male pre and early adolescent period should be given focus by the preparatory and high school management.

II. Types of drugs used

No.	Drugs	Respondents					
		Male		Female		Total	
		No	%	No	%	No	Female
1.	Alcohol	161	19.77	186	22.85	349	42.87
2.	Tobacco	142	17.44	119	14.62	261	32.06
3.	Khat	133	16.33	73	8.96	204	25.06
	Total	**436**	**53.54**	**378**	**46.43**	**814**	**100**

The data depicted in the above table shows unevenness in the prevalence of drug abuse culture as far as gender is concerned. In view of this, the data reveals that females being the largest numbers of alcohol users while the male ones out numbers in the other two drug substances i.e., khat and tobacco. As to the major deriving force pushing them to focus on the use of a particular drug substance much higher than the other, the female and male respondents have a different story to tell. For example, most respondents in the female focus group attached the relatively high degree of alcohol abuse to the tradition of local liquor in the house hold unit.

According to their assessment the preparation of such local drinks as "Tella" and "Areki" in the family home and their frequent involvement in the process of its preparation has familiarised them with alcoholic drives. Furthermore, they noted that the corresponding consumption by family members led them to take alcohol drinking as a normal hobby. On the other hand, the female respondents have more or less reached a consensus in claiming cultural attitude as the rational behind low level of tobacco and khat use. In pretty large number of families khat-chewing by females in general is considered as a taboo.

As to the male one's, seeking for pleasurable experience, peer influence and family background are cited as the major reasons determining the relatively higher tendency to practice on some drug substances than the other. Within this context, the male focus group, stressed that the use of khat and tobacco are considered as the men's domain on all of the mentioned accounts of male drug abuse determinants. In this regard, most focus group members claimed that the inclination to use khat and tobacco by male members of a drug-abusing family in the majority of cases being the single most important reason behind male student tendency towards these drugs. Some of the focus group members on the other hand, underscored pleasure as the other reason leading male students to concentrate on khat and tobacco.

III. Multiplicity of Drug-use

No of drugs used	Respondents					
	Male		Female		Total	
	No	%	No	%	No	Female
One Drug	236	28.99	237	29.12	473	58.10
Two Drugs	130	15.97	98	12.03	230	28.26
Three Drugs	70	8.59	41	5.28	111	13.64
Total	**436**	**53.55**	**378**	**46.44**	**814**	**100**

Multiplicity of Drugs

The data in the table is a tangible prove to show that the prevalence of drug abuse among preparatory and high school students has reached a worrying level. On top of this, it also indicates that the level of student drug abuse is widening its scope due to multiple drug-use. Sadly, however such alarming rate of drug abuse culture surfaces on the face of the ever increasing degree of drug related health risks.

In fact, the problem arising from drug-use is getting dramatic level of public awareness in recent years. It has now become a rather serious clinical and social problem than ever before. No other area during the past decade was a cause of generation gap between some groups of adults and some groups of young people as wider than with respect to the attitude towards drug-use.

Nonetheless, the trend currently shows the existence of overwhelming degree of social miss conception as to the impact of drug-addiction. In particular, the widely accepted belief taking drugs as auxiliaries in coping with recurrent psychology stress in modern day living contributed for people's perception on the repercussion of drug. Mills and Noyes (1984) studied survey data collected in the period 1978-1981, examining prior

and current drug-use. They examined the sequential and cumulative nature of drug-use in students and found a stable sequential and cumulative hierarchy of drug-use in all grades.

Thus, with regards to the extent of concentrating on a particular drug-use, alcohol drinking is the top priority followed by smoking and khat chewing respectively. The mentioned level of priority accorded to three drugs is the common feature representing the tendency of both male and female abusers.

There exists a general consensus concerning the problem of drug abuse as a notable societal menace; the fact remains to witness that not all students are equally vulnerable to the problem. This is due to the reasons that drug abuse is affected by large number of determinants and due to cultural influence such as familial factors, company of friends, curiosity, bad treatment and search for pleasure. At this juncture it is important to underscore the fact that drug habit of the student generation has complex reasons and motivation bringing about the ultimate deviant behaviour which needs to be explored. Some of the important variables are psychopathical personality factors characterised by anxiety, depression mania and panic.

IV. Role of family in increasing drugs use

Role of family in drug use	Respondents					
	Male		Female		Total	
	No	%	No	%	No	%
Family members drug-use	168	20.63	137	16.83	305	37.46
Lack of affection	130	15.97	111	13.63	241	29.60
Lack of control	138	16.95	130	15.97	268	32.92
Total	**436**	**53.55**	**378**	**46.43**	**814**	**100**

From the above data, it is clear that family background plays a pivotal role in increasing the culture of drug abuse among high school students. In this context, the experience of drug-use by family members is shown to be the biggest influential factor as it exposes high school students to drug-friendly atmosphere right from their early child hood unlike lack of affection and lack of control. It is very difficult to reverse the effects of family member drug-use as it accustoms the child with the drug both emotionally and physically (e.g. as passive smokers). This explains why, lack of affection and control took a subsequent rank as far as increasing drug abuse is concerned. To put it simply, family members' drug-use can be considered as a pull factor for drug abuse while the rest two constitute a push factor. When we say a pull factor, the fact that a family member/members repeated use of such drug substances as alcohol, tobacco and khat will convince the young student to believe that experiencing the said drugs to be a normal leisure time experience or a valuable stress coping mechanism. On the other hand, lack of affection and control is more of a push factor because they are merely conditions which create dissatisfaction in family life and ultimate loss of self confidence or fulfillment. Thus, in order to get rescue from the organising pain of this uncomfortable feelings; the high school student may opt for taking a refugee in the euphoric effect of the drugs. Needless to say, the company of the dissatisfied ill-treated (in case of lack of control with drug-addicted peers or accessibility to drug-friendly atmosphere exacerbates the problem. Judging by the numbers;

the effects of the three familial factors (i.e., family members drug-use, lack of affection and lack of control) in increasing the trend of high school student drug abuse is bigger in males. This may be attached to a variety of factors which among them relate to the relative dominance of men family members in the usage of drugs, the higher level of masculine emotionality and the high peer influence among male students. Blum and associates (1972) studied the family structure and found that drug using students came from families that put little emphasis on child rearing practices and structured intra-familial relationships. Family influences those presented by peers, religion, and school as the major determinant of drug abuse.

In the end, it can be said that, while the effects of lack of affection and control cannot be underestimated, it seems crucial to underscore the much serious impacts of family members drug-use as it entrenches hardly reversible perception in the minds of the young one which considers drug-use as priceless input to escape from boredom and tension.

V. Role of video houses

Role of Video	Male		Female	
	Frequency	*%*	*Frequency*	*%*
Positive Impact	26	3.19	98	12.04
Negative Impact	323	39.68	215	26.41
No Impact	87	10.68	65	7.98
Total	**436**	**53.55**	**378**	**45.43**

Despite its indirect impact, the role of video houses as negative input in the fight against student drug abuse can not be undermined. As such the contribution of video houses towards youth drug-abuse and in particular high school student drug addiction is characterised by their catalyst effect this is to mean that; the drug-friendly atmosphere present in most video-houses serve as one of the notable hot spots breeding in generation of young student-addicts. The very fact that most video houses are house hold business operating in a destitute urban social fabric made them liable to face the ill-effects of poverty like drug-addiction. In fact, for anyone keen enough to realise the settings of most video-houses, a couple of round city tours enable him/her to discover that a pretty good number of them are situated in standby towns located in the various corner of the city. The chronic impoverishment reigning supreme in the localities of most video houses, in turn, helped in making the majority of their clients to be those in-different to object drug addiction. To put it in other words, either they themselves use drugs or are not in a position to consider drug-addiction something reprehensible. On the other hand, due to the high level of financial constraints affecting their household, the video house owners do not let go their clients complaining about drug-use. Furthermore, according to some focus group members, the coincidence in the timing of khat chewing ceremonies and movie episodes within video-houses have contributed for the use of video-house for khat chewing and smoking. Movie time in both video –house and khat-chewing ceremonies are, mostly held in the afternoon.

On the other hand, on the part of the khat-chewing student; he considers

much preferable to chew khat shrubs chopped and kept in his pocket or in small plastic bags while watching movies in a rather modestly charging video houses than doing the same in other places. This in turn, has gradually awakened the video – house owners to cater such addictive drugs as tobacco and khat for their movie clients side by side to their main business. Apart from the settings of video houses and drug abuse prone clients; the very content of the movies frequently watched in video houses has greatly contributed for making video houses to be a negative input in student drug abuse. In line with this, the attempt to associate the stylish usage of such drugs as alcohol and tobacco with flamboyant stage persona of most actors remains to be yet another scenario pushing young movie goers into the world of drug-addiction. Finally, the male student respondents who perceive video houses to have negative impact in the relatively higher frequency of their visit to video houses compared to their female counter parts.

VI. Role of Khat House vis-a-vis Drug Addict

Role of Khat House	Respondents					
	Male		Female		Total	
	F	%	F	%	F	%
Positive Impact	27	3.31	21	2.58	48	5.89
Negative Impact	391	48.03	341	41.89	732	89.92
No Impact	18	2.21	16	1.96	34	4.17
Total	**436**	**53.55**	**378**	**46.43**	**814**	**100**

Unlike video houses, discussed in the preceding section, the negative impact of khat houses is rather spectacular in that they are meant for vending and catering for the use of one of the common addictive drug khat. Accordingly khat houses represent an indispensable cite for youth drug abuse as they offer varying degrees (in terms of comfort) of khat chewing ceremonies together with such other drug as tobacco. In this respect khat houses are known to be the most favored destination of khat-chewing and tobacco smoking high school students who wish to enjoy the drugs in a relative ease and freedom. First of all khat houses offer a conducive atmosphere for khat-chewing students and smokers to use the drugs without suffering a reprimand from their parents or peoples objecting to their habit. Secondly, khat houses allow the drug abusing students to chew khat and smoke cigarettes sharing their thoughts with peer groups or other like-minded persons. In another context, the company of non-abusers with students regularly visiting khat houses arguably exposes the latter to experiencing khat chewing and the consumption of related drugs. Needless to say, the non-abusers frequent appearance to khat-houses with their khat-chewing school mates would gradually-accustom them to the world of khat-chewing and cigarette smoking. At the end the non chewers may ultimately turn out to be full fledged abusers of the two drug-substances i.e., khat and tobacco as of right.

VII. The Role of liquor House

Role of Liquor House	Respondents					
	Male		Female		Total	
	F	%	F	%	F	%
Positive Impact	79	9.70	84	10.32	163	20.02
Negative Impact	296	36.36	219	26.90	515	63.26
No Impact	61	7.49	75	9.21	136	16.70
Total	**436**	**53.55**	**378**	**46.43**	**814**	**100**

As in the case of video and khat houses, discussed in the preceding sections the role of liquors houses is something of interest for any researcher poised to find out the prevalence of youth drug addiction. In fact, a careful consideration on the impacts of liquor houses is a focal point of studies in high school student drug-addiction First of all, the very fact that liquor and alcoholic drinks in general being drug substances suffice to explain why impacts of liquor houses need to be assessed. The second reason may be the up-bringing of most high school students within a society cemented with a tradition where alcoholic drink is considered as an accepted hobby for uncommon to see local liquors (e.g. Tej and Tella) as well as imported ones being the most favoured refreshment inputs in holiday events and other ceremonies. In effect, the wide availability of one or the other forms of alcoholic drinks in the family abode has paved the way for high school students' exposure to the same from their early childhood concerning the effect of liquor houses in high school student drug abuse trend; their impact is shown to be as complex as the very drug related problems themselves. This holds true as liquor houses provide drugs to be taken together with other drugs.

VIII. Prior knowledge about effect of drugs

Prior Knowledge	Respondents					
	Male		Female		Total	
	F	%	F	%	F	%
Yes	104	12.77	98	12.04	202	4.81
No	332	40.78	280	34.39	612	5.18
Total	**436**	**53.55**	**378**	**48.43**	**814**	**100**

In the above table 332 (40.78%) of the respondents claiming to have no prior knowledge about effects of drug-use. This proves that ignorance on the danger of drug-use being one of the most important reasons behind increasing trend of drug abuse amongst high school students. Yet, the data reveals that, the impact of lack of prior knowledge as to the awareness of effects of drug is influencing a large proportion of male students to drug-related health and socio-economic risks than that of their female students. On the contrary, it is shown that knowledge on the prior effects of drug-use being identified for both genders and too abysmal to deter the prevalence of drug abuse both among male and female students.

Given this worrisome trend, awareness campaign on the evils of drug-use for youngsters fight from their formative years is crucial. In particular, sensitising students or young ones should be considered matter of prior concern for teachers and parents alike. Moreover, a realistic approach capable of creating a feeling of distaste for the habit of drug-use on the minds of youngster shall be worked out. For instance, the parent's of teacher's commitments to show the virtue of drug-free life style is more fruitful than a mere advice on the problems of drug-use. This includes avoiding the use of any drugs in and around household units/school premises coupled with bearing a neat personality, professional integrity and responsibility to take care of family matters.

IX. Reason for up ward Trend

Reasons	Respondents					
	Male		Female		Total	
	F	%	F	%	F	%
Company of friends	112	13.76	192	23.59	304	37.34
Curiosity	206	25.30	121	14.86	327	40.17
Bad Treatment	39	4.79	21	2.58	60	7.37
For Pleasure	79	9.70	44	5.40	123	15.11
Total	**436**	**53.55**	**378**	**46.43**	**814**	**100**

The place of curiosity and company of friends as the biggest reason for male and female drug abuse respectively suggests that Gender plays a crucial role in determining the level of influence from a particular factor affecting the role of drug abuse. As to the male ones the fact that the use of most drugs is usually, the men's domain have greatly contributed for the male student's curiosity to experience and discover the effects of drugs more than their female counter parts. Moreover, the portraying of the drug life, often with, a strong, stylish and care free figure by advertisements or societal attitude has made a significant contribution for male students. More often than not, the female student may feel rather free to use drugs when he/she stays with peer group who are not serious about objecting drugs. In other cases peer groups may pressure the female student to use drugs through various forms of manipulation. Thus, for example during times of party and trip making the female student may be compelled to use various drugs like alcohol and tobacco in order to avoid disdain or harassment from his/her friends using the drugs in the party. Bad treatment and longing for pleasure; seems to be less influential in increasing the trend of drug abuse as they enable the drug using student to realise the pros and cons of drug abuse. Hence, a student whose motivation to drug-use is driven by the desire for pleasurable experience or to avoid the emotional pain from bad treatment soon understands that the harmful curiosity is the foremost influential factor for upward trend of high school drug abuse. Moreover, the adolescent stage of human development is uniquely characterised by the desire to taste or experience new objects and/or phenomena. Thus unlike other people, high school students most of whom are adolescents often show a high tendency to practice drugs merely out of inner feeling to realise the actual effects of drug through tasting the same. Here, the crucial point to consider is that, curiosity's role is considered as push factor for young student addiction often in case of first-hand exposure to drug-use.

X. Reason for Down Ward trends

Items	Respondents					
	Male		Female		Total	
	F	%	F	%	F	%
Better School Management	225	27.64	193	23.71	418	51.35
High cost of drugs	114	14.00	102	12.53	216	26.53
Awareness	97	11.91	83	10.19	180	22.11
Total	**436**	**53.55**	**378**	**46.43**	**814**	**100**

The fact that better school management is the number one reason for downward trend of drug abuse reflects that appropriate supervision in school administration is the ideal option to curb students' use of drugs. The relatively lower level of importance for high cost of drugs and awareness as reason for

downward trend suggests that student's motive to use drugs will be seldom altered by indirect pressures. From these finding, one can conclude that an overt act with consequences on students' violation or applicable rules of ethics by the management is much fruitful to distance the students from drug abuse than crude forms of pressure (i.e., cost of drugs) or awareness. To elaborate it further; compared to financial constraints and awareness, better school management is functional in that it is characterised by a regulatory frame work whereby the student faces sanction from the school management when he/she contravene the agreed upon ethical rules. On the other hand, high-cost of drugs and awareness are relatively less helpful to deter students from drug abuse since their fruitfulness or otherwise is highly dependent on the financial capacity of the student in question or his readiness to materialise the advice he receives. To put it simply, the student may tend to say "why not using the drugs" if in case his pocket is fat or faced with a situation which may compromise his awareness on the harmful impacts of drugs.

Discussion

1. Family Background

To state the obvious, family background on the use of drugs is influential in determining students' tendency to get into drug addiction. Thus, students brought up in a family practicing drugs or that shows leniency in stressing the adverse impact of drug–use are highly susceptible for experiencing drugs.

In this context, the practice of drug-use by the family appears to be much more significant in pushing youngsters towards the drug abuse than that of leniency. This is the case whether the drug is used in the household unit or some other place outside family home. In this regard, it is indispensable to underscore that though not in the scale of drug–practice at house hold unit the use of addictive drugs outside family home has its own contribution in acquainting children with the habit of drug-use. Hence, a child with frequent exposure to a some what related emotional mind–setting seen by a family member entering home under the influence of drugs may be led to think that drugs are recreational inputs Foerhaned et. al, (1977) found in their study that drug abusers family was the major contributing factor for this behaviour. The salient features included are absent or weak father, over protective, over indulgent or dominating mother. There was hostility or conflict between parents, who were inconsistent in maintaining standards of behaviour for the children and often set unrealistic goals for them. Male drug abusers were found to have disturbed relationships with one or both parents, and 1/3 of the parents were heavy drinkers. Thus, a combination of satisfactory socialisation process and problems related to self-esteem is the characteristics of serious drug abusers.

The common case illustrating this assertion may be the situation

witnessed in those families where one of the members gets into home drink regularly. In this section, attempt is made to look into the ramifications of family drug–use on the students' attitude towards drug–use based on the manner of the latter's exposure– direct and indirect.

1.1 Direct Exposure

Direct exposure comes into picture when, the family members practice drug–use in the family home in front of children. Here, the practice will have a direct effect in shaping the youngster's mind to view drug–use positively. One of such effects is the unconscious feeling developed by children to long for the drug experience at home due to the stimulation they receive from the drug–tainted atmosphere. The typical case depicting this scenario is the chance of children being passive smokers. The inhaling of the cigarette smoke by children will expose them to the nicotine of the cigarette and makes them passive smokers. Eventually, their regular exposures to the nicotine will gradually leads to emotional and psychological dependency Yet another effect of drug–practice at family home would be the impression it creates on the youngsters mind regarding the importance of drug–use for recreation and/ or social life. In line with this, drinking alcohol and smoking cigarettes during holiday occasions by family members persuade students to consider such drug substances as notable recreation inputs. Further more, the practice of

khat–chewing ceremonies by family members and their friends at home will make, the student to belief that khat–chewing is useful leisure time hobby to strengthen social life. Similarly, in the family home the young student may be convinced to chew khat during study time with a belief that it helps for concentration. To conclude, the aforementioned discussion shows that the use of such drugs as tobacco, khat and alcohol plays a pivotal role in deriving students towards drug–abuse either unconsciously or by virtue of appreciating the apparent recreational or social value of the drugs.

1.2 Indirect Exposure

Unlike the previous case, indirect exposure result when a family member practices drug-use outside family home because of various reasons alcoholic drinking is useful to get relief, where a family member rushes to liquor houses i.e., grocers at the time of emotional distress or bad feelings it conveys the message that alcoholic drinking is useful to get relief. By the same token, the relaxed mood and at times sniff the student experiences from a father or elder brother who get into home sipping alcohol at night takes alcoholic drinking as a common type of refreshment after a busy work schedule. Still the other aspect representing indirect exposure may be the involvement of the family in drug selling or catering business. In line with this, while no family members is drug–user the

opportunity the student gets to witness the use of him/her to the world of drug addiction. Needless to say this is a common phenomenon in such family who run drug business as – liquors and khat house. Thus, situation becomes grave when the said business is in the surrounding of family home.

As a summary, we can say that family background in the use of drugs is essential in deciding the students' fate drug addiction for good or bad.

2. Curiosity

For obvious reasons, being curious to try something is a typical behaviour of youth. And since the majority of high school students are teenagers they are not exempt from this natural feeling. One of the experiences where high–school students become curious is shown to be the practice of drug–use. Regardless of the young students' knowledge about the dangers of drug–use, he/she may be inclined towards tasting drugs just out of curiosity. Thus, he/she may decide to take drugs either for proving him/her theoretical knowledge about effects of drugs or driven by the desire to experience the emotional feeling on the other drug–user. From these two push factors however, the need to share the emotional feeling present during drug-use, appears to be the usual phenomena making students curious about drug–use. Yet another reason for students curiosity for drug-use may be the style and charm deployed by the drug–user or the association of modernity and fastness with drug using inmost commercial advertisements. To sum, a close look at the causes of students curiosity to use

drugs reveals that it simply, using a variety of drugs are perceived as a quintessential leisure time hobby in modern sophisticated and care free societies. In this equation, the personality of the drug–users and the tantalising message of advertisements plays a pivotal role in fueling students' curiosity. As to personalities movie stars with infectious style and glamour remain to be at forefront to captivate young students to the world of drug abuse. The mesmerising style and look seen from a particular actor while smoking a cigarette or drinking a glass of wine is often the most precious scene attracting young students. Moreover, such drug experience by the movie star is considered by the young viewers as a complement to a well–groomed personality. By the same token, in music video clips episodes of alcohol drinking scenes or songs with lyrics of revelries contribute for youth drug–use. In this context, the pressure from intellectuals' life style is worth noting. Specially, the impact from the life style of those thinkers and scholars in such fields as philosophy, the arts and literature is something of interest to discuss. More often than not, the conventional wisdom is to consider philosophers, painters and novelists as someone who cherishes a simple life were as the center of it is the assumption that using drugs on meditating on spiritual matters and transcend world.

3. Khat house

The term Khat-house refers to the name given for those small shops vending Khat with additional service of catering khat-chewing ceremonies. The ever-growing

numbers of khat-houses in Addis Ababa reflect a pretty good deal of differences in the service they offer to customers. We found such Khat-houses with a fairly comfortable setting for someone who wishes to enjoy a lavish Khat-chewing ceremony. Here a separate room will be reserved for the chewer or chewers with a neat mattresses and best pillows to be used by the customers' in private. The other types of Khat-houses which are rampant across towns are characterised by a less comfortable atmosphere where the customer chews the Khat by merely sitting on a stool or benches sharing with other persons.

Regardless of the aforementioned distinctions observed from khat-houses, they entail the same effect in exacerbating addictive behaviour among youth. In both cases, the additional services of offering cigarettes and Sisha along with soft drinks shows the great potential of khat-houses in contributing to the exposure of the young one's to complementary drugs. As many of these houses are found in the neighbor hood of schools, they are a fertile ground for breeding young addicts at alarming rate. Furthermore, the availability of services in khat-houses for a good part of the day and privacy accelerated youth addiction.

4. Video House

Video houses are the main entertaining centers of the Ethiopian youth with the adverse effect of flourishing addiction. No less, the low sum of the fees charged for the movies – most of which are in the region of two to five Birr is the other contributing factor for students accessibility to the video - house in most major cities and towns especially in Addis Ababa. The metropolis, video houses are situated in shanty towns offering less comfortable accommodation, with abundant supply of drugs like cigarette and khat. The viewers, mostly teenagers found it an ideal place to Chew Khat and viewing western films full of violence and obscene objects. Such infamous movies and video clips rampant across the cities are by far the most important inputs herding the youth to the need of addiction. Even worse, the fact that the large number of these video houses in the neighbourhood of high schools complain one to be keen on assessing their pivotal role in the prevalence of addiction. No less the fact that the price charged is another contributing factor as it does not affect much the pockets of many youngsters who appear to be more than willing to pay in the order of two to five birr.

The influence of the aforesaid phenomena remains to be profound in the residential area as well as the surrounding of school compound. Most if not all, students will sit chewing Khat as panacea to get rid of their home–sicknesses and above all to be smart in academic performance. Then, the youngsters will invest a great amount of their money to be sent by their family or those who help them in regular intervals.

The interesting point to note here is that the khat-chewing and cigarette smoking behaviour thus started will inevitably lead them to be immersed into alcoholism. The some what four years study time within the high school accompanied by the challenging atmosphere and frequent poor performance in their academic work

ultimately result in the production of a fully addicted man.

As explained above, the study represents one of the paradigms whereby companies of friends maintain a prominent place in producing a young candidate to join the world of addict.

2. Upward trend of addiction

Company of friends

Peer groups impose a strong influence in shaping the over all behaviour of the youth. Lather (1993) points out that the influence of friends or peer group on the incidence of drug abuse is decidedly very high. Types of individuals with whom a person associates in adolescence and the role models chosen for emulation affect illegal drug behaviour. Though the influence of peer may not be exclusive but it is one of the major components in deciding the drug abuse behaviour. An individual already encountering a weak family system, lack of affection and emotional problems may be more prone to peer pressures.

One of the formidable challenges the young man faces from his groups is the struggle to convince his friends about his stand on addiction. Accordingly, a pretty good deal of young men and women may pay a huge sacrifice in terms of stigma and discrimination from their colleagues due to their firm stand on rejecting drugs. In fact, the temptations continuously pouring the company of drug abuse friends are so multi-faceted that it impairs an exhaustive listing. But to mention a few issue, party making and style appears to be the notable rationales deriving them to join the world of addiction. Among these, the pressure

present at the time of studying is often too big to overcome by the student.

During study time, In this regard, it is not the case that all types of drugs will impress the youngster as instrumental in successful academic performance. At least, among school boys– a well–thought and fully concentrated study is synonymous with chewing khat. For anyone eager to know the where about of many high school students during exam time, he may end up looking them chewing khat in their respective confinement be it in their small study room or the khat-house.

For those high school boys, their perception that studying in group to be a much more useful approach will prompt them to arrange a possibility where by they may share their understanding of the subject matter they are studying with fellow friends. To this end, they will decide to pass a certain period of their study time with their classmates or other students in their study room (tinat bet) or in any favorable place. Here comes the very first episode to let them into an addictive behaviour. In such cases, the group of young men thus gathered for study will agree to have a small bunch of Khat merely for the purpose stimulating them for a good concentration to handle the study. In other occasions, initially reluctant member of the group may join his/her Khat chewing either persuaded by their justification regards the khats stimulating power or after considering the terrific energy the chewers manifest while reading their books.

In due course, the humble beginning of chewing a handful of khat will give way

to a much bigger consumption accompanied by smoking cigarettes. What's more, in the ensuring periods – the young man will find himself unable to read his books and even attend classes (especially in afternoon time) unless he took a handful of khat leaf.

3. Down ward trend of addiction

3.1 Management in to the School Setting

Effective administration in the management of high school education is instrumental in fighting addiction culture among adolecents. In this regard, the role of teacher and the management organ is crucial. In view of this, the possible roles to be played by the teacher and the high school management are presented as follows.

3.2 Teacher

On the part of teachers, each and every staff is required to employ all sorts of preventive measures capable of distancing students from addictive behaviours. As such the measures taken should have the effect of ensuring the suppression of youth addiction within the framework of the teaching - learning process. To these end, the notable under takings by the teacher include:

(a) Teaching Methodology targeting behavioural change.

This approach, essentially come in to picture while the teacher is imparting the basic concepts of a particular discipline in the classroom setting. Here, it is required from every teacher to make a valid link between the concepts embodied in the course with

over all health and personality make up. So much so, the teacher may utilise the teaching forum to install the basic purpose of learning the ideas of the particular course in exposing the evils of addiction. For instance, the teacher will have opportunity to emphasise the health risks involved in drug addiction while teaching such courses as Biology and Physical Education. By the same token, he/she may raise the awareness of students regarding the disability effect of drug-use with regard to personality while teaching such course as Civics and Education. For effectiveness, the teacher would deliver the underlying concepts through such methods as dialogue, discussion and debate to be conducted among students. Applying such additional teaching methods as offering the course though showing documentary movies and filed trip will have a better consequence.

(b) Private consultation

Besides the aforementioned approach, private consultation to be made with the teacher and students provide a positive return. In particular, this approach will prove successful rehabilitate those students whose life is being ruined by drug addiction. In case of addressing addiction problems relating to those who have already experienced it. Accordingly a teacher discourages a student using drugs in public or exhibiting bizarre behaviour from the effect of drug-use. The private consultation with the student will have useful result for himself as well

as other. This is so, because the confidentiality he/she enjoys will make him/her understand the ill-consequences of drug greatly.

(c) *The Maintenance of responsible personality and good ethical conduct*

Need less to say, the maintenance of responsible personality and good ethical conduct serves as a powerful tool in the struggle against adolescence addiction. Understandably, the most common traits observed from teacher with drug addiction have adverse impact in the future. Hence, the manifest recklessness often seen in the overall personality and inter-personal relation of the addict teacher will leave a dangerous impression on the youngsters mind taking the situation as something normal. Consequently, the defects seen on the addict-teacher's personality like dressing style, emotional stand will lead students to consider as an icon. Sadly, those who follow his/her style will end-up in developing defective personality with a profound effect of undermining the teaching profession as something worthless. Conversely, when a teacher is free from drug-addiction he is taken as role model.

(d) *Avoiding intimacy with students while experiencing drugs*.

At times when the teachers reveal a compulsive desire towards the use of drugs, he/she must do it in private. In line with this, the teacher must refrain from sharing his drug exposure with students or experiencing it within the premises of school compound. At this juncture, it is necessary to recall that–sharing of drug-use ceremonies like- khat chewing and alcohol with students to be the most irresponsible act. Thus, it remains a fundamental duty not to share drug-use with their students as a sign of friendliness and intimacy.

3.3 *The school management*

More than any party, the school management bears a special responsibility to avert the prevalence of addiction culture among high school students. The salient points need to be considered here includes:

(a) Code of conduct for students apart from the general awareness campaign that may be launched by the school management, issuance of rules and regulations is essential to forestall the threat of drug addiction. Here, the particular rule and regulations dealing with drug abuse shall be consolidated in one issue and be accessible to the student. At this juncture, it is indispensable to stress the need for participating students and parents in the preparation of the ethical code to have successful return. While punitive measures are necessary to deter would be addict students from drug-use and further drug abuse the main purpose of the code of conduct must be rehabilitation and correction. Having regard to the circumstances of the case, it is advisable to present the measures that ought to be taken ranging from written warning to dismissal.

(b) Avoiding addiction friendly atmosphere in and around the school: First of all, the management must ensure that addictive drugs like alcohol and tobacco are not available in student lounges and other refreshment areas of student within the premises of the school. In the same way, the management should exert most effort to clear the surroundings of school premises from business offering addictive drugs. In this regard, given the prevalent khat vending shops in the surroundings of most high school, the management is expected to act consistently to tackle the problem. It will be fruitful if the management makes the programs in collaboration with concerned organ.

(c) Encouraging students to involve in extra curricular affairs is the other possible issue to fight drug addiction by creating conducive atmosphere for the students. Such scheme may be undertaken through organising student with various clubs like Anti Drug Clubs and Anti AIDS clubs. The other alternative is prompting student participation in community services like helping addicts within the society through awareness campaign and other systems.

3.4 Bad treatments

The student receive from his/her closemates e.g. Parents, teachers and classmates is often shown to be one of the major causes of bad treatment in subjecting the young student to feel sense of worthlessness and takes a defeatist attitude. This in return, will pave the way for the students search to a sort of sanctuary where he/she feels safe from the organising psychological pain resulting from others offensive approach. Accordingly, in a pretty good deal of instances, high school students suffering solitary life or guilty consciousness by virtue of bad treatment and drug addiction.

3.4.1 Hostile family

The family life is crucial forum where the high school students learn the art of leaving. Thus, the approach he gets from members of the family parents, brothers and sisters will decide his overall perception of his life and how to handle it. So much so that, if the student receives low level of parental affection or that the care and attention he/she gets from his/her loved ones –especially mother and father then, this will let him to develop inferiority complex. To sum, the mentioned cases of hostile family atmosphere are manifestation of bad treatment against the high school students. To escape the problem of identity crises and mental stress brought about by the bad treatment the high school students will restore to drug-use. The relative calmness and sense of fulfillment he/she enjoys from consuming drugs like: khat, cigarette, alcohol persuade him/her to experience these addictive substances as the need arise. Nonetheless, the short–lived nature of the emotional serenity (calm and quite) from the drugs use will force him/her to return back to the painful status. Ultimately the relapse of full fledged addiction to continual use of

drugs culminating in the uncomfortable emotional setting gave way to continual use of drugs culminating in full fledged addiction.

3.4.2 *School*

At the school, he/she faces bad treatment from teachers and his class mates. On the part of his/her class mates, the usual ways manifesting bad treatment are the disdain and stigma they may face from their classmates. On the other hand bad treatments from the teacher get expression when the teacher launches fierce criticism on the student for the latter's frequent–ill-performance in his/her academic undertaking. Furthermore, a not so friendly remark of the teacher regarding the students' loneliness or other unusual behaviour before his/her class mates could be taken as a source of bad treatment.

The aforementioned ones and other cases of bad treatment from the school commentary often serve as a catalyst to push the high school student into drug abuse.

4. Liquor House

The prevalence of liquor house and/or night clubs in the surroundings of high school compounds as well as the residential locality of youngster's increases the probability of drug abuse among the youth community. The liquor house offering alcoholic beverages may vary in terms of the alcoholic drink available for sale as well as the extent of luxury they provide for the clients. Accordingly, the liquor house range from house hold units, serving such traditional drink as tella and katicala (locally prepared alcoholic drink from cereals) to beer grocers and lavish night clubs offering local and imported alcoholic drinks. However, all the liquor house entail identical effect in that they end-up in accustoming students with the experience of alcohol consumption. This in turn paves the way for exposure to use other drugs as cigarette and other hard drugs.

In the context of youth drug addiction, while the decision to experiment alcoholic drinks remains to be principally dependent on the interest of the individual concerned, the role of liquor house can not be underestimated. The prevalence of liquor houses in the surroundings of the youngster's residential locality or school is easily accessible to utilise alcoholic drinks. In most cases such will be the case in relation to those local drinks prepared at house hold level. The fact that. many of the youngster's opportunity to get such local drinks as tella, tejje, and katikala while living with parented home easily pushes them to visit liquor house when the opportunity to get the drinks at home is absent. Furthermore, this acquaintance with the experience of the alcoholic drinks at home in frequent holiday occasion will lead them to consider drinking the liquor to be something normal and a typical leisure time habit. Thus, when ever the young man is sure that he has some money in pocket he will be entitled to visit the local liquor houses. It is important to consider that the relatively cheap price of the liquors to be another contributing factor driving the youth to liquor house.

The other occasion where a student become vulnerable to the trend of alcoholism is the peer influence they may face to visit liquor house. In this case the young man's exposure to make his study together with his class mates or colleagues present's a favourable atmosphere to use alcoholic drinks. Thus, when youngster's gather together to study their education there emerge a variety of ideas sought to be effective for well-thought study. Among these, the option to study by chewing khat in group. The majority of cases get the approval of many of the students studying there. What's more, at the end of the study session many propose to sip couple of glasses of alcoholic drinks to get relaxation from the light mind setting . Interesting enough, the lack of having enough money and the fear of societal condemnation will lead the students' to bring a few glasses or bottles of alcoholic drink from the nearly liquor store and enjoy together at the very place they have been studying. In this way they will find themselves protected from going to far away places and relax with an alcoholic drink with minimum cost and without suffering public condemnation. To conclude the prevalence of low-piece traditional liquors in the near by places provides a significant contribution to expose students who opt to enjoy the liquor in group and privately.

The third type of possibility where the near by liquor house attract student for drug experience. In case of party making there, the notable candidates appears to be high school students. Thus frequently it has been observed that most of students decide to make get-together in night clubs or other liquor houses especially when they finish their studies at the end of the semester or after taking exams, accordingly in order to return back to there learning place on time, they opt to go to near by night clubs or liquor house and enjoy the night there, they feel a tremendous sense of joy and freedom allowing them to taste other type of drugs like cigarettes and other hard drugs in particular the rare opportunity to enjoy with other fellow students result in the ample possibility of sharing each other's experience to use other drugs in the greatest freedom possible like tobacco.

In short, as explained in the aforementioned point, the prevalence of liquors houses in the surroundings of the youngster's dwelling place or his school compound creates conducive atmosphere to acquaint him with alcoholic drinks and tobacco. Even worse it will give him the frequent opportunity to visit the liquors houses freely either in private or in group when he feels bored or depressed. The ultimate effect will be familiarising the young man with astonishing array of alcoholic drinks and ample opportunity to abuse and misuse other drugs like cigarettes.

Summary and Conclusion

It goes without saying that drug abuse represents one of the formidable challenges facing about all societies in the world. Interestingly enough, the ill-effects brought about by drug abuse are largely felt through the alarming rate of the youth generations increasing trend of easily failing prey to the dangers arising there from. The very biological make-up swift emotional response observed from the youth community in general is by far most significant factor

contributing for frequent suitability of youngsters to drug-use.

In this sense the substance constituting drugs are composed of those psychoactive substances such as Maruana, Heroin and barbiturates substances as tobacco and alcohol. Nonetheless, in majority cases the realty shows that the society's general attitude to consider those psychoactive substances as heroin and Maruana as drugs disregarding tobacco and alcohol in terms of altering body function and behaviours is a matter of common knowledge among the public frequent utility of the substances. In fact despite their bad effects alcohol and tobacco are generally considered to pose less of drug related problems like that of the hard drugs such as Heroins, Maruana. For example most of the clinical studies conducted so far do not include alcohol as part of the drug problem. With regard to the concept of the term 'addict' and addiction we still face with a fairly good deal of division as to this constituent elements most of the scholarly works undertakes in the meaning of addict as a person who habitually uses habit forming drug which is detrimental to the individual in such a way that it endangers public moral, health, safety or welfare. Further more an addict is characterised by a behavioural make up with over pressing need or compulsion to continue taking the drug as a way of coping with his problems. On the other hand addiction is understood to be a state of periodic or chronic intoxication with drugs through repeated consumption.

An abiding theme in this study is examining the main factors for abuse of drugs among preparatory and high school students in Addis Ababa, Ethiopia. To this end a study is made on the experience of students in 8 preparatory and high schools of Addis Ababa in relation to drugs (alcohol, tobacco and khat) as the findings of the study shows, currently drug abuse is prevalent among preparatory and high school students in Addis Ababa.

- The study reveals that these three drugs (alcohol, tobacco and khat) to be mutually interdependent in deriving the youth to plunge in the culture of drug addicts.

- Multiple drugs used by preparatory and high school students in Addis Ababa are alcohol, tobacco and khat. On the other hand, the result has shown that the aggregate number of male drug abusers is higher than that of the female ones. The numerical dominance of the male student abuser is reflected both in the use of single and multiple drugs. Nonetheless, the figures representing abusers of a particular drug depicts a different picture where female out number in a certain drug substance while the male ones excel by others. Accordingly female students were found out to be the biggest abusers of alcohol while their male counter part represent the higher percentage in the abuse of the other two drugs i.e., tobacco and khat.

- Company of friends, curiosity, bad treatment and longing for pleasure to be push factors representing upward trend of drug-use. While, better school

management, high cost of drugs and awareness as pull factors with a downward impact. Yet, family background and prior knowledge also the impact of drugs were known to be contributing factors in shaping students attitude toward drug.

Below are the details of the findings pertaining to the impact of the prevalence and the etiology prevailing drug abuse in the students.

- Better school management was proved to be the major factor behind a slow rate of drug abuse among both male and female students followed by high cost of drugs and awareness. Furthermore, the percentage attributable for awareness as the least figure by far shows the limited impact of acquaintance over the pros and cons of drug-use to reduce culture of drug abuse unless backed by other factor. The percentage composition in both categories also revealed the pivotal role of better school management in reducing drug culture excelling the figures pertaining to the other two stems with a double digit. Nonetheless, the percentage for high cost of drugs and awareness in both male background and female categories remain to be slightly different. Accordingly, the disparities of the figures among the respective categories were found to be minimal differing only with a mere fractional value.

- The data proves that the degree of drug abuse is noticeably high among older age groups. This in turn, shows that older age groups in the high

school student community are more prone to drug related socio-economic and health hazards.

- Furthermore, the percentage distribution on the use of a particular drug-substance varies within the opposite sexes. In view of this, the data reveals that females being the largest numbers of alcohol users while the male ones out numbers in the other two drug substances i.e., khat and tobacco.

- As to the male ones, seeking for pleasurable experience, company of friends and family experience are cited as the main reasons to the influence of family background and peer group influence.

- The data proves that the prevalence of drug–abuse among high school students has reached a worrying level. On top of this, it also indicates that the level of students drug–abuse is widening its scope due to multiple drug-use

- In particular, the history of drug–use and approaches of child rearing within the family are influential in shaping the perception of students towards drug abuse. To this end, the respondents in both male and female categories have mentioned that all the three cases i.e., family members' drug-use, lack of affection and lack of control help increase the prevalence of student drug abuse.

- The percentages relating to the items 'positive impact' and 'no impact' lags behind that of 'negative impact' by a double digit figure. This marked difference is an irrefutable proves that video houses play a remarkably

negative role in the fight against student drug abuse culture. Parallel to this, the huge gap between the percentage of male and female respondents as regards to 'negative impact' is an indicative of influencing male students to drug abuse. The reasons for this trend are as numerous and complex as the problems themselves.

- The wide availability of such additional drugs and the frequent use of these drugs by other Khat chewers in the khat-house will make the young man vulnerable to chronic habit of multiple drug-use.

- Exposures of high school students to liquor houses highly increase the risk of joining drug abuse culture among young high schools/preparatory students.

- Though, the figures attributed for male and female respondents reveal noticeable gap, the data proves that the number of subjects having no prior knowledge on effects of drugs is far more than those having prior knowledge.

- The factors affecting the etiology of drugs among high school/ preparatory student community were diverse reason in this regard company of friends, curiosity, bad treatment and pleasure stands for up ward trends.

- The high percentage of response accorded to "better school management" for more than that relating to the other items is a clear sign that a strict regulatory frame work at the school setting result in a huge deterrent effect no matter how conducive the atmosphere for drug abuse.

- Students brought-up in a family practicing drug or that shows leniency in stressing the adverse impact of drug–use are highly susceptible for experiencing drugs.

REFERENCE

AMATORA, S.M., D. PEJER 1957. *"Expression of Adolescents Interests,"* Gener. Psychology. Monogr., 55. pp. 173-219.

AUSUBEL, D.P. 1958. *"Drug addiction: Physiological, Psychological, and sociological aspects".* New York: Random House

BANNERJEE, R.N. 1963. "Prevalence of habit forming drugs and smoking among college students: A survey." *Indian medical Journal,* 57,193.

BLUM,R.H. et, al. (1972) *Horatio, Alger's children.* San-Francisco: Jossey-Boss.

CONNELL,M. J.V. 1977. *Understanding human behaviour. An introduction to Psychology* (Second edition). New York Holt, Rinehart and Winston

DOWNS, W.R, 1985. "Using panel data to examine sex difference in casual relationships among adolescent alcohol use, norms, and peer alcohol use". *Journal of Youth and Adolescence,* 14(6), 469-487.

EZEKIEL GEBISSA (2004) *Khat, Leaf of Allah,* Eastern African studies, Ohio University pressU.S.A

GUPTA, M. 1981. "The problem of urban girls and their effect on paired associate learning"Abstract of PhD. Thesis In : Buch, M.B. (ed) third Survey of research, in education (1978-1987) New Delhi, India : NCERT 1987, p. 357

GOSWAMI, N. 1980. "Adjustment problems of school going adolescent girls, and the development of an adjustment inventory for their measurement" Abstract of Ph.D. Thesis in Buch. M.B. (*Ed.*) third Survey of research in education (1978-1983) New Delhi, India:NCERT, 1987. pp. 353-354

HURLOCK, E.B. 1967. "Adolescent Development". McGraw Hill Inc. USA.

KANDEL, D. and R. FAUST, 1975. "Sequence and stages in patterns of adolescent drug-use". *Archives of General Psychology,* 32, 923-932.

LATHER, A.S. 1993. "Drug Abuse among students." Arun publishing house (p) LTD., Chandigarh

McMANUS, I.C. and S.J. WEEKS, 1982. "Smoking Personality and Reasons for Smoking" *Psychological Medicine,* vol.12 (2).

MEISSNER, W.W. 1961. "Some anxiety indications in Adolescent boys", Journal of Genetic Psychology, (64), pp. 251-257

McLAUGHLIN, R.J.BAER. and *etal.*, 1985. "Psychosocial correlates of alcohol use at two age levels during adolescence". *Journal of Studies on Alchol*, 46(3): 212-217.

MILLS, C.L., and H.L. NOYSE, 1984. "Patterns of initial and subsequent drug-use among adolescents," *Journal of Counseling ands Clinical Psychology*, 52 (2) 231-243.

NATIONAL COMMISSION on MARIJUANA and DRUG ABUSE 1973, "Drug-use in America. Problem in perspective." Washington. D.C. government printing office

NAHAS, 1981 in Al-Mehal *et.al* 1983. "Characteristics and evaluation of Saudi Arabian khat". Madagascar

NELHANS, 1974 in Al-Meshal et.al 1983. "Characteristics and evaluation of Saudi Arabian khat". Madagascar

POTVIN, R.H. and C.L. LEE, 1980. "Multistage path models of adolescent alcohol and drug-use", *Journal of Studies on Alcohol.*41 (5), 531-542

REDDY, M. 1966. "Adolescent Adjustment" Abstract of PhD. Thesis in Buch, M.G. (*Ed.*) second survey of research in Edu". .Baroda, India. SERO, 1979 P. 229

REDDY, N.Y. 1966. "Adolescent Adjustment." Abstrasct of PhD. thesis in Bush, M.G. (ed) Second survey of Research in Edu. Baroda, India. SERO. 1979 P. 229.

SMART, R., and D. FEJER, 1972. "Drug-use among adolescents and their parents: Closing the generation gap in moon modification". *Journal of Abnormal Psychology*, 779, 153-160.

SHAFER, R.P. *et.al.* 1973. *Drug-use in America: Problem in perspective. Second report of the National Commission on Marijuana and drug Abuse.* Washington, D.C: Government Printing Office

SCARBOROUGH, H., 1981. *Adolescent Development in cotemporary.* London and Boston, Routdge an Kegan, Paul

SIDANA, U.R. 1977. "A developmental study of fears in children." Abstract of PhD. Thesis in:Buch, M.B. (Ed) third Survey of Research in Education New Delhi, India. NCERT, 1986 p. 417

SHARMA, P. 1988. "Age as a development factor and patterns of Psychological problems of Psycho". Abstract V. 75 (4-6)

Emerging Role of Higher Education for Human and Social Development

RASHMI SONI*

Abstract

As centers of production and dissemination of knowledge and training, higher education institutions are well positioned to link the local and the global. This gives them considerable access to and influence over change processes in many societies; this enhances their potential to contribute to human and social development. They are therefore, called upon to play a fundamental role in building the society. The paper throws light on the emerging role of Higher Education for human and social development. It has tried to highlight some strategies, actions and plans for reforms in university curriculum, teaching methodology and consideration of new approaches to education and social involvement. This is a crucial moment to revisit the role of higher education, starting with the present and the past, to project visions for the future. University-society interface can help in tackling social problems that lead to overall social development.

Nature of Indian Higher Education

Education is the most critical input in shaping human destinies. The social opportunity for developing human capability is the key towards a more equitable and efficient society. The natural potential of any person requires educational inputs to provide a framework for individual development. The goal of education is to make human beings improve the quality of life in the society. While basic education provides a framework for skill development, it is higher education that provides the edge towards the ability of individuals and nations to compete and survive in the global world. Higher education is also a form of social development as ultimately it is the improvement in the lives of the people that determines the success of such efforts. Education, in order to be meaningful to society, has to promote a culture of participation, sharing and brotherhood. Education based on narrow selfish interests and pursuits often become self-defeating as it deprives the

* Assistant Professor, Mahila Vidyalaya P.G. College, University of Lucknow, Lucknow, Uttar Pradesh.

human beings of the value system. It is in this larger context of higher education as a factor for social development that we need to look at the Indian system.

Universities are the key institutions in generation and dissemination of knowledge. These institutions work in the public interest and constitute the backbone of economic and social development. Many commissions headed by eminent educationists of post-independence era have reviewed the growth and development of education in India. The Radhakrishnan Commission (1948-50) visualised a system of higher education, whose objective was to produce good human beings.

The Kothari Commission's (1964-66) five-point charter of higher education aimed at generation of new knowledge, leadership, competence building, equality and social justice, still remains as a beacon of guiding principles of our educational policies. Higher education is responsible for training future professionals to occupy strategic positions in the society and the work force. Consequently, the universities play a fundamental and decisive role in enhancing knowledge, values and skills in the students. Despite this, the government and the public often view a university as mere generator of knowledge and training center for leaders and elite workers of the future. This attitude is detrimental to the role of universities in nurturing desirable culture in the society. Education and the culture developed through education have not met the challenges for sustained national and human development. Professor Kothari rightly

pointed out *"In a science based world, education and research are crucial to the entire development process of a country, its welfare, progress and security."*

The role of higher education in today's world is immense, complex, and vital. A wide range of challenges and possibilities are emerging, with political, economic and social implications. Perhaps the most significant challenges are associated with shifting perspectives on knowledge itself, which strongly influence the role and the responsibility of the university in the context of the society. The role of higher education institutions has changed over time from preservers of culturally revered forms of knowledge, through producers of skilled labour associated with a manpower planning approach, to the more recent perception as the agent of social change and development.

The most explicit role, allocated to higher education is the production of highly skilled labour and research workers to meet perceived economic needs. However, during periods of social transformation, associated with far-reaching changes in the economy, universities can play an important role in helping to build new institutions of civil society, in encouraging and facilitating new cultural values, and in training and socialising members of the new social elites. In a general sense education may be viewed as a life long process of growth and as an activity, which brings about changes in the social environment. The process of human development too, invariably means a change for the betterment of society. Hence, continuous efforts for human resource welfare

characterise both education and development at the conceptual level.

Impact of Higher Education on Society and Culture

Two major considerations in planning higher education at the national level are the development of human resource for the economy and the impact on social stratification. The most easily recognised impact of higher education on society is connected with the graduation of students, at various levels and their subsequent participation in productive work. This is usually assessed in terms of the number of graduates and the corresponding acquisition to the knowledge pool. Indeed, this work force expects to enter as an important element in the planning of higher education. The reciprocal nature of the impact of higher education is evident. "Does the outflow of graduates correspond to the demands of the society in quantity and quality?" is a key question. The demand is usually determined by the number and job descriptions of the available positions; it does not take into account the impact of the employers.

There is no perfect fit between the knowledge, gained by the graduates, their career preferences, and the employment needs of the society. Over supply, shortage and mismatches in the educational content may be partly overcome by suitable planning, adaptation or emphasis on empowerment for learning. However, the extent to which the qualifications and knowledge of the graduates from educational institutions should conform to the expectations of the society is a central issue. Education should not only be commensurate with the demands of presently available positions but should develop a learning ability, which makes a person adapt to changing needs and technology. Higher education can be an independent force in the society, bringing branches of knowledge into action other than those foreseen by the planners, businesses or political bodies in the past and present.

An explicit or implicit philosophy, concerning the fit between the outflow of graduates and the expressed needs of employers, is an important element in the planning of higher education. The political decisions of higher education planning are related to potential student numbers, to the location of educational opportunities, to buildings and equipment, and to financial frames rather than to the content and the organisation of studies. However, the institutional framework created by political decisions, such as the principles for governance of the institutions, the planning of resources for research, the connection between higher education and working life, and so on, also affects the quality of the education.

The impact of higher education on the social fabric and culture is in general indirect long term one rather than immediate and extends over long period of time. The specialisation of knowledge is often regarded as an important contribution of higher education to modern society. Indeed, the continuing specialisation of research in virtually all fields of science is fundamental to the structure of higher education. A graduate is trained only to look at the world from a specialised viewpoint for example of a computer scientist,

an economist or an orthopaedic surgeon. But behind the division of labor-horizontally into an increasing number of specialties, and vertically into the separation of planning and leadership from implementation and routine are the social forces that enhance concentration of power and the formation of large scale organisations. Such trends in the society influence the formation of higher education institutions; large universities may function as models for the organisation of knowledge in industry, hospitals etc.

Social responsibility of higher education

As centers of production and dissemination of knowledge and training, higher education institutions are well positioned to link the local and the global. This gives them considerable access to and influence over change processes in many societies; this enhances their potential to contribute to human and social development. They are therefore called upon to play a fundamental role in building the society.

Higher education is responsible for training the professionals, who in the course of their careers attain positions of great responsibility and power in the society and the labour market. Throughout the world the decisions of professionals, trained in the universities, can make an important contribution to the way that life develops on this planet. This decision-making can take place through approaches that are either positive or negative for the global progress of humankind and societies, in both developed and developing countries. Higher education, therefore, plays a

decisive and fundamental role in terms of the teaching content, values and skills for prospective leaders and the elite.

The implications of the main trends in information and knowledge for education are enormous. From a *knowledge society* perspective, education will play a vital role in the sharing, application and creation of knowledge in a globalising world. Higher education and universities in particular will, it is claimed, "fuel the driving forces of the transformation towards a global knowledge society" and have "a certain capacity to steer and eventually to correct the direction of trends within globalisation".

Globalisation offers many major opportunities to the universities but also raises serious problems for the future by questioning the feasibility of the guiding values of higher education. The changes brought about by globalisation are so pronounced that we now need to reconsider the relationship between higher education and society. Resources are being channeled into education and knowledge creation like never before, so much so, that we are *defacto* embarking on the creation of the knowledge society. There is a general appreciation of the fact that higher education provides the competencies that are required in different spheres of human activity, ranging from management, agriculture, business, industry, health, communications, arts and culture. As higher education institutions are the institutions responsible for creating and spreading knowledge, and thus contributing to solutions to global problems, the relationship between

scientific research and political decision-making needs to be explored and analysed. The role of science and technology to serve political decision-making for the collective well-being is a neglected subject that higher education should also address.

The World Bank document *Higher Education: The Lessons of Experience* (World Bank, 1994) allocates a low priority to higher education in its scheme of funding, yet admits: "*Higher education is of paramount importance for economic and social development. Institutions for higher education have the main responsibility for equipping individuals with the advanced knowledge and skills required for positions of responsibility in government, business and the professions.*" Thus, there is a need to arrive at some basics, which should be incorporated in our educational programs for ushering a desirable change in human and social development during the current millennium.

Where is development heading?

An overarching trend of present times is globalisation, associated with the move towards a global economy, and political transition from national to international organisations. These changes have resulted in an increasing debate on the notion of development. Hotly debated over decades, and with origins in the field of biology, development has been equated by many with global economic growth, which would result in all the peoples of the world achieving economic parity with those living in the "developed" nations. Over time, "human development" has, however, acquired more complex meanings. The UNDP states:

Human development is about much more than the rise or fall of national incomes. It is about creating an environment in which people can develop their full potential and lead productive, creative lives in accord with their needs and interests. People are the real wealth of nations. Development is thus, about expanding the choices people have to lead lives that they value. And it is thus about much more than economic growth, which is only a means - if a very important one - of enlarging people's choices... Fundamental to enlarging these choices is building human capabilities – the range of things that people can do or be in life. The most basic capabilities for human development are to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community. Without these, many choices are simply not available, and many opportunities in life remain inaccessible (UNDP website, accessed 2006).

Voices are now being raised, some from within the universities themselves, warning that the models that have guided development on earth over the last century are by now obsolete. The need to rethink the current development paradigm and collective social values is getting more and more acute. The incorporation of new contents that can equip people with new tools more suited to the context in which they carry out their professions is unavoidable. Individual

and collective responsibility in professional decision-making within the new global ethical paradigms will be a subject of serious thought in the immediate future. Higher education policies can no longer ignore such an urgent demand.

If universities and higher education institutions are to support processes of human development and positive social change, in addition to continuing their role as generators of knowledge, there is a need to go beyond the narrow concepts of knowledge. There is a need for a sincere engagement between universities and society, which should extend far beyond national boundaries. The nature of such an engagement demands debates and intensive deliberations, based on real examples, practices and experiences. There is also a need to understand the role that the universities will play in this engagement, particularly in the ways that they engage with citizens–both individuals and collectives. This may be achieved in part by the forging of new relationships by universities and the emergence of networks that ensure continued relevance of higher education "for the promotion of a healthy social and political climate within a country along with economic and cultural development".

Universities can therefore, play an active role in debate and public and private action by generating responses to the transformations in societies from an innovative perspective. This is a crucial moment to revisit the role of higher education, starting with the present and the past, to project visions for the future.

Higher Education: Emerging Role for Human and Social Development

Higher education is neither solely for pumping knowledge into young heads nor is it just a place for secluded scholars in monk-like solitude. Higher education is a meeting place of generations, of cultures and of social classes. This is one of the rare societal institutions where rich and poor, adolescent and mature, knowledgeable (professor) and naive (student) and old and young meet and pursue an intellectual life together. This is where a culture of knowledge and intellect gets germinated, formulated and shared; this is where one learns first hand, of other cultures, social classes, and new perspectives.

Higher education can play a key role in human and social development on the international scale; this role has specific characteristics and different approaches in different regions. If higher education is channeled appropriately, it can address major world issues such as poverty, abuse and denial of human rights, strengthening of democracy, conflict resolution, peace building, environmental concerns, and the preservation and extension of human rights. Universities and other higher education institutions are in a position to examine these complex problems and to arrive at innovative solutions. Working in collaboration with international networks the universities must develop a prospective vision of the different scenarios, of alternative solutions to ongoing problems, of the political dimensions of these problems, and of the capacity to move forward in an uncertain future.

It is important that the university system consciously enhance its relevance. Certainly, the university system should be relevant to the society in which it functions. This relevance can be judged by its sensitivity to and concern for the society and its capability to respond to its needs, resulting in a better insight into the problems and significant contribution to the search for solutions. One of the major goals of the university system is to multiply knowledge, skills and other aspects of human potential in the country. The university system is unique in performing this function. While other systems use knowledge and skills, the university system multiplies and generates these for the sake of various institutions and organisations. Multiplication of talents through excellent education contributes to all the three aspects viz. research, teaching and application.

Whereas an individual is trained to acquire skills and arts of writing and reading at basic levels in higher educational institutions, skills are refined to groom professionals. The need is to produce young men and women as job givers rather than job seekers. This requires a thrust in diverting actions and skills of humans towards entrepreneurship and leadership not only politically but also economically and socially. This should be possible by matching our resources to our needs. Therefore, we have to make our students acquire skills and knowledge, which shall enable them to be active partners in our social system and bring about corresponding development of mind. There is a need to incorporate partnership in higher education, where parents, teachers, students, administrators and the political system enter into face-to-face interaction to develop the capacities of our students.

The university need not be a mere degree or diploma giving factory but has to integrate knowledge and work to produce degree and diploma holders who are able to address the real problems faced by the masses. They have to be trained in appropriate skills to utilise waste by-products and untapped resources. This would bring an economic revolution. These institutions in the distance mode could disseminate awareness among women on house keeping, food preservation etc and vocational courses. Utilising university teachers, a system of workshops and seminars, training and awareness programs could be launched by the universities, as is the case with Directorate of Extension Education in agricultural universities. Future educational policies have to incorporate a mechanism for spiritual training, so that spiritual power is invoked by our students to pursue peace, justice, brotherhood, equality and dignity.

Social Problems and the role of Higher Education

In a developing society like India, there is no doubt that universities and institutions imparting higher education can play a significant role in anticipating and solving social problems. Despite the prestigious and privileged place assigned to institutions of higher education, few initiatives in tackling social and political problems have been undertaken. Although, access to higher education has

rapidly increased in the last fifty years, its benefit is limited to only specific social classes or groups. Evidence shows that some communities and groups are under represented in higher education. It is due to this fact that higher education is viewed as elitist and as a vehicle to perpetuate social inequities. University-society interface can help in tackling social problems and lead to social development.

• **Creating new knowledge**

Universities are in fact a microcosm of the society; the elements of diversity and democracy are common to both. In view of this reality, universities can no longer be content only with imparting knowledge. Universities have the potential to draw from the stock of knowledge and pave the way to provide solutions for social, cultural and economic development. Considering their vast resources the universities are in an excellent position to adapt knowledge to solve specific problems and challenges.

Related to this aspect is the knowledge construction process which relates to the extent to which teachers help students to understand, investigate and determine how the implicit cultural assumptions, frames of reference, perspectives and biases within a discipline influence the ways in which knowledge is constructed. It is important for students to understand how knowledge is constructed in all disciplines. Students need to understand even in Sciences how cultural assumptions, perspectives and frames of reference influence the questions that researchers ask and formulate (Banks, 1998 : 92).

• **Content integration**

The teachers can use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalisations and theories in their subject area or discipline. This fusion, however, should be logical and not contrived. More opportunities exist for the integration of ethnic and cultural content in some subject areas than in others. In the social sciences, the Languages, Arts, Music and Home Economics there are frequent and ample opportunities for teachers to use a variety of ethnic and cultural content to illustrate concepts, themes and principles.

• **Equity pedagogy**

Equity pedagogy exists when the teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse cultural, ethnic and gender groups. Research indicates that low income students as a group, tend to differ from middle class students in some important characteristics related to motivation. Low-income students tend to be external in their motivational orientations, which mean that they tend to attribute their success or failure to outside forces or individuals and not to their own efforts. Middle-income students tend to be internal in their orientations. These characteristics of low income and middle class students is just one example of how teaching can be modified to increase the academic achievement of students from diverse social class, cultural and gender groups. Other strategies include the use of cooperative teaching strategies.

• *Civilising the human mind*

Education has a fundamental significance in development and progress of human society. It is the channel for creating awareness and appreciation of diversity, widening the understanding of varying groups of people, intensifying sensibilities of cultures and beliefs and inculcating the spirit of enquiry and questioning of accepted truths. In other words, education has the capacity to free the human mind from ignorance and false sense of self - preservation.

• *An empowering institutional culture*

Another important aspect involves restructuring the culture and organisation of the institutes so that students from diverse ethnic, language, religion and gender groups will experience equality. This variable must be examined and addressed by the teachers, Head/V.C./Principal and support staff. It involves an examination of the latent and manifest culture and organisation to determine the extent to which it fosters or hinders educational equity.

• *Creating opportunities for livelihood and growth*

An important condition of democratisation in higher education is the provision for equal opportunities of access for all classes and groups. University education has found popularity as the ladder to achieve status and career satisfaction. Inspite of massive expansion, higher education has failed to equalise educational opportunities and increase employability after completion of studies. There is a need to expand the capacity of institutions in the fields related to natural sciences, social development and technology.

• **National development**

The concept of democratisation should extend to include a commitment by universities in regard to their own responsibilities towards nation development. This role would include national and social integration with emphasis on needs of low income and marginalised groups.

• *Research and interdisciplinary approach for problem solving*

It is apparent that the research potential of higher education in various aspects of integrated development can be used to help provide solutions for development. The capability of higher education institutions to undertake the process of analysis and reflection and to promote a spirit of critical inquiry needs to be utilised to the maximum.

Future Strategies: Actions and Plans

Effectiveness of the university system can be defined in terms of four main aspects of the functioning of the university system viz. autonomy, creativity, collaboration and self-renewal. The autonomy of both the individuals and the university itself can facilitate the achievement of its goals. Although providing autonomy does not ensure effectiveness, it is a necessary condition, particularly for a competent faculty. Similarly, creativity characterises effectiveness. Creativity is the use of innovative ways of moving towards the goal rather than sticking to ways, which

were decided some time. Collaboration amongst the various persons and constituents in the system is equally important. Finally, self-renewal, the ability for dynamical change with experience for the better is also an important characteristic. All the four characteristics put together can be called 'organisational health'.

There is agreement that future strategies and actions should focus on the design of pathways and methods that will guide higher education towards achieving organisational health and a balance between economic development, on the one hand, and human and social development, on the other. There is consensus that sustainable development cannot be achieved without human and social development. Such development can be achieved:

- by creating a meritocratic system of admission to higher education programs for individuals from all regions and backgrounds;
- by reinforcing the critical function of higher education and corresponding academic freedom;
- by developing higher education systems that are adapted to the needs of society;
- by strengthening the contribution of higher education to other levels of the education system; through diversification of higher education models; based on research on sustainable development;
- by ensuring gender equality in higher education system and by strengthening the profile of higher education as a public service and a public good ;

- by harnessing the growing globalisation of higher education as a tool for consolidating international cooperation; and
- by maintaining a culture of peace.

Universities should become more innovative and responsive "to the needs of a globally competitive knowledge economy and to the changing labour market requirements for advanced human capital" (World Bank, 2002). Curriculum has to be understood as both process and outcome and should be oriented towards providing well-equipped workforce for a globalising economic world. Policy goals of efficiency, effectiveness, responsiveness and competition may work against the potential of higher education to contribute to human and social development Curriculum has to be derived through a process of dialogue around the ideologies, philosophies and epistemologies of knowledge and learning. Two key directions for curriculum that support learning for human and social development are bridging between existing disciplines and moving towards a transversal, inter-disciplinary curriculum. Curriculum change has to be inclusive, just, democratic, oriented towards citizenship, and based on transformative and participatory processes.

The quest of higher education for human development would require a focused attention on the needs of the poor students who make it to the university system. While revision of fees in the university system has become necessary on account of the growing

demand and reduced financial grants for education, such measures have necessarily to be accompanied by an efficient, timely and appropriate system of scholarships, freeships and loans for the needy students.

The three-point program

In the context of higher education, an important event at international level took place in the form of world conference on higher education held at Paris from 5 to 9 October, 1998. As a result of world conference, UNESCO (1998) issued a set of recommendations, *World Declaration on Higher Education*, which has two distinct parts. In the first part, the UNESCO has envisioned higher education in terms of roles and functions that it should play in socio-cultural and economic development of nations *"as a fundamental pillar of human rights, democracy, sustainable development and peace."* In the second part, recommendations are made for concrete and specific steps that need to be taken at national and international levels for change and development of higher education and overall enhancement of its quality and relevance. Therefore, all the four pillars of the system of education i.e., students, faculty, infrastructure and policies, need to be taken in consideration.

According to Philip G. Altbach, director of the Center for International Higher Education, Boston College, universities throughout the world are increasingly being asked to maintain their key functions in the face of budget restrictions, which leads to a deterioration in the level of service offered. It seems that there is neither the time nor the money that would enable universities to consider new approaches to education or social involvement. In this climate, universities with extensive research programs have been adversely affected by the need to find new sources of funding, and have found themselves forced to modify their operational structures considerably.

The government and the public often view universities simply as generators of wealth and training centers for key professionals of the future, but can this attitude produce tangible benefits for higher education and for society as a whole? Universities have been forced to sacrifice aspects of their essential role as centers that foment intellectual and cultural development, social analysis and comment. At the same time, they have become increasingly tied to the practical needs of society, dictated by governments and markets (this is particularly true in the case of private institutions). Altbach warns that "societies which ignore the multiple purposes and functions of universities will be very weak, since universities are driving forces behind the creation of wealth and knowledge but must also work towards humanistic and cultural objectives and individual needs".

For this purpose, a three-point program of qualitative improvement with a focus on manpower development, quantitative expansion for the removal of barriers to equitable access in higher education and promoting research and development activities is the need of the hour. Experts believe that universities have the following functions:

- Universities are responsible for the education of a sizable proportion of the workforce.

- University curricula across the world have traditionally been based on specialised knowledge in specific disciplines and have not included general type of learning. The role of this type of education is currently being debated; it has already been incorporated into university curricula in some disciplines.
- Preserving and disseminating knowledge.
- Intellectual centers for knowledge creation.
- Universities are now national and international institutions due to the increasing number of partnerships and the general trend towards globalisation.
- Driving forces behind economic development.
- Instrument of social mobility.

Looking back on the developments in the higher education sector over the last five decades, it is heartening to note that a number of institutions have obtained global excellence. The challenge is to make the number of such institutions grow, as ultimately the challenge of excellence and the challenge of equity have to go hand in hand. Human development is always universal and not individual; to this extent, the pursuit of knowledge has to become much more a social rather than an individual goal. In making human development a reality, partnership with the non-governmental sector has to be built in order that all the resources available to the country viz. human, financial and material are fully put to use for promoting excellence and equity. The modern times require greater focus on quality in higher education institutions in order to meet the challenges of the global economy. Change in attitude and a strengthening of higher education systems, are vital for achieving sustained human development. While the challenges may appear daunting, the results can be achieved provided the entire society is involved in this process and shows commitment.

Conclusion

Change in attitude and a strengthening of higher education systems, are vital for achieving sustained human development. While the challenges may appear daunting, we can achieve the results provided we involve the entire society in this process and infuse commitment. At the present moment the universities seem to be utopian, but they do provide ideals to strive for. Higher education in the 21st century promises to be not only demanding but also refreshingly different. Imparted under the all-pervading influence of the communication technology revolution it has to be student-centered, committed to the concept of lifelong learning, responsive to the needs of society, increasingly privately financed, and influenced by the market forces. It has to be international in character placing emphasis on quality, with partnerships and networks being important.

In the early part of the 21st century life will be influenced not only by the 'knowledge society' but also by the 'stakeholder society' and the 'market society'. The universities, while creating and disseminating knowledge, also need to cater to the interests of its various stakeholders (students, parents, faculty, government, society-at-large), and to

market demands. The pursuit of higher education has to be need-based rather than greed-based and for doing so, we need to evoke the philosophical framework that has been available in this great country. The pursuit of knowledge is a pursuit of self-realisation. When looked at in this framework, higher education indeed becomes an instrument for human development.

REFERENCES

Brennan J. and Y. Lebeau, 2002. *The role of universities in the transformation of societies. An international research project*, paper presented at the CHER 15th Annual Conference, 2002 5-7 Vienna, Austria.

Banks, J. 1998. 'Multicultural Education: Approach Dimension and Developments', In *Mudgal (Eds.): Multicultural,* 1998.

Forest, J.F. and P.G. Altbach, (*Ed.*), 2006. *International Handbook of Higher Education Part 1, Global Themes and Contemporary Challenges,* Springer, Netherlands.

Higher Education, Its Context and Linkages, IGNOU, 2003, MES-101, Pp18-21.

Kaw, M.K., 2000, 'Valedictory Address'. In *Higher Education for Human Development,* K. B. Powar (*ed.*), Association of Indian Universities, New Delhi, Pp ix-xi.

New challenges and emerging roles for human and social developent. *The 3rd GUNI report on Higher Education in the World* presented at the 4th International Barcelona Conference on Higher Education, held at UPC between 31 March and 2 April 2008.

Report of the University Education Commission (1948-49*)*, 1949, Ministry of Education, Government of India, New Delhi.

Report of the Education Commission 1964-66 Education and National *Development,*1966, Ministry of Education, Government of India, New Delhi.

Soni, R., 2007. "Intellectuals' Expectations from a University: An Exploratory Study", Ph.D. Thesis, Department of Education, University of Lucknow, Lucknow.

"The International Encyclopedia of Education", *Research and Studies.* Vol. 4 F-H. Editors-in-chief:Torsten Husen, Oxford: Paragon Press, Pp. 2220-2223.

UNESCO, 2005, *Towards Knowledge Societies*, UNESCO Publishing, Paris: UNESCO.

———1998, *Higher Education in the Twenty-first Century*: *Vision and Action,* UNESCO, Paris.

Venkateswaran, S. 2000, 'Presidential Address'. In *Higher Education for Human Development,* K. B. Powar (ed.), Association of Indian Universities, New Delhi, Pp iii-vii.

Van Damme, D. 2002, *Outlooks for the International Higher Education Community in Constructing the Global Knowledge Society.* Paper presented at the First Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education. UNESCO, Paris. 17-18 October 2002.

Varma, M., M.S. Sodha and R. Soni, 2007, *"Teachers' Expectations from their own University: A case study of University of Lucknow"*, *Journal of Indian Education*, XXXIII (2), NCERT, New Delhi.

World Bank, Higher Education. 1994. *The Lessons of Experience*, The World Bank: Washington, D.C.

Education and Social Exclusion in India
A Policy Perspective

PANKAJ DAS*

Abstract

The estimations of different statistics indicate that a large number of children are out of schooling system in India and majority of these children are from socially disadvantaged and economically deprived communities. A large number of marginalised children including religious minority are not able to access schools and maximum benefits of school opportunities despite the wide expansion of education system across the country. In fact, access to education is strongly and deeply rooted in social attitudes and orientations embedded in social structures and cultural belief systems. These structural and ideological factors play a vital role in producing social inequality and exclusion in education with respect to achievement and participation at all levels. In this context, it is pertinent to examine and analyse the complex relationship between social exclusion and education in a policy perspective for achieving the educational equity.

Introduction

Education is considered as one of the most important tool of human and a social development. Basic Education in India is a social good because of its unique characteristics of non-excludable and non-rivalry in nature. Therefore, the general assumption is that education is for all and no one is excluded from the access of the privilege of this type of social good. Though education is a social good and if access to education is a necessary prerequisite for access to a range of other social opportunities, then who can be educated and how became a fundamental concern of the policy makers at the policy level. Owing to its nature of democracy, just after independence much emphasis was given to formulate an inclusive education system in the country for achieving the universal primary education along with the universal literacy for achieving the political agenda of nation-building on the part of a newly independent country like India. As a result, along with the

---

* Ph.D. Scholar, CIE, Department of Education, University of Delhi-110 007

constitutional commitment to free and compulsory education to all children, the State had to focus on the extension of physical access to schooling, i.e., by establishing new schools and raising the social demand for education among the masses.

Although the expansion of education began rapidly in the initial years of planning and later in the subsequent years , but it failed to ensure the universal access and full participation of children in the educational process across the castes , classes and regions. Yet, access to education was not easy even then and now under all circumstances and where it is made easy, the quality of education provided often leaves much to be desired (Beteille 2008).

In real term the issue of access to education is strongly associated with many factors, issues and phenomena. The established fact tells that it is biased not only on account of severe economic inequalities but also because of strong and deeply rooted social attitudes and orientations embedded in social structures and cultural belief systems. These structural and ideological factors play a vital role in producing social inequality and exclusion in education with respect to achievement and participation at all levels. It is quite evident from the official statistics in India that 7.05 million children in the age group of 6-14 are out of schooling system (GOI, 2007). Even the SRI- IRMB study figured out the statistics is nearly the fourteen million for the same age group. However the figures may vary based on the different sources, but the fact remains the same. A large number of marginalised children including the Hindu and non-Hindu religious fold are not able to access schools and maximum benefits of school opportunities despite the wide expansion of education system across the country.

In this context, it is pertinent to examine and analyse the complex relationship between social exclusion and education in a policy perspective for achieving the educational equity.

The understanding of the dynamics between social exclusion and education raises many questions as: how do the traditional social privileges control access to educational opportunities? Is education itself an instrument for the construction of hegemonies? To what extent has corrective action since independence bridged the gap between the dalits at one end of the caste axis and the castes at the other end? In addition, one has to address the questions such as: Who considers who are to be included or excluded in the education system? Who are branded as "other category" in education system? What are the "limits of policy" in effecting fundamental changes in the hierarchical social relations which circumscribes the lived realities of the marginalised? What are the processes of policy response addressing the issue of social exclusion?

Against this backdrop this paper critically examines the policy environment in India with regards to educational inclusion of the socially deprived groups.

The paper is divided in to three sections. **Section-I**, analyses the issue of social exclusion and educational

access of marginalised groups, particularly the Scheduled Castes and Scheduled Tribes, who have been traditionally excluded from the mass education. **Section-II**, addresses the policy context, within which debates around exclusion and inclusion have occurred. **Section-III**, suggests possible remedies for social exclusion in education.

Section-I

Social Exclusion and Education

Drawing from the social science literature the notion of social exclusion can be defined as "the inability of an individual to participate in the basic political, economic and social functioning of society in which he or she lives" (Papadopulos, 2001). More concisely, it is "the denial of equal access to opportunities imposed by certain groups of society upon others" (Behrman and Others, 2003).

A wide range of factors affect the process of social exclusion. The inadequacy of income is central, but it is agreed that social exclusion refers to a wide set of circumstances than poverty. It refers not only to the distribution of income and asserts, but also to social deprivation and lack of voice and power in society.

Social exclusion is a complex process. It is sometimes the product of single factor. It is equally often the product of a complex forces and factors. Amartya Sen has described the various dimensions of social exclusion (Sen, 2000). On the basis of treatment in society, there are certain situations wherein some people

are being kept out or at least left out and in other situations some people are being included (may be even forced to be included) - in deeply unfavourable terms. According to him, the former is '*unfavourable exclusion*' and latter as '*unfavourable inclusion*'. From the point of view of policy analysis, Sen describes '*active exclusion*' and '*passive exclusion*'. In 'active exclusion', some people are excluded through deliberate policy interventions by the government or by any other willful agents, whereas the dynamics of passive exclusion works out through certain social processes without the deliberate policy interventions.

Education exclusion is a facet of social exclusion and manifests itself in a spectrum of social and psychological inequities. The stronger form of educational exclusion arises when the individuals and groups are denied the resources and facilities within the educational system. The other and soft form of exclusion occurs by manipulation of the delivery of educational goods and services to favour some individuals and groups at the expense of others or discriminatory attitudes towards particular children (Sayed, Subrahmnian and et.al., 2007).

Process of Social Exclusion: Implications for Education of The Scheduled Castes and Scheduled Tribes

Indian society is characterised as multi-ethnic, multi-religious, multi-lingual and multi-cultural society. There are different forms of social exclusion associated with social identities such as caste, class, tribe, gender, religion, etc. In India, the Scheduled Castes and Scheduled Tribes

have been socially underprivileged, educationally backward and economically deprived for centuries. Historically both the groups were denied the social access to education. Scheduled Castes socially designated as 'untouchables' were systematically segregated from the village and were denied access to education. The exclusion of the Scheduled Tribes on the other hand based on different set of social and cultural factors. One of the studies they were defined as the "*double disadvantaged group*" owing to their socio-economic and spatial marginalisation (Sujatha 2002).

Review of related literature on access to education for Scheduled Castes and Scheduled Tribes in India can be viewed and perceived differently related to their socio-economic necessity. Evidence shows that for Scheduled Castes, access to education has been a major thrust for equity and social justice. Attempts to abandon the caste system and end the social discrimination have always proposed education as the primary means to overcome caste discrimination (Omvedt, 1993).While for Scheduled Tribes, access to education remained a secondary issue (Surajit, 2002).

Despite special provisions in the constitution to meet the educational requirements of groups such as Scheduled Castes and Scheduled Tribes, the likelihood of exclusion is compounded if the children live in rural areas and are female. The recent statistics reveals that there is a wide gender and social disparity in enrolment, retention and learning achievement at the primary stage. Both the demand and supply factors combine to restrict educational access for children from Scheduled Castes and Scheduled Tribes. While Scheduled Castes' students have much greater access to elementary education than Scheduled Tribes' children, they frequently encounter overt and covert acts of discrimination, prejudice and rejection from teachers and fellow students (Sedwal and Kamat, 2008). In other words, while public schools may appear to the places in which integration can take place, prejudices against Scheduled Castes persist in the classroom, playground and in the micro-practices of schooling (PROBE, 1999).

The likelihood of exclusion is further accentuated for the Scheduled Castes and Scheduled Tribes' girls. Most of the studies on them indicate a severe education disadvantage from multiple sources of exclusion: girls from impoverished families, girls from tribal, ethnic, or linguistic "minority" communities, girls living in remote settings, and girls from lower castes are less likely to participate in education and more likely to stay in school if they enroll at all (Lewis and Lockheed, 2006). The extent of their disadvantage can be realised in primary schooling figures across caste, class and region in India. Tribal girls in rural areas are in the most disadvantaged position, as only 51 per cent of them are enrolled in schools, whereas around 80 per cent of all girls in urban areas are enrolled (Sedwal and Kamat, 2008). The dropout rate is much higher among Scheduled Caste and Scheduled Tribe girls at the elementary level. In 2004-2005, the dropout rate for

Scheduled Caste girls was 60 per cent (compared to 55 per cent for SC boys) and for Scheduled Tribe girls it was 67 per cent (compared to 65 per cent for ST boys) at the elementary level.

More or less the government's reformative approach to Scheduled Castes and Scheduled Tribes' education for bringing equity in the system is being questioned.

Section-II

The nature of "conditions of access" determines the nature and extent of exclusion in public participation. While examining the concept of equity and exclusion in the educational context of marginalised groups, there are certain empirical studies which prove the exclusion of these groups in the educational system beyond the context of access, participation and outcomes. Kaul (2001) in her study, has clearly mentioned that how many Scheduled Caste children were scared to talk about the unequal treatment meted out to them, such as verbal abuse, physical punishment or avoiding touching, by some of the upper caste teachers in their schools. She has also explicitly dotted that prejudice and discrimination were not practiced very openly in the classroom and the peer group appeared friendly in school, attitudes changed outside the school. Children of upper castes did not invite the Scheduled Caste children home to play and there was no social intermingling outside the school (Sedwal and Kamat, 2008).

In policy terms, addressing social exclusion can be understood as compromising a number of processes. The proper understanding of the policy processes is influenced by the different discourses on inclusion and exclusion. Dyson has provided four-models of discourses on inclusion and exclusion with relevance to education policy (Dyson, 1999).These are :(i) a rights and ethics discourse, (ii) an efficacy discourse, (iii) a political discourse, and (iv) a pragmatic discourse, which influence the inclusive frameworks of different countries.

The rights and ethics discourse

This discourse emerged in 1950s, with the intention of "equalising opportunities and spreading economic and cultural benefits more widely through society" (Dyson, 1999:39). This approach focuses on the notions of inclusion and exclusion provides governments with "measures" to determine whether development targets in relation to social rights are being achieved.

The efficacy discourse

This discourse argues that inclusive schools are more cost-efficient, socially beneficial and educationally effective than segregated special schools.

The political discourse

In this discourse, marginalised groups argue for their political rights under the rubric of securing inclusion.

The pragmatic discourse

This discourse is focusing on the dimensions of inclusive education as well as the means by which it may be enacted. This discourse also advocates "inclusive pedagogy" which relates to theories of instruction and learning (Dyson, 1999:42).

Joined-up policy discourse

This discourse has emerged in recent years. This focuses on the development of joined-up policy making as well as joined up delivery. It is based on holistic approach to the given problem. It is evident that exclusion is perceivable not only in "poor policy" but practices of exclusion evident in service delivery (Gardener and Subrahmanian, 2006).

Process of Exclusion and Policy Text

Understanding the dynamics of policy discourses on inclusion and exclusion in education, it is quite apparent that the concept of social exclusion potentially displaces a strong policy concern with equity (Sayed et. al, 2007).

The second policy concern about the notion of social exclusion is that it essentialises the categories of the "excluded". Thus, the excluded may be treated as one homogeneous category in which differences between men and women and other social groups are subsumed into one, thereby displacing the particularities of experience of exclusion. Therefore, it is really difficult to interrogate the excluded from the included and vice versa.

However, it is equally difficult to present the varying degrees of exclusion between and within these social groups. The point is to be critical for Indian context, where caste for instance is represented as a homogenising group and denying the deep seated differences of class, gender, and of location which characterise the divides that exits within the social group. A particular caste for instance, targeted for inclusion might have deep seated gender differences may be ignored at the policy context.

Another important point is that there is a failure to draw a clear distinction between the exclusion of an individual, on the one hand and group exclusion, on the other, which has often led to profound confusion, particularly in discussions on inclusive policies.

Nevertheless, the appropriate strategy for addressing the complex process of social exclusion at the policy level needs to be taken into account all dimensions of social injustice faced by the marginalised.

Analysis of Policy Context for Inclusion in India

The concerns for equity in policy making in education are addressed through the concept of inclusive education. But the very concept of inclusive education is based on inclusive growth. The term-inclusive growth implies the development strategies to focus on the poor, the marginalised, the neglected, the disadvantaged and deprived sections of society, and the backward regions of country. Thus inclusive growth pre-supposes inclusive education- good quality education that is accessible to all (Tilak, 2007).

The commitment to equality provisions in the Constitution is both varied and wide ranging. While the Constitution may indicate the direction where we are to move, it is the social structure which decides how far we are able to move and at what pace. However one can see the policy environment for inclusion in India under three broad headings: such as-

Table 1

illustrates these policies in detail.

Policies for Inclusion		
Anti-discriminatory policies	Promotion of equal opportunities	Welfare and economic development programmes
• Article 14: all are equal before law. • Article 15: prohibition of discrimination on grounds of religion, caste, sex and place of birth. • Article 17: Abolition of untouchability. • Article 46: The state shall promote with special care the educational and economic interests of the weaker sections of people and in particular of SCs and STs and shall protect from social injustice and all forms of exploitation.	• Reservations in educational institutions, jobs· • Positive discriminations· • Scholarships	• Special Component Plan, for the socio-economic and educational development of SCs. • Tribal Sub- Plan· • ITDPs· • Modified Area Development Approach· • Ashram Schools· • Mid-day Meal Schemes· • Mahila Samekhya· • Kastuba Gandhi Balika Vidyalaya

Anti-discrimination policies incorporate legal safeguards against discrimination in multiple spheres of the society, polity and economy as the first remedial step. But legal provisions alone are not enough, as law have their limitations in overcoming the consequences of historical exclusion through the denial of the rights to education and other rights.

The features of equal opportunity policies in the forms of reservations, affirmative actions and others are governed by the core principle of caste system which is not inequality alone, but 'graded inequality'–unequal entitlement of rights to various castes. With this principle every caste except the higher castes suffers a degree of denial and exclusion. But it is also true that all sufferings castes do not suffer equally. Some suffer more and some less. Therefore, the loss of rights is not uniform across caste groups. And these dimensions of inclusion (reservation and affirmative action, etc.) vary across various discriminated groups depending upon the nature and form of their discrimination and deprivation.

There are certain state level programmes and policies aimed to ensure access and quality education for Scheduled Castes, Scheduled Tribes and OBCs' children.

In concrete policy text, the *National Policy on Education 1986* and *Revised 1992 National Policy* broadly emphasises on themes of equality within education in respect to Scheduled Castes and Scheduled Tribes.

Similarly, the concept of inclusion in policy as process is reflected through many central government programmes like DPEP and SSA. DPEP through decentralising planning addresses the issue of inclusion by specially targeting on the Scheduled Castes and Scheduled Tribes and emphasises priority attention.

In Sarva Shiksha Abhiyan emphasis was put on the educational development

of Scheduled Castes and Scheduled Tribes children.

However, owing to the hierarchical structure of Indian society, caste plays the detrimental factor of the life chances of the masses, where access to social and educational opportunities for the deprived sections of society is always questionable or doubtable.

Moreover, policy environment leaves open to question who is to be included and who is to be excluded. The structural component is so complex that it is really difficult for policy intervention. Giving the evolving nature of social categories and the exiting differences within a caste and between the jatis it is really difficult to point out who are more vulnerable to exclusion than others and the difficulty lies in the "fixed" nature of explanation that policies rely on to determine the choices made. Thus, the whole educational policy frameworks fail in terms articulating what are the bases of exclusion that the policies will address (Sayed et. al, 2007).

Section-III

The Annual reports of MHRD 2007, shows that the number of out of school children in India is 7.05 million. While the overall reduction in number is substantial in spite of several programmes target at reducing inequalities in access, the problem of social inequality remains significant.

Similarly the 61st NSS (2004-05), (GOI 2006) analysis reveals that physical access to school is only a minor reason for low participation or dropout. Thus non-availability of schools, is therefore,

no longer is the key impediment to educational access for marginalised communities, and the focus now needs to change.

Keeping these alarms in mind, there must need an urgent change in the policy context in its approach and orientation for the policy of inclusion to address the issue of exclusion. An enabling policy for inclusion needs to incorporate these points as followed:

• **A rights based policy approach**

This approach is important because it ensures that policies of inclusion are conceived of as rights rather than incentives. Such approach sees the "excluded" not as backward people suffering as exclusionary deficient, but bearers of rights whose dignity need to be reaffirmed and whose needs became the drivers of policy. Of course recently it is conceived as access to elementary education not just a matter of policy but also a matter of right needs to be strengthened more through public awareness.

• **Holistic, integrated Policy**

Inclusion policies must be integrated with broader educational policies. Inclusive education needs to take account of the contradictory nature of exclusion that address the various ways in which exclusion is manifested at all levels of society.

• **Participatory Policy**

Involvement of marginalised in development of policy formulation should be promoted actively. Sometimes it is required expanding

the role of non-state actors in terms of participation in policy making and implementation and in strengthening the role of non-governmental organisations as representatives of the excluded.

• Inclusive School Policy:

Policy decisions at the institutional level are very important for sustaining the national policy decisions. At this level policies must consider how to include "Previously excluded" students in the system as a whole. School level policy is critical to ensure that the school as an institution is aware and focused on actions which tackle exclusion. Under this institutional policy level, "inclusive curriculum" i.e., reflects the wide ranging perspective and opinions and the content is free of biases, prejudices and casteism by teachers and school administrators.

These are certain suggestions which could be made at policy level for policy of inclusion but effective policy of inclusion can be possible only when it is coupled with proper implementation. Thus along with

policy making, policy implementation should be addressed adequately to overcome exclusion.

CONCLUSION

Getting education in the deep rooted diversified socio-cultural context is a complex process for a common man. It is true that for some children physical access to school is difficult, others fail to access school due to socio-economic reasons. Some join school, but are silently excluded and rarely participate in the educational process and termed as risk children. However, restriction of access to educational institutions due to interplay of structural and ideological factors is a great concern for policy formulation. Social access will be achieved only when, social distance within the communities in habitations and villages are eliminated. Therefore, in spite of effective inclusion policies adopted, for providing greater access of education to the marginalised, need for a change in the existing social attitudes and practices towards the deprived sections of society is required to have equitable education, which is considered a necessary pre-condition for educational equity and equitable society.

REFERENCES

BEHRMAN, J., A. GAVIRIA, and A. SZEKELY, (*ed*). 2003. *Social Exclusion in Latin America: Perception, Reality and Implications in Who's In and Who's Out*, Washington, D.C.: Inter-American Development Bank

BUVINIC, MAYRA 2005. "Social Inclusion in Latin America", in Mayra Buvinic and Jacqueline Mazza (eds), *Social Exclusion and Economic Development*, Johns Hopkins University Press, Baltimore, pp. 3-32

HAAN, A. 2000. *Debates on Social Exclusion in the South: What Have They Contributed to Our Understanding of Deprivation?*, Draft for Uppingham Confrrence, 2001

DURAISAMY, P. 2001. "Effectiveness of Incentives on School Enrolment and Attainment", *Journal of Educational Planning and Administration*, XV (2), pp 155-177.

GARDENER, J. and R. SUBRAHMANIAN 2006. "Tackling Social Exclusion in Health and Education: Case Studies from Asia's Mimeo", Bringhton: Institute of Development Studies, University of Sussex and London: GHK International

GOVT. OF INDIA 1996. *Education for All: The Indian Scene*, New Delhi Department of Education, MHRD

GOVERNEMT OF INDIA ANNUAL REPORT, *2006-2007*. Department of Higher Education, Ministry of Human Resource Development, New Delhi: Department of Higher Education

GOVINDA, R. (*Ed.*) 2002. *Indian education Report: A Profile of Basic Education*, New Delhi: Oxford University Press

ILLIAH, K. 2000. "The State Oppression and Weaker Sections". In Rao, C.S. and Francis. D. (eds), *Development of Weaker Sections.* Jaipur and New Delhi: Rawat Publications

JAFFRELOT, C. 2003. *India's Silent Revolution: The rise of the Low Castes in North Indian politics*, New Delhi: Permanent Black

JHA, J. and D. JHINGRAN, 2002. *Elementary Education for the Poor and Other Deprived Groups*, New Delhi: Centre for Policy Research

KABEER, N. 2000 "Social Exclusion, Poverty and Discrimination: Towards an analytical framework", *IDS Bulletin* 31 (4): pp 83-97

LEWIS, M.A., and M.E. LOCKHEED, 2006. *Inexcusable Absence: Why 60 Million Girls still Aren't in School and What to Do About it.* Washington, D.C.: Centre for Global Development

OMVEDT, G. 1993. *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi: Sage Publications

PROBE 1999. *Public Report on Basic Education in India*, New Delhi: Oxford UniversityPress

RAMACHANDRAN, V. (*ed*) 2004. *Gender and Social Equity in Primary Education: Hierarchies of Access*, New Delhi: Sage Publication.

RAMANAMMA, A. and USHA BAMBAWALE. June 1978. "Sociological Implications of School Dropouts in Maharashtra", *Social Change*

SAYED, Y., SUBRAHMANIAN, and *etal.*, 2007. *Education Exclusion and Inclusion: Policy and Implementation in South Africa and India*, UK: DFID

SEDWAL, M. and S. KAMAT, 2008. *Education and Social Equity: With a Special Focus on Scheduled Castes and Scheduled Tribes in elementary Education.* CREATE Pathways to Access Research Monograph No.19, New Delhi/Falmer: CREATE and NUEPA

SEN, AMARTYA. 2000. "Social Exclusion: Concept, Application, and Scrutiny", Working Paper, Social Development Paper No. 1, Asian Development Bank, Bangkok, June

SUJATHA, K. 2002. "Education among the Scheduled Tribes". In Govinda, R. (ed), *India Education Report: A Profile of Basic Education*, New Delhi: Oxford University Press

Surajit, S. 2002. "Tribal Solidarity Movements in India: A Review". In Shah, G. (ed) *Social Movements and The State: Readings in Indian Government and Politics.*

Tilak, J.B.G. 2007. "Inclusive Growth and Education: on the Approach to the Eleventh Plan", 22 September, pp 3872-3875.

Tsakloglou, P. and F. Papadopoulos. 2001. *Identifying Population Groups at High risk of Social Exclusion: Evidence from the ECHP.* Discussion Paper 392. Institute for the Study of Labour: Bonn.

UNESCO institute for Statistics (2005): Children Out of School: Measuring Exclusion from   Primary Education. Montreal: UNSECO.

Weiner, M. (2001): "The struggle for equality: caste in Indian politics" in A. Kholi (Ed) *The Success of India's Democracy,* Cambridge: Cambridge University Press.

Nascent Quality Issues in the Context of Process-based Paradigm Shift in the Elementary Classes of Kerala

N.Sureshkumar*

Abstract

Education, in its broadest sense, refers to the ways in which people learn skills and gain knowledge and understanding about the world, and about themselves. Kerala was declared a 'Fully Literate State' in 1991 and is the only state in India where over 90 per cent of the people can read and write. This happens due to the free and compulsory education provided to all children up to the age of 14 years. Apart from this, the government is taking every possible step to improve the quality and standard of education. The new education system implemented in Kerala in which the students and parents decides the quality of the teacher. The article examines that though it has highest literacy rate there are some loopholes in the education system, like lack of competentcy in class–teacher relations. The article also explores the unhealthy practices which are growing in unaided private schools against Children's rights. Eventhough Kerala has achieved universal elementary education there are rooms for improvement in the quality of teaching-learning process.

Elementary education is the fundamental right of every child. School is the viable unit for providing quality education to every child. So the school system has the constitutional obligation to ensure quality education for all who are in the system. Kerala has achieved universal elementary education. Still, quality enhancement initiatives have been going on since NPE-1986 as quality remains as a serious concern yet. The most significant of them was the curriculum reform in 1997. Thus activity-based, child-centred curriculum was introduced in Kerala in the year 1997 at the primary level. It was further upscaled to secondary level so that it reached Class XII in 2005. This was a

*Research officer, SCERT, Poojapura, Thiruvananthapuram-12 Kerala

paradigm shift from the then existed textbook teaching to process-based classroom transaction. Accordingly, the classroom process was redefined. The role of teacher was conceived as a facilitator. The textbook became totally child friendly. The material that directly interacts with the chidren was included in the textbooks. The process and the other details were kept in the teacher's sourcebook. Now, after more than one decade, the curriculum is being revised again based on NCF-2005 and Kerala Curriculum Framework (KCF) 2007. But on the contrary to what is expected, it is found that there is limited commendable improvement in the quality of teaching learning process. Rather children are confronted with a lot of difficulties such as process monotony, negation of identity and culture, poverty of quality learning experiences etc. in the classroom.

1. Process monotony

Social constructivism is said to have been practised in the classroom. More or less all the classroom practices irrespective of subjects or languages follow the same process. Teachers' source book stipulates that individual construction, group sharing, teacher's consolidation are the general processes to be followed in every classroom. For instance, the child writes a 'description' in class V in English. The stipulated classroom process is this. The child first writes it individually. After having written it, children form groups. Each one shares what he/she has written in the group. A group product is formed. The different groups present their description. Then teacher presents his/her version. The

same process is suggested for other subjects also. But the theme may vary. In short, english teacher follows this process in the first period. Then malayalam teacher comes in. He/she also follows the same process. In the third period, social science teacher comes in. He/she too follows the same pattern. Different teachers are teaching different subjects in upper primary level. One teacher does not know how the other teachers do in their subject in the same class. Therefore, without knowing the process that has been carried out in the previous period the teachers in the succeeding periods follow the same classroom process.

More or less the same process is continued in all the classes. The same thing is repeated in the succeeding days also. This befalls the children to a sort of boredom because of the repetition of the same process. Owing to this process monotony, children mentally, do not participate in the classroom processes. Eventually, the learning process will be badly affected. This process monotony is a new issue that the children face in the classroom through out the state.

2. The crisis of classteacher system

Class teacher system is followed in all the classes at the primary level particularly in classes I and II. Integration is the approach followed here. Only a few teachers who are professionally competent are able to deal with the same class throughout the day. They can make use of the time effectively. But if the teacher is not competent, the children will become idle and will be denied of quality input. But majority feel it as a burden. They complain that it is

boring to be in one class teaching all subjects through out the year. This shows that even in primary level teachers have not been relieved from the hang over of subject teaching. But in classes III and IV many teachers always prefer to teach the subject they like. There are four subjects in the class- malayalam, EVS, mathematics and english. Those teachers neglect the other subjects. This results in the weakening of input of certain subjects. Teacher training rarely focus on class teacher system and its issues.

3. Group activity syndrome

Group activity is envisaged to enhance the learning process. First every child constructs knowledge in her/his ability level. Group interaction is a stepping stone to rise towards potential level. There are certain learning activities which can be done in groups alone. If carried out properly the degree of learning will enhance. In the classroom process if individually constructed knowledge is shared among the group members and negotiated, it will further improve the learning process. But if the children merely go to the group discussion without attempting individually, only the child or children who lead the group will construct knowledge. Others will be passive in the process. Their knowledge construction, will not take-place. In more than fifty per cent of the classes observed, group activities, are not carried out properly. Further, many activities that do not necessitate group interaction also are given as group activities by the teachers unilaterally.

For instance this is a task given to a teacher in class V. When teacher asked this question, one child said raising his voice that eye gets hurt when something gets into it. Somebody else said it would happen if stuck with some objects. Teacher grouped the children. Teacher gave 20 minutes for group discussion. This time the teacher was standing still, without bothering what is happening in groups. But the children could not find out anything other than generally told by a few children in the beginning. Teacher could have generally asked the same question to the whole class and consolidated it in a few minutes and saved 15 minutes. The same process was repeated for another 20 minutes in the same groups for finding out the remedy too. The implication was that most of the children were not at all learning anything. Many were sitting idle. Some children went mischievous. Since, there was no challenge in the task they slowly befell to a situation when they did not want anything to do.

This is a crisis. If the teacher gives tasks which do not necessitate group interaction, children will not learn anything leading to heavy loss of instructional time in addition to the loss of interest. Many teachers do not know the significance of group activities. They do not intervene and monitor them. Most of them do not know the pedagogic value of group activities.

Further, in group activity all individuals are not interacting. Those children who take the lead gets benefited. Others who did not try to do the task individually often keep away from group interaction. If teacher, monitor the activity he/she will be able to make children interact and seek

everyone's contribution. That is very troublesome task for the teacher because the entire group is working simultaneously. She/he has to be made available for every group's demand. It can be seen that some groups sit idly till teacher comes and interact. In certain groups if better performers are present they may take lead. It is to be mentioned that there are only a low percentage of teachers who make use of group activity as a succesful pedagogic tool. Instead many are using it as an occasion for relax as the children will do something by themselves. However defective group activities have become a generally visible syndrome that retards learning across the state.

4. Negation of identity

Every child has the right to get his/her identity admired. The identity may be developed through the belief system, value consuousness, life of the child, social and cultural background, experiences, etc. Teacher has to let slip no opportunity to admire and glorify the manifestations of identity while providing classroom experiences. Teacher has to develop suitable activities taking into consideration the varied identity related needs of every child. But, little attempts are visible to grapple with the identity of children. Instead a common pattern of subject specific learning activities prescribed in the textbooks are given to children in every class with a view to impart knowledge alone. Whether these learning activities enable the child to develop all his capabilities by identifying herself/himself with pride to the classroom situation is not a concern in the classrooms. So the children from disadvantaged background are alienated in the classroom process as they cannot identify themselves with the strange learning contexts. Their achievement level remains low again as the classroom experiences are not resonated to the identity of such children.

5. Enjoy diversity

This is one of the best ideas put forward by NCF - 2005 and KCF - 2007. If this idea is properly conceived and carried out in the classroom, undoubtedly it will pave the way for liberating so many noble minds in the classroom. Responsiveness of the textbooks and classroom processes to the diversity of every child is the wayout. Though the documents claim that diversity is taken care of, the reality is different. Classroom processes are confined to subject teaching which are often alienated from the child centred sensibilities. Therefore, the child's uniqueness is not been considered as potential. Rather the variegated scope of nurturing diversity is belittled and lost through textbook centred teaching.

6. Head Master's supervision a mirage

Because of multiplicity of tasks an Head Master/Mistress (HM) if at all efficient, will not be able to supervise and support the assistant teachers. Multiplicity of tasks involve attending conferences or meetings of SSA, Asst.Educational officer (AEO), Local bodies, fetching food grains from civil supply's outlets, doing official works etc. HM also is the class teacher of a class in primary school. Naturally, he/she may not be in a position to teach properly in the class due to so many reasons. HM compromises his/her

teaching, keeping the children of his/her class sit idly or clubbing with other classes etc. Eventually, children of HM's class can not learn well. Therefore, when the children are promoted to upper classes will have to suffer. Sometimes, when he/she is away, he/she asks one teacher to look after his/her class also. Consequently, both the class will be affected as process based classroom practice is supposed to takeplace in both the classes. As a matter of fact, thorough planning is necessary on the part of the teacher for effective classroom transaction which is compromised in HM's class.

Furthermore, HM does not have any additional supervisory training. Therefore, she/he is not in a position to provide support to what is taking place in the others classrooms. So HM lacks the confidence to supervise the classroom process. Hence, HM's academic leadership is not realisable in schools.

There is a growing tendency among some head masters that teaching like other teachers is an inferior work. So many headmasters not go to classroom at all for teaching thereby putting the burden of teaching in his/her class to other teachers. No monitoring whatsover is functional. Ultimately children are the loosers.

7. Redundancy factor

Issue based approach is the treatment that has been followed in the curriculum and textbooks. The issue areas are:
- Absence of a vision of universal humanism.
- Lack of human resource development.

- Lack of understanding of the specificities of cultural identity and its need to develop freely.
- Inability to see agriculture as part of culture.
- Lack of scientific approach to health and public health.
- Lack of due consideration towards marginalised groups.
- Lack of scientific management of land and water.
- Lack of eco-friendly industrialisation and urbanisation.

These eight issue areas are umbralla of about more than hundred number of sub issues. In all the subjects the shades of these issues are dealt with right from class I. For instance, while writing textbooks which are the shades of issues treated in class V for a particular subjects say science may not be known to social science textbook writers. So the same issues may occur redundantly aross both subjects. This may occur in the other subjects and languages also both horizontally and vertically. Further, teachers never interact among their colleagues regarding the issues treated in a particular class for a particular subject even. This leads not only to redundancy of issues in various subjects in the same class but also this becomes monotonous to the children.

This is the comment of children in classroom when social science teacher started teaching in standard V. Issue related to agriculture occur repeatedly in both the subjects. Review of textbooks and source books reveals that this is the cumulative effect of curriculum development process, textbook writing and classroom process. It is doubtful

whether utmost care has been taken to spread the shades of various issues across the curriculum in various classes according to the level of children without causing redundancy. This could have been overcome if the teachers had been able to deal with the subtle aspects of the issues very carefully. This never happens in the real situation.

8.   Critical Pedagogy

This is an approach that has been envisaged to be practised in the classroom which demands appropriate tool of instruction for various subjects. The textbooks keep limited scope to realise that. Though teachers were trained about this, they are not trying to use it as a pedagogic tool.

The perspectives on which the curriculum and classroom process are built upon may not reflect in the pedagogic practice of teachers. Critical pedagogy is supposed to help children to look at various concepts contrasting with their own conditions and needs and participate in discussion and problem solving related to their education and future opportunities. Participatory learning and teaching, emotion and experience need to have a definite and valued place in the classroom. If the teacher is not equipped to practise it the result will be catastrophic. Eventually, the expected quality input will not be available for the kids. This will affect the children particularly from lower social strata where parents can not support the children.

9.   Subject teaching versus allround development

The aim of education is allround development of every child. A child's innate potentialities should be drawn out. These include skills associated with arts, work experience, life and multiple intelligence, emotional intelligence and so on. Obviously allround development includes learning of the content of various subjects also. But mere subject teaching alone will not serve the purpose. There has to be provision for the development of child's affective domains also. But as a matter of fact, those areas are not given adequate emphasis in the curriculum. As a result of which the classroom processes are belittled to subject teaching exercise. Apart form the occasions of school day festivals, there is little deliberate attempts on the part of teachers to develop the abilities of affective domains. And these are also completed in the festivals, itself, not beyond. That too only a few children get opportunity. Those selected children with parental care are benifited in their performance. However, the soft skills are neglected in the classroom process. Eventually, allround development has become the synonym of the scores the children obtain in various subjects in the examinations. Even if some children are good in their affective domains, they are not nourished.

10. What children spoke?

Children seem happy about all the changes that have been brought about in the classroom processes. They like to be in the groups, but not all of them. Children prefer outside the classroom experiences like field trips. All the students whom the investigator interacted in the Upper Primary classes, welcome the changes in the evaluation and assessment. However, many children

are of the opinion that they hate asking about their marks and score by others. They do not bother the textual changes. However, the environment in the class has become non-threatening.

It is to be inferred that children may not be able to judge the classroom process in the quality perspective. The optimum utilisation of time, the appropriateness of the activities etc. matter much as regard to quality.

11. Parental perception and curriculum perspective

Parents want to make their child best in the class. They believe that scoring high marks determines the excellence of their children. This has become a matter of anxiety to most of the parents. Parents are very anxious about the future of their wards. Parents are not aware of the ultimate goals of education. They have not been properly educated about it. Most of the parents are of the view that their children's progress depend on how they study the textbook and score high marks in the examination. 75per cent parents keep on the same perception about education. Most of them do believe that textbook learning in the ultimate means of learning. They transplant the bygone days of their childhood when textbook was the ultimate source of knowledge and classroom process. Majority can not tolerate their wards reading other things such as books, children's magazine etc. because they do not know that it will help their learning process better. Therefore, they do not promote their childrens extra reading. Parental perception is an impediment to get the positive aspects of curriculum perspective to get accepted, by the society.

"My daughter never takes textbooks at home. But she is interested to read children's magazine which I do not allow"

A mother of Class IV child, Govt, LPS Koickal Bhagam, Field Note: 10.10.2009

This is the comment of a mother of class IV child. She disuades her child form reading other books. Parents do not know what is their role in the development of their children. 'Parenting' is grave area which has not got adequate attention in the State.

12. Multiplicity of textbooks a distant dream

NCF-2005 calls for variegated textbooks in the classroom instead of unilateral prescriptive text. Though this has been accepted in principle, little effort has been made to bring this into practice. The curriculum framers or textbook writers, confine to single text policy though of course there is scope for the teacher to make use of materials which she or he uses in the class in addition to the textbooks in the class. This is of course a professional exercise which may not be expected from majority of the teachers. Therefore, instead of getting the importance of textbooks reduced, textbook becomes the focus of classroom process and curriculum expectation. No textbook will be able to fulfill the curriculum expectation as far as the flexibility of learning process and potential of the diversified minds of our children are concerned. However, children are not provided with quality material suitable to their needs too is an obstacle to get better experience in the class.

13. Unaided schools and parents'belief

In a state where there is total literacy, all the parents have undergone schooling during their childhood days. Majority of the parents of the elementary school children are between the age group of 25 to 45. They might have had studied textbooks as sole source during their school time. The examination process and results were strictly based on the textual knowledge. So those who could 'by heart' the textual material got through the examinations with good result. Naturally, they could go for higher education. Since the white collar job opportunities are based on the academic record 'the educated' got better government jobs and are well off today. But others though good in many domains were left behind as those who were having good academic record had an edge over them. The poor academic record obviously is not because of the fault of the former. But because of the conventional process of pedagogy prevailed in the schools which was more or less linear textbook teaching. It could not cater to the individual sensibility of every child. Those could not cope with this process went behind in their learning achievement. So their learning was badly affected. That was the most important reason why majority of learners left the school with poor academic record. Seeing the better standard of living people who got white-collar jobs, parents who could not reach that level are very anxious to make their children capable enough to be in the forefront of job market. Hence, parents want to give their children the available best schooling. As discussed earlier,

parents see education as a means of livelihood not of life. They are not that much aware of the noble goals of education. So they according to their understanding select the schools for their wards. In this situation, the so called market forces come into play. They intervene by offering english medium education which the parents think as the ladder to get access to job market. They claim that they teach CBSE syllabus right from LKG though the fact is that CBSE has no syllabus in primary level. The so called english medium schools make use of 'unauthorised textbook materials saying that those are CBSE textbooks.

At the same time, all the mainstream schools are not in a position to attract children owing to various reasons ranging from poor performance of children, low quality of teaching, unattractive campus, non-availability of spoke persons other than government etc. Obviously, there are exceptions. There are schools with very high quality performance. This may be due to PRI's taking lead role, collective effort of teachers etc. Still, there exists little mechanism to oppose the negative propaganda of the so called english medium school lobbies in the society. Further, the over enthusiastic parents who watch the middle class and, some of the government servants including teachers who send their wards to the unaided english medium schools are befallen by a notion that such schools only can be dependable for moulding the future of their kids. This has influenced common people to a believe that government schools are poor. If child is

not sent to unaided english medium schools their children will also face the same plight of theirs. So in the society the tendency of sending children to the unaided schools in spite of the availability of nearby government schools is also increasing. This has created a situation that government schools face acute shortage of children in certain area while the target children are taken away to the far away english medium schools.

This situation poses challenges to the credibility and sustainance of school system. Many schools become uneconomic. In the classroom where the number of children is very less, the popularity of the school goes down. Teachers become apathetic to teaching. As the parents are less, due to the low number of children, community involvement becomes less. All these affect the quality of learning process adversely.

14. Violation of child rights in the unaided schools

Primary school children are carried away by the school vehicle very earlier from their habitats.

"It is a pity that I have to send my Kid by 7:30 in the morning. She is not fed well. She comes back at 5 in the evening. No time to play or free movement".

Gopakumar, A parent of Class III child, Govt, H.S.Sasthamcotta. Field Note: 28.09.2009

This is the pitiable account of a parent who sends his kid at 7.30 in a van everyday to a school 12 kms away from home. The child is made to wake up at 5.30. am. Parents sit by the child to make it active. The parents have to look after everything. The child is packed away at 7.am. The van carries double of its capacity of kids. It picks up children from each and every habitat. So the child has to travel about 25 kms before reaching school. The bus or van reaches either at the right time or late. School begains after ensuring that all the vans and buses have reached. The children have to rush through to the classes.

In the classroom the pedagogy followed is not child centred. The petty old textbook teaching is taking place. The teachers are poorly paid. Because of the threat of their job security, they take pains to teach the children. They make use of all measurers to make the children learn. Parents spend a lot of time teaching the children at home. Children need to spend extra effort to learn as in a different medium. Government does not have any control in these institutions. So these practices are going on without any interference from any quarters.

There are a lot of quality issues in these institutions. The nature of children is not considered while teaching them. So many child rights are violated in these schools. They include the right to be loved, right to play, right to express, right to get food according to their need, the right to study in the mother tongue etc. But these child right violations are not an issue in the society. This may be due to various reasons. The parents nurture these practices based on their belief about education. Most of the parents who send their children to unaided schools are financially well off. So they are pressure groups in the society. They can

influence the decision making process of PRIs and even government. Consequently, no agency intervenes to block what happens in thse schools. Further others also are made to believe that everything is fine in these schools. Even the parents who are satisfied by sending children to mainstream schools also keeps a soft attitude to these schools. There are so many parents who are worried that they cannot send their children to these schools because of unaffordability.

This situation has put forward so many quality issues that are highly significant in the context of the paradigm shift. The parents are not convinced on the quality initiatives adopted by the government such as teacher empowerment, increasing of instructional hours, adopting so many measures admiring that the 'education is the right of every child'. All these measures have not produced considerable disirable effect in the cutting edge, so far. The teacher community still keeps an apathetic stand towards the reailisation of all the changes. Therefore the issues which the paradigm shift ought to have solved seems aggravated by those having vested interests as the stake holders do not exercise their roles to protect what is right.

15. Controversy over textbooks

The traditional concept of considering textbook as the sole source of learning still prevails. So everyone wants textbooks to be an authentic material. Even a minutest error also draws textbooks into controversy.

Kerala is a politically sensitive State. Education is a subject in which so many stakeholders comes into play. Media is very keen in sensationalising issues about textbooks. So even very insignificant part of textbooks also are made controversial by the media and groups with vested interests. The political parties also take positions in the controversies. This has created a situation that the SCERT and textbook writers become very cautious to select and develop quality texts for the textbooks. Certain excellent quality materials are kept apart fearing of controversy. Consequently, the quality of certain textbooks goes down. It is worth to mention that most of the controversies coming in media are about trivial issues not on relevant issues.

However controversies badly affects the confidence of the parents. They are not exposed to high academic discussions. Their perspective too will be very subjective. So the parents will develop a perception that the textbooks are of poor quality. So common people develop confusion about the future of their children about what would happen if their child study the controversial textbooks.

16. Teachers' selection and quality input

Many parents do not believe in the quality of teachers. They are very sceptical about the performance of teachers. They ask how a teacher who has paid lakhs to job in school will teach the children properly. In Kerala 65 per cent of the mainstream schools belongs to private aided managements. In such schools the appointment is made by the manager of schools, based on the donation got from the teacher not on merit. Government approves the

appointment and gives away the salary. They have the privileges of government school teachers. This is going on since 1962. This has created a situation that majority of teachers comes from well of background who can afford to pay lakhs. They consider the job as a status. No reservation policy is followed in the appointment of such teachers. From them commitment cannot be expected. It can not be expected that those who acquire teacher's job paying huge amount can treat the kids who are coming from poor social strata keeping the rights and dignity of the child. This is the crucial issue in Kerala which stands as impediment against enhancing the quality of schools.

17. Teaching and emotional content

This is the affectionate remark of a teacher about his student. The child does not have father. His mother is a cashew nut factory worker. She leaves for factory at 7 O'clock in the morning. At that time the child will be just waking up. So the mother will not be there for his help for feeding. The child eats on his own early in the morning and comes to school. Noon feeding will be at 1 pm . So the child will remain half-fed or hungry for 5 or 6 hours in the class. This makes the child, exhausted. Because of his over-appetite, the child takes noon meal from school. So he becomes lethargic in the afternoon also. At home, mother prepares food and feeds them 9'clock at night. Till then the child has to wait hungry. Without knowing the domestic situation, how can we teach a child? School system is not responsive to such issues.

Children are confronted with a lot of emotional problems at home. There are children who come from homes reeling from domestic violence, alcoholism etc. Some children come from people suffering from chronic diseases or extreme poverty and so on. The emotional disturbances the children are destined to face will be severe. The emotional punch the teachers and the ambitious curriculum framers trying to create in the classroom will be in vain compared to what the child faces at home. Consequently, the much acclaimed learning activities may not appeal those children. Eventually, they will not learn well. Gradually, those children slip away from learning process. This is a quality concern in the classroom particularly pertains to children of disadvantaged sections.

If the teacher is keeping an emotional content to know and love the children, this could be overcome to a great extent. But it is a fact that this emotional commitment is not expected from majority of the teachers owing to their selection process and attitude. Whether the present teacher is able to cope with these demands of the situations nees to be examined.

18. ICT based instruction versus quality

There is a growing imbalance between those who makes use of the IT based resources and others who do not. The former are far ahead in their professional competence. So they can do wonders in the classroom for providing quality input. For instance, there are primary schools where their own radio stations are functional (eg: Goverment Upper Primary School, Karunagapally) So children who

are exposed to these kind of quality experiences go beyond what the curriculum envisages. On the contrary, majority of the teachers who are not in a position to use computers in classroom even it is available in the school. (All the UP schools and majority of LP schools are provided with computers by SSA) Another issue is that there are no suitable software materials in tune with the new paradigm and classroom process. Hence many teachers are using CDs which negate the hands on experience of children. This is a crisis. Naturally, an imbalance is developing between the children who come through the hands of highly competent teachers and those who are not. That is also could be grappled with soon. Otherwise the credibility of schools will deteriorate.

19. Library and need of quality reading materials

In the context of the paradigm shift, it is a fact that reading habit of children increases in rapid pace in mainstream schools. So children are to be provided with interesting books and other reading materials according to their class and level. But such suitable materials are scarce in schools though SSA supplies certain books yearly. This problem is servere in the lower primary classes particularly in classes I and II where reading materials are not at all available. Learner friendly reading materials are to be developed in resonance with the curriculum. Since, education department or teacher community has not undertaken this responsibility, market forces come into play in this area also. So worthless materials will fill the gap. Many parents who can afford, pay heavy price to procure them. As these materials do not need any authentication from anyone, the effect is not known. The values these materials particularly picture stories inculcate among the children are to be probed into. However, lack of suitable learning materials adversely affect the quality of learning.

20. School campus and mental image

School premises should be beautified and made attractive. It has got a crucial role in inculcating an attachment to the school and developing a metal image which ought to be replicated in his life un-consciously. But it is a fact that least care is exercised to maintain the campus clean and beautified. This leads to a complacency on the part of the children towards the school and its premises. It can not create any ambiance in their minds. Certainly, this will be transferred to his/her own surroundings at home. Only a limited number of schools in the mainstream try to address this quality issue. The so called unaided schools authority try to market this factor by maintaining an attractive premises for their favour, though a lot of other factors will be pitiable with them.

21. Child friendly atmosphere and learning of children

As discussed earlier, a child friendly atmosphere in school is a pre-requisite for every child's development. The behaviour of teachers and other staff should be encouraging to every child. There should not be physical punishment or mental harassment of any kind in the school. The derogatory talk and reference about child, its background, community, habits, culture

etc. may affect the child's confidence and development. If one child is mentally affected by anyone of these factors, he/she will be psychologically, out of the system. His/her learning will not take place. But it is not encouraging to learn that all is not well in school. Teachers are yet to change their behaviour in tune with the nature of children. This is an impediment towards universal access and total quality achievement.

22. Girl children and gender justice

Kerala, through total literacy gender discrimination still prevails. Atrocities against girls and ladies are on the increase. This naturally has a bearing on the girl children's development. Girl children are not allowed to go out of home. In schools, girls and boys are not allowed to interact freely. Gender stereotyping creates an impression on the girl children that they are inferior. Teachers with negligible exception carry the same concept that the society nurtures. This situation prevents the development of girl children as a whole. This is visible in every school throughout the State.

The girl child is reluctant to go to toilet because of the pathetic condition of the toilet. Besides, in schools girl friendly toilets are rare. Consequently, girl child keeps away from going to toilets. To avoid going to toilets they are reluctant to drink water. If girl child remains in school without drinking water properly and going to toilets how

will learning and development take place. In a male dominated system, these subtle but very crucial needs of girl children are often neglected. The girl child is destinted to accept these things with resignation. Unless these issues are addressed, giving utmost priority to the dignity of girl child, learning carries no meaning.

23. Other quality issues

Textbook development, classroom processes, assessment and evaluation etc. should be research based. Research should be the basis for any change we make. But it is to be inferred that, sufficient research is not carried out in the State while undertaking any change in curriculum or material developments. Hence, the materials are not owned up by the teachers. Therefore, the envisaged quality input from the part of the teachers may not be visible in the classroom. Moreover, the teacher community does not own up the new textbooks and classroom process. Eventually, it affects the quality of child's learning.

In the context of Right to Education Act-2009, education has become an entitlement of every child not a welfare activity any more. Therefore, it is hightime that these nascent quality issues are tackled with atmost humility and humane attitude. Otherwise the justiciable rights of our blooming generation will have to wait for litigations.

REFERENCES

Maurianne Adams, Lee Anne Bell, Pat Griffin 2007, *Teaching for diversity and social justice,* Routledge, Newyork

Right to Education Act, 2009, *The Gazette of India*

NCERT 2005, *National Curriculum Framework*, NCERT, New Delhi

SCERT, Kerala 2007, *Kerala Curriculum Framework*

SCERT, Kerala 2008, *Textbooks from classes I to VII*

SCERT, Kerala 2008, *Sourcebooks from Classes I to VII*

Sureshkumar 1998, *The Process of Implementing Activity Based Curriculum in the primary Schools of Kerala,* NUEPA: New Delhi

Study of Conditions of Municipal Corporation Schools as Small Schools in the Vadodara City

Anjali Khirwadkar* R.L. Madhavi**

Abstract

Primary education occupies an important role in the life of an individual. It is the base on which further educational opportunities of a child depends. The process of primary education is an index of the general, social and economic development of the country as a whole. Primary education plays an important role in laying the proper foundation of child's cultural, emotional, intellectual, moral, physical, social and spiritual development. Primary education contributes to national development also. Various studies have clearly demonstrated that countries which have made proper provision for primary education are far ahead with those of inadequate provision. Taking into consideration the importance of this part of education, Indian government has taken up several projects to achieve the goals of UEE. All of them have their own drawbacks in achieving the goal to full extent. Primary education being the fundamental stage of education is helpful in developing awareness among children about education through proper development of concepts. The aims and objectives are to focus more on joyful learning by developing proper curriculum and competent textbooks. At this juncture, the way teachers adopting the teaching-learning practice to provide the active play-way method of education is crucial to achieve the goals of UEE. The present paper focuses on these aspects in a classroom situation.

Introduction

Primary education is a basic stage of education that forms the part of a longer phase of general education system. According to the Encyclopedia Americana (1988), elementary education has been defined as the period of formal schooling extending from admission to school in Kindergarten or 1st grade to completion of the 6th, 7th or 8th grade. So it caters to the educational needs of children of age 6-14 years broadly. Indian Constitution,

Lecturer, CASE, Department of Education, M.S. University of Baroda, Vadodara.
** *Lecturer*, CASE, Department of Education, M.S. University of Baroda, Vadodara.

Article 45 states a clear responsibility for providing education at this stage by stating "Free and Compulsory education for all children until they complete the age of 14 years". The awareness provided about education and its utility for future life shapes the development of a country. Keeping in view the economic and national developmental needs of India, providing proper education at this level is crucial for social enhancement of our country. For this, the government has established primary schools to fulfill its constitutional obligation under Article 45.

The process of primary education is an index of the general, social and economic development of the country as a whole. Primary education plays an important role in laying the proper foundation of child's cultural, emotional, intellectual, moral, physical, social and spiritual development. Primary education contributes to national development also. Various studies have clearly demonstrated that countries which have made proper provision for primary education are far ahead with those of inadequate provision (Agarwal, 2000). Keeping in virew of this, the government of India has taken up Universalisation of Elementary Education shortly after attaining independence. Elementary education has been made a birth right by Article 45 and amendment 92 of Indian constitution. To achieve the goal of UEE, government has undertaken many programmes ranging from Operation Black Board to DPEP. All programmes have their own drawbacks in achieving the goal of UEE. An ambitious project that was taken up to achieve this goal of UEE by the year 2010 is Sarva Siksha Abhiyan (SSA) to achieve the goals of universal enrolment, universal access and universal retention including measures like MLL (Minimum levels of Learning), establishment of schools within 1 km. range of home, facilities for girls education, giving responsibility for cluster groups for enrolment drives etc. Curriculum design, transaction and textbooks are being prepared as per above emphasis.

Primary education being the fundamental stage of education is helpful in developing awareness among children about education through proper development of concepts. The aims and objectives are to focus more on joyful learning by developing proper curriculum and competent textbooks. At this juncture, the way teachers adopting the teaching-learning practice to provide the active play-way method of education is crucial to achieve the goals of UEE. The present paper focuses on these aspects in a classroom situation.

Small Schools Concept

Small Schools Workshop is group of educators, organisers and researchers based in the College of Education at the University of South Florida (Sarasota). The Small Schools Workshop actively participates in many initiatives to broaden and deepen recognition of the importance of school size to student learning and the role of small schools in furthering positive whole-school and systemic change. According to this group each small school is unique to the community that it serves; however, there are some common features that often characterise good small schools:

- A maximum population of 250-300 students in a heterogeneous mix that represents the local school community.
- A non-exclusive admissions policy.
- A consistent educational experience for students over an extended period of time (more than one year).
- A coherent focus and philosophy of education, and a curriculum that is integrated.
- A cohesive group of teachers that collaborate and discuss the needs of their students.
- A sense of shared leadership and investment among those in the small school.
- Involvement of families in the school community.

A small school may or may not have classes of small size. However, some of the benefits of small class size (more personalised instruction and more manageable classroom atmosphere) can be achieved in a small school regardless of class size. A small school offers an environment in which students are more visible. In other words, students can be better known by their teachers, allowing teachers to more easily identify individual talents and unique needs of each student and therefore offer a more personalised educational experience. A small school staff size allows more opportunity for teachers to know each other well, more easily share information about their students, collaborate to solve problems, and generally support one another. Small schools are a way of restructuring schools and the human relationships inside them. Thus, small school may be classified differently as per the strength of students, organisation, planning and management.

Considering the diverse needs of the present Indian education system and to achieve the goals of UEE, the concept of small schools adoption can be fruitful in reaching the un-reached. Indian society is geographically, traditionally and regionally isolated on many bases. These systems, taboos are still preventing all children to mix irrespective of their differences in a particular area to get education. We find various varieties of schools catering to the needs of various groups of society. In this sense, small schools exist for elite and poor in different aspects. There is a need to define the small school concept taking into consideration of all the existing situations in the country. In an urban context, municipal primary schools could be considered under this category. Even though their number is going up more than 500 in some instances, considering the facilities available for urban children to study, and some of features described above, they can be counted under this category. The study focuses on the small schools as managed by the Municipal Corporation, Vadodara District of Gujarat state. The researchers have classified these schools as small schools based on the strength of the students in the school. The average strength of the students in these schools is about 300. These schools satisfy all the characteristic features of the schools as discussed above.

Review of Related literature

There are several studies conducted at primary stage in Baroda city. Findings

of some of these studies are presented below.

Pillai (1973) and Soni (1976) examined organisational climate, teacher morale and school quality in primary schools of Baroda. The study was carried out with an objective to study relation between school climate and school quality. The tools used were organisational climate description questionnaire. The major findings of the studies were almost similar wherein majority of schools of Baroda city have closed climate and teachers have high disengagement and hindrance; Pupils perform better in open, autonomous high morale and good quality schools; School facilities and services, curricular issues, teacher salary and community pressure influence the innovative ability of schools.

Desai (1979) conducted a study on administrative problems of Municipal primary schools of Baroda city. The findings revealed that majority of the teachers had minimum qualification of SSC and PTC teachers had no freedom to work according to their choice and were entrusted with clerical work. There was no regular refresher training for teachers and there were quite a few untrained teachers. All these affected quality of school.

Kharadi (1983) assessed the perception of community with respect to administrative procedure. Behaviour of teachers in class, facilities provided, home work and other teaching techniques and co-curricular activities in Municipal Corporation primary school in Baroda with the help of questionnaire. It was found that teacher were overburdened with administrative work which affected quality of education; Mid-day meal was wastage of time; Principal had a check on teachers and tried to improve quality of teaching; Teacher did not use teaching aids, home work was not checked and teachers were not interested in curricular activities. All these collectively hindered quality of education.

Trivedi Pinki (1995) studied developing a strategy for quality improvement of Municipal Corporation primary schools of Baroda. The major findings were: fifty percent of the primary schools have insufficient facilities, about 65 per cent of the schools have insufficient teachers, most of them have minimum required qualifications. All the schools didn't have clerical staff. In all schools the environment was not appealing and motivating, teaching was monotonous and no innovations were incorporated. Teachers were assigned duties other than teaching during the schools hour like election duties, census, and adult education and were not remunerated for extra work which de-motivate them and effected the children education. No regular in-service training was given. Thus, standard of primary school was found to be very low and requires lot of efforts to raise it.

Bhojwani L.S. (2006) studied education in a municipal corporation primary school of Baroda. Study was carried out with an objective to study the structure and functioning of school in terms of infrastructural facilities, human resources, daily routine, organisation of co-curricular activities, performance of

the student. Major findings of the study were: the infrastructure facilities were found inadequate in all four schools which she had studies. In Marathi and Hindi medium schools teachers showed interest in teaching students during curriculum transaction in spite of additional responsibilities. The level of performance of students in all the four schools fluctuated between 30 to 40 per cent and no student had so far done anything remarkable in academic or co-curricular activity.

The above studies reveal that a lot of work needs to be done at primary education level in terms of quality teaching, organisation of co-curricular activities and training of teachers as leaders, a change agent.

Rationale

Educational aims represent in a broad sense contemporary and contextual articulation of human aspirations and values. An educational aim helps the teacher connect present classroom activity to a cherished future outcome without making it instrumental, and therefore gives it a direction without divorcing it from current concerns. An understanding of learners, educational aims, the nature of knowledge, and the nature of the school as a social space can help one arrive at principles to guide classroom practices. The curriculum should provide adequate experience and space for dialogue and discourse in the school to build a commitment to democracy and the values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights.

'Child-centred' pedagogy means giving primacy to children's experiences, their voices and their active participation. This kind of pedagogy requires one to plan learning in keeping with children's psychological development and interests. The learning plans therefore, must respond to physical, cultural and social preferences within the wide diversity of characteristics and needs. Our school pedagogic practices, learning tasks and the texts create for learners to focus on the socialisation of children and on the 'receptive' features of children's learning. There is a need to nurture, build on their active and creative capabilities – their inherent interest in making meaning relating to the world and to other at large.

Children learn in a variety of ways – through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting and expressing oneself in speech, movement or writing–both individually and with others. They require opportunities of all these kinds in the course of their development. Learning must be paced so that it allows learners to engage with concepts and deepen understanding, rather than remembering only to forget after examinations. At the same time learning must provide variety of challenges, should be interesting and engaging. Boredom is a sign that the task may have become mechanically repetitive for the child and of little cognitive value. It is high time to tune our teaching learning practices to the needs of the students. The curriculum framework

2005 focuses on the child centered learning and learning for construction to improve learning. The focus of SSA also is to improve upon the quality of education and with regard to various measures taken by the government in terms of providing physical facilities, training of teachers for competency building, modernising teaching- learning practices. The study was designed to know the gap between what is plan and recommended by the government and the existing scenario at school level. In order to improve quality education it is imperative to study the condition of such school managed by the government in terms of various resources and facilities, teaching learning practices adopted by school teacher and the problems faced by the teachers.

Statement of the Problem

Study of Conditions of Municipal Corporation Schools as Small Schools in the Vadodara City.

Objectives

1. To study the infrastructure, resources (material and personnel) facilities in Municipal Schools of Baroda City.
2. To study the teaching learning processes adopted in Municipal Schools of Baroda City.
3. To study the problems faced by the teachers concerning the aspects of pedagogy in Municipal Schools of Baroda City.

Population

The population for the present study constituted all the Municipal Primary schools of Baroda city.

Sample

All the municipal schools were broadly classified into three zones area wise in Baroda City. Two schools from each zone were selected randomly.

Delimitation

The present study was delimited to Municipal Schools offering instruction through Gujarati Language. Teaching learning observation was delimited to the standard IV in respective schools.

Tools

An Observation Schedule was prepared for collecting information on teaching learning practices adopted to teach various subjects in the classroom. An information schedule was prepared to collect information on different facilities available for teaching learning. An information schedule was used to collect information from respective class teachers of selected schools regarding various problems faced during teaching learning process.

Techniques

Observation technique was used for observing the class transaction.

Data Collection

Data was collected from six randomly selected schools. Two schools were selected from each zone of Baroda City Corporation. Data regarding each objective was collected personally by the investigators. Teaching learning process was observed for different subjects for two periods per each subject. Data related to information schedule was collected through principals of respective schools. Questionnaire was

provided for teachers to collect information regarding problems faced during teaching learning.

Data Analysis

Data collected for achieving various objectives set for the study was analysed objective wise and was presented here. Since data was descriptive a content analysis was done to analyse and represent the findings.

As per objective One i.e., to study the infrastructure, resources (material and personnel) facilities in Municipal Schools of Baroda City, the data were collected from each selected schools with the help of observation schedule.

The schools were selected from each three zones, as there are total of 124

primary municipal schools in Vadodara city as indicated in the table 1.

Table 1
Zone-wise distribution of Municipal Primary Schools of Baroda Cit

Sr. No.	Zones	No. of Schools in each zone
1.	One	46
2.	Two	39
3.	Three	39
4.	Total	124

Since the schools were further differentiated based on the medium of instruction the schools chosen for the study were restricted to the Gujarati medium schools and schools run in morning shifts were taken. The tables 2 and 3 indicate the classification of schools on the basis of medium and timings.

Table 2
Zone-wise distribution of Schools basing on number of classes and Medium of instruction

Sr. No.	Zone	Medium of Instruction				No. of Classes		
		Gujarati	Hindi	Marathi	Sindhi	1-7	1-5	1-4
1.	One	36	8	2	—	42	—	4
2.	Two	36	1	1	1	37	—	2
3.	Three	35	2	2	—	36	1	2

Table 3
Zone-wise distribution of schools basing on school timings and Gender

Sr. No.	Zone	School Timings			Gender Distinction		
		Morning	Afternoon	Mixed	Girls	Boys	Co-Ed.
1.	One	21	15	10	7	7	32
2.	Two	17	17	5	4	3	32
3.	Three	16	16	6	4	4	30+1Spl.Sch.

Table 4
No. of Teachers and Students on the Caste-basis

Sr. No.		SC	ST	OBC	General	Total
1.	Teachers	157	124	209	627	1117
2.	Students	6038	4818	14206	17460	42522

Table 5

Number wise distribution of classes in municipal schools of Baroda City

1st	2nd	3rd	4th	5th	6th	7th	Total
163	159	157	151	149	157	148	1084

The table 3, 4 indicates the strength of students and teachers in different categories, it was seen that almost equal strength of general and sum of all categories of students were present and same was true for teachers' strength. Table 5 shows that the number of classes was around 150 for each standard.

The Municipal Corporation Schools were found having student strength ranging from 100 to about 500 as per table 6. This strength of students was inclusive of the entire standard in the schools (i.e., from I to VIII). Hence, these schools were taken under the concept of small schools as per the definition of small schools in the introduction part.

Table 6

Number of schools with specific number of students

Sr.No.	Number of Students	Number of Schools with the specific number
1.	100	4
2.	200	15
3.	300	33
4.	400	34
5.	500	15
6.	More than 500	22
	Total	123

As per the objective, the data was collected using observation schedule for the required facilities of resources and infrastructure in the six selected schools, the data collected is classified and presented below under different heading (Tables 7, 8)

As it can be seen from the table 7 that almost all the schools have infrastructure facility except two schools lack in terms of facility of play ground.

Table 7

Infrastructural Facilities, No. of Classes and rooms for selected schools

Sr. No.	Name of the School	Infrastructural Facilities					No. of Classes	No. of Classes Running	No. of Rooms	
		*1	*2	*3	*4	*5			Own	Other
1.	Zone 1 (1)	Y	Y	Y	Y	Y	1 to 7	7	9	0
2.	Zone 1 (2)	Y	Y	Y	Y	Y	1 to 7	7	7	0
3.	Zone 2 (1)	Y	Y	Y	Y	N	1 to 7, 8	8	16	0
4.	Zone 2 (2)	Y	Y	Y	Y	Y	1 to 7	9	13	7
5.	Zone 3 (1)	Y	Y	Y	Y	Y	1 to 7	7	11	0
6.	Zone 3 (2)	Y	Y	Y	Y	N	1 to 7	5	0	0
*1. Electricity; 2.Sanitary; 3.Drinking Water; 4. Compound Wall; 5. Playground										

As per divisions of classes the no of classes running are different, they seem to have sufficient number of classrooms. Infrastructure wise schools seem to be sound. As per personnel resource in terms of teachers the data represented in table 8 indicates sufficient number of teachers as per the number of classes.

Table 8

Number of Teachers Class-wise

Sr. No.	Name of School	No. of Teachers Class-wise					No. of Teachers Approved	No. the Teachers Working
		1+2	3+4	5	6	7		
1.	Zone 1 (1)	2	2	1	1	1	8	8
2.	Zone 1 (2)	1	1	1	1	1	6	6
3.	Zone 2 (1)	3	2	1	1	1	9	9
4.	Zone 2 (2)	4	2	1	1	1	10	10
5.	Zone 3 (1)	2	2	1	1	2	9	8
6.	Zone 3 (2)	1	1	1	1	1	6	6

Table 9

Number of Students gender-wise, Class-wise for selected schools

Sr. No.	Name of the School	No. of Students in each school		No. of Students in Each Class								
		Boys	Girls	1	2	1+2	3	4	3+4	5	6	7
1.	Zone 1 (1)	0	304	51	39	90	45	45	90	46	47	31
2.	Zone 1 (2)	0	184	31	25	56	32	21	53	31	23	21
3.	Zone 2 (1)	224	134	54	75	121	53	50	103	46	50	30
4.	Zone 2 (2)	200	183	76	93	169	61	40	101	36	37	40
5.	Zone 3 (1)	159	140	34	54	88	41	40	81	34	36	60
6.	Zone 3 (2)	69	102	27	23	50	23	20	43	32	21	25

The above table 9 indicates the classification of students gender wise in the selected schools except two schools rest were co-educational schools with strength of girl students little less than 50 per cent of that of boys. If we see the class wise strength of students per class the strength is around 50 except two schools where strength was either more than 50 or less than 50. The general trend was as the classes goes higher the strength of students decreases i.e., students dropout of school due to various reasons in spite of the various provisions of the government.

Table 10

Facilities available for organising classroom teaching effectively for selected schools

Facilities	Available	Not Available	Remarks
Black Board	✓	--	--
Chalk	✓	--	--
Duster	✓	--	--
Table	✓	--	--
Chair	✓	--	--
Maps/globe	--	✓	--
Cupboards	--	✓	--
Bookshelves	--	✓	--
Lighting	✓	--	--
Proper Ventilation	✓	--	--
Any Other	--	--	Playground

Table 11

Facilities Available to Students in selected schools

Facilities	Available	Not Available	Remarks
Desk	--	✓	--
Students Chair or Bench	--	✓	--
Students Mats	✓	--	--
Electricity	✓	--	--
Fan	✓	--	--
Proper Ventilation	✓	--	--
Adequate Natural	✓	--	--
Light	--	--	--
Adequate Sitting Space	✓	--	--
Any Other	--	--	Seepage of rain water during rainy season

Table 12

Availability of Materials with Children in selected schools

Materials	All	More than 70%	60-70%	50-60%	Less than 50%
Textbooks	✓	--	--	--	--
Notebooks	--	--	✓	--	--
Pen	✓	--	--	--	--
Pencil	✓	--	--	--	--
Colors	--	--	✓	--	--
Scale	✓	--	--	--	--
Eraser	✓	--	--	--	--
Slate	--	--	✓	--	--
Water Bottle	--	--	--	--	✓
School Bag	✓	--	--	--	--
Proper Uniform	--	--	--	✓	--
Any Other	--	--	--	--	--

Tables 10, 11, 12 were showing data regarding various facilities provided for classroom learning in the schools. In the classrooms minimum facilities were there, but absence of bookshelves, cupboards in individual classrooms was reported. In the classroom students were provided with mats to sit. During rainy season there was seepage of roof obstructing class teaching. Provision of benches was desirable during rainy season. Even though uniform was supplied, most of the students did not wear even though uniform was compulsory to wear from 5th standard onwards. Most of the students did not bring water bottles with them. Notebooks, slate and colors were also not available with 50 per cent of the students.

Thus, from above observations the following points can be summarised as follows:

• Majority of the students coming to these schools belong to lower income group families.

- Schools were provided with pucca buildings to conduct teaching-learning.
- All the minimum facilities regarding infrastructure and resources needed were present in all the schools. In one school poor facilities for toilet was reported.
- Drinking water was made available in each and every school.
- All the classes were provided with a separate classroom and number of teachers was sufficient enough to deal with each class.
- All the students were provided with proper facilities to carry on with teaching and learning. Textbooks and uniform were provided from schools. Students had all required writing and drawing materials.
- All the schools had computer facility. Computers were not optimally used for teaching learning as no trained teachers were available to teach.
- As Students were from lower income groups, not much assistance from parents for learning the content. So during exam times students were provided with extra coaching after school hours.
- No proper arrangements for T.V./Radio lessons in any school were found.
- Weak students were offered special help by providing more home work, peer help, special care etc.
- Medical examination of each student was done once in a year. Defects pointed out by doctors were informed to parents and students were referred to other hospitals if necessary.

- Co-curricular activities were planned, adequate for the entire year. Different activities planned were-rangoli competitions, sports day, garba day, drawing competitions, debates etc.
- Schools generally record average attendance per day. Children come to school in time and they stay in slums that are located one to one and half kilometers away from the school.
- Almost all the students were promoted to next class annually. Those who fail or remain absent in the exams were provided with training in summer and were promoted to next class after successful completion of the training.
- Everyday 8 periods were arranged to carry out all activities. Each period was of 35 minutes. In a day almost 4 hours of time was allotted for teaching - learning and remaining time was devoted to carry out activities like sports and other co-curricular activities etc.
- Inspection of school was done once in a year by officer from School Board Office.

These observations indicate that there was improvement in terms of the infrastructure facility available. Although schools have computer facility no effort was made to make use of this facility, even other audio-visual aids like TV/RADIO programmmes were not organised for students, teaching was done in mundane and routine way. There was no innovation practiced to make teaching learning an interesting and activity centered. Still teachers are to be trained to use computers for teaching learning. Though, the government has given enough

incentives which are able to capture students' attraction for studies. The students do not find their interest in learning although enough average attendance was found to be present in the schools. But such practices would not go in a long run. There has to be something done in respect of ways of teaching learning practices, evaluation that was practiced. This has just helped to have data in terms of retention of students in the classes but qualitatively speaking there was no much significant gain in terms of students' achievement as the practice that was followed was to promote students to higher classes.

As per objective Two i.e., to study the teaching learning process adopted in Municipal Schools of Baroda City, the data collected through observing the classes was analysed and is presented below.

Classroom observation is conducted to know the various aspects of teaching learning revealed the following points:

- Lecture method was used for teaching in almost all subjects.
- Except for subjects like Science and Social Science teaching aid were used sometimes depending on availability.
- Content was taught directly without proper introduction and testing the previous knowledge of the students.
- Questions were mostly asked from teacher's side. Although the frequency of the question was less. Students never asked any questions regarding content. Questioning skill was properly used to teach mathematics. Overall the classroom interaction was less.

- Involvement of students in the teaching learning was not there. It was limited to questions and answers.
- Most of the teaching learning was found to be in a mechanical way. In language teaching lesson was read line by line to explain the content.
- Use of Black Board was done appropriately like to note down important points in all subjects, in mathematics to draw diagrams, to solve problems and to note down important points.
- Recapitulation was not practiced towards the end of the class. Drill and exercise was not practiced with students.
- No assignments or home work was allotted in any subject.
- Teacher behaviour with the students was appropriate.
- Classroom was managed properly. Arrangements for teaching learning were made properly. Students were calm while attending to the teaching.
- Content points were logically arranged, sequenced while teaching the lesson.

These facts revealed that there is a need to have workshops for teachers in pedagogy and making them understand the use of different media, techniques as per subject requirement. The number of in-service courses attended had no change in the teaching-learning process. As teaching was done in routine and mundane way it indicated the low level of interest of teachers in the teaching profession. Though facilities were there but they were hardly used for teaching learning. These findings were very much similar to the

finding of Trivedi Pinki (1995), a study which was done eleven years back. It can be said that after a decade also there was not much change in terms of the teaching learning process adopted by the teachers. This requires a deep thinking regarding bringing attitudinal change among teachers for making them receptive to the change.

For objective three viz. to study the problems faced by the teachers concerning the aspects of pedagogy in Municipal Schools of Baroda City. Teachers were provided with the unstructured questionnaire. The data collected revealed the following.

A questionnaire was provided to individual teacher to record various problems faced by teachers in carrying out teaching- learning process. Various findings were:

- Teachers were occupied with the teaching for the entire school hours. However, they have to teach different subjects for different classes or deal with teaching entire subjects of a single class and assigned with management of a single class as class teacher.

- In addition to teaching work they were provided with administrative work and other government related duties like Census work, Voter list preparation etc. This causes problems in carrying out academic work.

- Home work given was not done at home due to lack of support from parents. So time management to carry out teaching according to schedule is a problem as time needs to be given for completion of home work in class on next day.

- Parents were provided with information about students' progress during (Partents Teachers Assocication (PTA), Mother Teachers Association (MTA) meetings. But parents most of the times remain absent due to their occupation with livelihood and lack of interest. Therefore, the achievement of students is not taking place up to the maximum level.

- When one teacher was absent for any reason or take leave on some grounds, immediate allotment of new teacher was not done. So, classes were to be combined and teaching was conducted for both classes by a single teacher.This also happens when teachers are involved with administrative and other works assigned to them by government order. This causes disturbance to teaching learning and normal maintenance of classes.

- In-service training was provided to teacher at least two times a year. The various components of training were related to content enhancement and new teaching methods adopted to teach the content. Computer know-how was not there and training programmes regarding this aspect will be shortly offered to teachers.

- Teachers prepare their daily lessons by referring textbooks and handbooks, but do not refer to other books. Government provide contingency to make teaching aids and provide readymade material too. These aids were shown when required by teacher to the whole class but individual student did not

get an opportunity to use the aid due to scanty resources.

- However, students show high motivation to learn when teaching aids were made involving their active participation. Teachers quoted that when this activity was announced before hand in the class, next day attendance was good and students were involved in teaching learning.

- Teachers felt that incentives provided by government are not able to sustain the interest of student to come to school for the whole year. But when opportunities are provided for participatory learning, their attendance was good.

- Community participation was there in all the related functions and meetings. PTA, MTA are conducted regularly to inform about students' progress to parents. Parents are also invited to participate in 'Pravesh Mahotsav', annual functions, sports day, prize distribution ceremonies etc. However, the attendance of parents was not up to the mark.

- Students were taken out of school on picnics, field trips, excursion etc. according to the schedule. Learning difficulties were tried to be solved by providing extra home work, peer assistance etc. No special efforts are done from teachers' side like involving special teaching methods etc. regarding this matter.

When asked to provide their suggestions for improving the quality of education in municipal schools within the constraints being faced various opinions expressed were as follows -

- Teacher has to take special interest in teaching-learning by spending time with children after school, providing time for children with learning difficulties, trying to implement new teaching methods to motivate students.

- No doubt limited resources are causing constraints in achieving the goal to the maximum extent. They are trying their level best to improve the situation.

- Government related delays are not to be there. Whenever a request is made for some repair, replacement of teacher and any other related thing it takes long to solve the problem.

- Applications have to pass through many channels before any final decision is taken on the problem. This cause obstruction in achieving the goal.

- Government rules and regulations need to be flexible in this matter to solve problems immediately.

- As teachers and administrators they have nothing to do on their own, but to implement the orders provided by authorities. Flexibility should be there according to local needs to achieve things.

- Syllabus has to be change once at all levels, and then teacher will feel it easy to handle all the classes with changing teaching methods.

The above scenario indicates that efforts need to be made in terms of interactive teaching learning practice and maximising the use of teaching aids, thus making teaching interesting and activity oriented where students would be involved at their level. Such learning

would be meaningful for students and help in retention of learning.

All facilities for carrying out teaching learning according to set plan are provided by government. But maintenance of the resources is not properly done. Once the equipment or building is gone to repair, it takes lots of time to get it done. This affects the academic environment. Observation of teaching learning process for different subjects is showing mechanical way of teaching. Even though provisions for teaching aids are made by government, training is given to teachers to use them, adequate and optimum use of these aids is not seen in the teaching process. This affects the quality of teaching. Students are not getting proper opportunities to go through active learning approaches as planned. Lack of awareness in parents, students not interested in studies due to their lower social status is affecting the morale of teachers in teaching. Incentives even though provided are not able to sustain their interest. Only way to keep them motivated is involving them in participatory learning. Involvement of teachers in duties other than teaching learning is also causing disturbance in normal academic environment. Lack of decision making at local level is causing delay in solving problems related to teaching learning and school functioning, thus rules and regulations need to be flexible.

In order to attain the literacy in real sense and bring qualitative improvement in teaching-learning it would require measures in terms of innovative practices. It would require involvement of teachers in their profession which is found to be lacking. Teachers will have to make efforts to improve and sharpen their skills.

REFERENCES

AGGARWAL, J.C. 2003. *Principles, Methods and Techniques of Teaching*, Vikas Publishing House Pvt. Ltd.: New Delhi.

BHOJWANI L.S. 2006. *A study of education in a municipal corporation primary school of Baroda*, M.Ed. Dissertation, CASE, The M.S. University of Baroda, Vadodara

DESAI 1979. *A study of administrative problems of municipal primary schools of Baroda*, M.Ed. dissertation, CASE, The M.S. University of Baroda, Vadodara

KHARADI 1983. *Perception of the Community of Municipal Corporation Schools of Baroda*, M.Ed. Dissertation, CASE, The M.S. University of Baroda, Vadodara

PILLAI 1973. *Organisational Climate, Teacher Morale and School Quality*, Ph.D. Thesis, CASE, The M.S. University of Baroda, Vadodara

TRIVEDI PINKI 1995. *Developing a strategy for qualitative improvement of Baroda Municipal Corporation Primary Schools*, M.Ed. Dissertation, CASE, The M.S. University of Baroda, Vadodara

SMALL SCHOOLS WORKSHOP, http://www.smallschoolsworkshop.org/info1.html

Progress of Primary and Upper Primary Education in Jammu and Kashmir

(1950–51 to 2001–02)

Sarla Karihaloo*

Abstract

The spread of education and educational facilities have made great strides in the state during the past decades of planned development. A Considerable educational facility has been made available in the remote backward and hilly areas of the state. In the present paper analysis is made on the trends of students' enrolment, teacher recruitment and student–teacher ratios with emphasis on the recent years. It examines the actions of the state government to improve the quality of education. The analysis brings forth that the J&K state continues to be educationally backward though female enrolment has shown a significant rise during last few years, and the gender disparity does not seem to be getting reduced. Figures show that there are at least as many girls outside the school as they are inside in the age group of 6–14 years.

Education is the cornerstone of economic, social and cultural development of a country. It has emerged as the most important single input in promoting human resource development, in achieving rapid economic development and technological progress and in creating a social order based on virtues of freedom, social justice and equal opportunities in the country. Primary education constitutes a very important part of the entire structure of education. It is at this stage, the child starts going to formal educational institutions and it is at this stage child empowerment starts to build up.

After independence, the article 45 was incorporated in the Constitution of India. It provides for equal right to every citizen, to enter into educational institutions, besides making education free and compulsory to the children in the age group of 6–14 years. It means that enrolment of children should be

* *Senior Lecturar* (Education), Viswa Bharti College of Education, Akalpur, Muthi, Jammu, J&K

universal up to upper primary stage. Progress of primary and middle school education in the state of J&K has shown great advancement since independence. The government of J&K has taken up several projects to promote primary and upper primary education in the state. These include, operation black board (OBB), Sarva Shiksha Abhiyan, *mid-day meal scheme* etc. In order to make it universal, *mid-day meal* programme was followed by free medical check up, free uniform, free textbooks so that more and more students are enrolled.

These programmmes may have had some impact on the enrolment of children, recruitment of teachers and student-teacher ratio. The present study examines if indeed there is an impact on enrolment of children, recruitment of teachers and student teacher ratio and in the process it also analyses the trends in primary and upper primary education in the state of J&K since 1950 - 51 to 2001- 02 (i.e., in the last five decades).

The population of J&K was 10,143,700 according to 2001 census which constitutes 1.0 per cent population of the country with 4,807,286 literates which is only 0.84 per cent litrates of the country. The relative backwardness of J&K state in literacy is also reflected by the lower than national average literacy rate prevalent in the state as per 2001 census. Even though state progressed steadly since 1950-51 the literacy rate of the state was 55.5 per cent as against the national average of 65 per cent in 2001-02 . Male and female literacy rates were 66.60 per cent and 43.0 per cent as against 75.85 per cent and 54.14 per cent at all India level.

Objectives

The specific objectives of the study in development of primary and upper primary education in J&K are:

1. To examine the present position of primary and upper primary education in J&K state.
2. To examine the development of primary and upper primary education in J&K from 1950-51 to 2001-02.
3. To examine the number of teachers employed in primary and upper primary schools in state and the rate of growth of number of teachers during the period.
4. To estimate the student teacher ratio.

The Data

The secondary data relating to the number of schools, enrolment, corresponding school age population in primary and upper primary schools and the teachers working in the primary and upper primary schools for the period of 1950 - 51 to 2001- 02 are obtained from directorate of Economics and Statistics and planning and development department, Government. of J&K and Directorate of School Education, Jammu. The data with respect to the number of teachers employed and student teacher ratio are presented separately for analytical purpose.

Educational system of J&K

The J&K state enjoys special status in the country. It has its own constitution and regulates its way for socio-economic development. It has the distinction of introducing free and compulsory education much before the other states

in India. It also shares various schemes of educational reconstruction available in other parts of the country. It is worth mentioning that the state government took keen interest to give practical shape to the recommendations of Warda Education Committee.

The educational reconstruction in the state took a speedy turn after independence. A number of commissions and committees were set-up and serious thought was given to the recommendations made from time to time. A measure step taken in the early seventies was the constitution of Bhagwan Sahay Committee to look in the recommendations made by the Education Commission (1964-66) and suggest a workable plan of action for the state education system. In the late eighties, the National Policy on Education (NPE, 1986) was revived by state government and a plan of action formulated. All these measures have tremendous influence on the educational system. As a result of planned endeavour a meaningful formal system of education was introduced. Right from the first to the ninth five year plan, a series of steps were taken to promote education at all levels.

The Size of Primary Education and its Growth

The total number of students enrolled in J&K is 19.43 lacs up to high or higher secondary level, out of which 10.92 lakh are male and 8.51 lacs are females in the year 2001-02 though the school going population is more. The data relating to the number of schools, enrolment and the number of teachers working in primary schools for the period of study from 1950-51to 2001-02 is depicted in

Table-1 for analysis. Table -1 reveals that there were 1115 primary schools in entire J&K which increased to 7406 in 1980-81 and the number further increased to10,934 in 2001-02. Due importance was given to the education needs of girl child which is reflected in opening of exclusive girls schools which consistently increased over the years. In 1950-51 there were only 175 girl's schools which increased to 2,681 in 1980-81 and at the end of 2001-02 they stood at 2,820.

The total enrollment at primary education in the year 1950-50 was 0.64 lacs which increased to 2.68 lakh in 1980-81 and 9.68 lacs in 2001-02. All these years there has been consistent increase in girl student enrolment, when it was only 0.07 lacs in 1950-51 which increased to 1.06 lacs in1980-81 reaching pinnacle in 1998-99 when the enrolment of girl child was all time high of 5.02 lacs which stood at 4.39 in 2001-02.

Increase in Number of students per Teacher in Primary Schools

One indicator of the quality of education is the teacher - pupil ratio which can be done by analysing Table-1 for number of teacher employed in primary schools in the state and the rate of growth of the teachers during the period of study. Perusal of Table-1 indicates that there were 2,162 teachers employed in primary schools in 1950-51 out of which 214 were woman which constituted only 9.89 per cent of teaching force. An increase in the proportion of women teachers in the primary stage is desirable because it is they, more than the male teachers, who could deal with the children with greater patience and motherly instincts. The

number of teachers increased to 10,659 in 1980-81 reaching 28,138 in 2001-02, the woman teachers constituting 39.18 per cent and 39.35 per cent in 1980-81 and 2001-02 respectively. However, highest number of teachers was employed in 1998-99 (28,940) with corresponding increase of woman teachers (10,599) after which there was marginal fall in employment of teachers.

It is interesting to note that the increase in the number of teachers over the years has not increased number of teachers per school as most of the schools are having only one teacher as reflected by school teacher ratio of 1.20 to 1.90 (1950-51 to1990-91) which improved from 2.22 to 2.58 from 1995-96 to 2001-02. The teacher - pupil ratio ranged from 22 to 40 during the study period ranging between 1950-51 to 2001-02, lowest ratio observed in year 1974-75 and highest in years 1955-56 and 1998-99.

Table 1

Growth of Primary Education in J&K from 1950-51 to 2001-02

Year	No. of primary schools			No. of students on roll (6-11yrs.) in lacs			No. of teachers			Teacher pupil ratio	School pupil ratio	School teacher ratio
	Males	Females	Total	Males	Females	Total	Males	Females	Total			
1950-51	940	175	1115	0.57	0.07	0.64	1948	214	2162	29	57	1.90
1955-56	1612	270	1882	0.74	0.13	0.87	1882	309	2191	40	46	1.20
1960-61	2314	545	2859	1.11	0.37	1.48	3654	750	4404	34	52	1.50
1965-66	3272	1232	4504	1.25	0.46	1.71	4003	1474	5477	31	33	1.20
1968-69	3524	1431	4955	1.44	0.66	2.1	4596	1744	6340	33	42	1.30
1974-75	3798	1979	5777	1.24	0.66	1.9	5123	3060	8183	22	31	1.40
1977-78	4153	2391	6544	1.37	0.8	2.17	5331	3265	8596	25	33	1.30
1979-80	4473	2561	7034	1.52	0.97	2.49	6132	3753	9885	25	35	1.40
1980-81	4725	2681	7406	1.62	1.06	2.68	6482	4177	10659	25	36	1.40
1985-86	5033	2827	7860	2.07	1.37	3.44	7072	4898	11970	29	44	1.50
1989-90	6007	2983	8990	2.45	1.77	4,22	9090	6316	15406	27	47	1.70
1990-91	6200	3042	9242	2.55	1.79	4.34	9835	6605	16440	26	47	1.80
1995-96	7456	3005	10461	3.71	2.60	6.31	13803	8952	22755	30	66	2.22
1996-97	7547	2936	10483	5.19	3.74	8.93	13888	8225	22113	30	66	2,22
1998-99	7535	2980	10515	6.45	5.02	11.47	18341	10599	28940	40	109	2.75
1999-00	7878	2982	10860	4.39	3.83	8.22	15433	9936	25369	32	76	2.34
2000-01	8078	2848	10926	4.57	3.91	8.48	16769	10763	27532	31	78	2.52
2001-02	8114	2820	10934	5.29	4.39	9.68	17065	11073	28138	34	89	2.58

Source: Digest of statistics (2004-05), Government of J&K, Directorate of Economics and Statistics, Planning and development Department

Growth of upper primary Education

Table -2 reveals that there were only 139 upper primary schools in the state in1950-51 and this number progressively got increased to 2368 in 1989-90 which further got increased to 5,040 in 2001-02, The corresponding figure for exclusively girls school being 37, 569 and 988 respectively. The enrolment in upper primary schools increased progressively

from 0.19 lacs in 1950-51 to 3.96 lacs in 1989-90 which further got increased to 5.35 lakh in 2001-02. In 1950-51 girls formed 26.33 per cent of total students enrolled which increased to 35.85 per cent in 1989-90 which was further improved to 43.36 per cent in 2001-02 with all time record of 2.52 lakh girl students enrolling in 2001-02. The increase in enrolment shows the improvement of upper primary education in the state during the study period.

Teacher- pupil ratio in upper primary

The teacher-pupil ratio shows the quality of education in any school. Increase of enrolment of students in upper primary resulted in increase in number of teachers over years. 1950-51 recorded 1,178 teachers for upper primary (Table-2) which improved to 17,185 in

1989-90 and 31,267 in 2001-02. To cater the demand for exclusive girls' school amongst others, per centage of female teachers increased from 26.23 per cent in 1950-51 of total to 36.24 per cent in 1989-90 and for 2001-02 was 37.19 per cent. Unlike in primary education, school -teacher ratio improved in upper primary ranging between 4.20 in 1965-66 to 8.62 in1999-2000 except in 1968-69 when the ratio was only 1.60. More enrolment in upper primary stage resulted in higher school-pupil ratio than primary education. Similarly, healthy teacher-pupil ratio was observed during the study period which ranged from17 to 28, the lowest observed in 1950-51, 2000-01 and 2001-02 and highest of 28 in 1955-56. This ratio is less than the student-teacher ratio of 40 recommended by the government.

Table 2

Growth of Upper Primary Education in J&K State from 1950-51 to 2001-02

Year	No. of primary schools			No. of students on roll (6-11yrs.) in lacs			No. of teachers			Teacher pupil ratio	School pupil ratio	School teacher ratio
	Males	Females	Total	Males	Females	Total	Males	Females	Total			
1950-51	102	37	139	0.14	0.05	0.19	869	309	1178	17	142	8.50
1955-56	212	43	255	0.35	0.07	0.42	1249	256	1505	28	166	5.90
1960-61	461	72	533	0.52	0.13	0.65	2139	273	2412	27	122	4.50
1965-66	892	241	1133	0.96	0.27	1.23	3934	851	4785	26	100	4.20
1968-69	1017	292	1309	1.06	0.35	1.41	4765	1199	5964	24	100	1.60
1974-75	1366	476	1842	1.38	0.53	1.91	7268	2994	10262	18	100	5.60
1977-78	1483	522	2005	1.59	0.65	2.24	7702	3321	11023	20	112	5.50
1979-80	1465	532	1997	1.67	0.74	2.41	8482	3824	12306	20	121	6.10
1980-81	1509	537	2046	1.76	0.81	2.57	8779	4449	13228	19	126	6.40
1985-86	1637	556	2193	2.32	1.21	3.53	10911	5375	16286	22	61	7.40
1989-90	1799	569	2368	2.54	1.42	3.96	10957	6228	17185	23	167	7.30
1990-91	1855	583	2438	2.47	1.49	3.96	11515	6484	17999	22	162	7.40
1995-96	2471	611	3082	3.05	1.80	4.85	14300	9572	23872	19	150	7.74
1996-97	2510	594	3104	2.54	1.52	4.06	14538	8824	23362	19	150	7.74
1998-99	2819	688	3507	2.50	1.81	4.31	16803	11373	28176	15	123	8.03
1999-00	2836	651	3487	3.12	2.31	5.43	18784	11270	30054	18	156	8.62
2000-01	3084	644	3728	3.25	2.52	5.77	19659	11330	30989	17	155	8.30
2001-02	4052	988	5040	3.03	2.32	5.35	19636	11631	31267	17	111	6.20

Source: Digest of statistics (2004-05), Goverment of J&K, Directorate of Economics and Statistics, Planning and development Department.

Conclusion

It has been rightly pointed out in the Programme of Action issued by central government in August 1986, "unless the system of education works properly at all the stages of education in all parts of the country, the ambitious progress of educational reforms envisaged in NPE will come to a naught". Jammu and Kashmir has reached a stage in its development in general and in field of education in particular where a serious thought should be given to make the system work.

The constitution of Jammu and Kashmir provides for free education to the permanent residents of the state. Even though Jammu and Kashmir government spends more on education than national average but it is still educationally backward. The educational attainment of the state in terms of literacy, enrolment, etc. is poor. The state government should see the maximum utilisation of available resources. It seems that there are divergence between the ideal and the real at the conceptual level of educational planning in Jammu and Kashmir as well as implementation strategies need revamping.

One must also recognise that the success of educational plan does not depend merely upon the efficiency with which the educational plan is developed; it also depends upon how effectively other complimentary decisions are introduced simultaneously. Half hearted efforts would newer bring fruitful results.

A few educational areas which should attract the attention of those who are interested in bringing Jammu and Kashmir state on the map of India as far as educational development is concerned are, recruitment policy, transfer policy, administration and supervision policy, community involvement, redressal of grievances, teacher training programmes (preservice and inservice), Institutional evaluation, autonomy, accountability and micro level educational planning is strongly felt that the educational system in the state needs reorganisation. In order to achieve expected results, some serious thought must be given to the various issues connected with the system. To promote and attain UEE in the state it is required that the meaning full non formal system be established. The measures of quality control at all levels of education need to be worked out with the combined effort of private and public sector.

As the data reveals that there is only 43 per cent woman literacy that means attention is to be given to girl students to make them literate. Ensuring education to every woman is nesserary for the achivment of development goals. Their parents need to be educated so that they voluntarily send their girl child to schools as woman literacy will play an important role for the development of the state as a whole. Much is being spent on promoting *mid-day meals* at primary and upper primary level. There is a need of supervision policy. There is a need to evaluate that whether it reach to the real students. Monitoring is important coordination and cooperation is needed at all levels. Seriousness is needed.

REFERENCES

Aggarwal, J.C.1982. Development and planning of Mordern Education with special refrence to India. Vikas Publishing House Pvt Ltd. New Delhi

Mehrajuddin. 1993. Towards *Better Understanding of Higher Education*. Book Media, Dalgate, Srinager, J&K.

Naik, J. P and Nurulla, Syed. 1974. *A students' History of Education in India* (1800-1973). Macmillan India Ltd. New Delhi

Naik, J. P. 1971. *Elementry Education in India- A promise to keep*. Allied Publishers, Mumbai.

Sahai, Baghwan. 1973. A Report on Development of Education in the state of J & K. Rakesh Press. New Delhi

Singh, V.N. 2005. *Education in India: From Indeoendence to Present Day*. Vitsta International Publishing House. New Delhi

Developing Social Competence Among Dyslexics

Geeta Garg*

Abstract

Dyslexia, the most prevailing learning disability, refers to reading difficulties. With so much emphasis on interventions for such children to be competitive in the academic world, we lose sight about what really prepares a child to be happy, confident, and secure in the real world. The dyslexics regularly face many challenges, and require interventions besides numeracy and literacy skills. For such children, social competence is the most important aspect to be taken care of. Because of their consistent academic under achievement, they face peer rejection and ignorance. Exclusion from a normal peer group can deprive rejected children of opportunities to develop adaptive social behaviours. They have higher risks of developing patterns of aggressive behaviour, mental and emotional traumas. The social competence deficits, if left untreated, may increase over time, along with feelings of social anxiety and inadequacy. Therefore, it is of great importance to make such children socially competent. An early intervention and support at key moments can change their world. The present article attempts to give measures of developing social competence among dyslexics to make them feel confident and contributing members of this social world.

"Give a man a fish and feed him for a day. Teach him how to fish and you feed him for a lifetime". : Lao Tzu

Ishaan Awasthi is an eight-year-old whose world is filled with wonders that no one else seems to appreciate; colors, fish, dogs and kites are just not important in the world of adults, who are much more interested in things like homework, marks and neatness. And Ishaan just cannot seem to get anything right in class. When he gets into far more trouble than his parents can handle, he is packed off to a boarding school to 'be disciplined'. Things are no different at his new school, and Ishaan has to contend with the added trauma of separation from his family. One day a new art teacher bursts into the scene, Ram Shankar Nikumbh, who infects the students with joy and optimism. He breaks all the rules

* *Lecturer*, R.L. College of Education, Karnal, Haryana-132 001

of 'how things are done' by asking them to think, dream and imagine, and all the children respond with enthusiasm, all except Ishaan. Nikumbh soon realises that Ishaan is very unhappy, and he sets out to discover why. With time, patience and care, he ultimately helps Ishaan find himself. He proves the specialty of that child to the rest of the world, not just to his parents (www.taarezameenpar.com).

This is the story of actor Aamir Khan's directorial debut **Taare Zameen Par - Every Child is Special**. The movie has brought into spotlight the problem of dyslexia with which Ishaan, the special child in the movie, suffers. Dyslexia is not a rare disability. It has been around for a long time. Experts say it occurs in up to 15 per cent of the general population. An estimated 30 million children are known to be dyslexic in India.

What is Dyslexia?

Etymologically, the term 'dyslexia' is composed of two Greek words-'dys' meaning ill or difficult and 'lexis'- literally means poor reading. It is normally used to refer to people, children and/or adults, who experience difficulties with reading, spelling or writing. Dyslexia may also affect short-term memory, mathematical ability, concentration, personal organisation or sequencing. It can be defined as:

> Dyslexia is a neurologically based, often hereditary, disorder that interferes with the acquisition and processing of language. Varying in degrees of severity, it is manifested by difficulties in receptive and expressive language, phonological processing, reading, writing, spelling, handwriting, and sometimes in arithmetic. Dyslexia is not the result in lack of motivation, sensory impairment, inadequate instructional or environmental opportunities, or other limiting conditions, but may occur together with these conditions. Although dyslexia is life-long, individuals with dyslexia frequently respond successfully to timely and appropriate intervention.
>
> *International Dyslexia Association*

According to the U.S. National Institutes of Health, dyslexia is a learning disability that can hinder a person's ability to read, write, spell, and sometimes speak.

Dyslexia is not due to mental retardation, brain damage, or lack of intelligence. It is a difference in brain organisation that is present at birth and results in a struggle when trying to learn, remember, or express information. It is a learning disability that alters the way the brain processes written material.

Characteristics of Dyslexic Children

1. They speak later than most children.
2. They have pronunciation problems.
3. They have difficulty in rhyming words.
4. They have slow vocabulary growth, often unable to find the right word.
5. They have difficulty in numbers, alphabets, days of the week, colors and shapes.
6. They are mostly restless and easily distracted.
7. They have difficulty in interacting with peers.

8. They have difficulty in following directions.
9. Their fine motor skills develop slowly.
10. They are slow to learn the connection between letters and sounds.
11. They make consistent reading and spelling errors including letter reversals (b/d, p/q), inversions (u/n, m/w), transpositions/inversions (felt/left, from/form) and substitutions (house/home).
12. They are slow in remembering facts.
13. They usually have unstable pencil grip.
14. They continue to spell incorrectly, frequently spell the same word differently in a single piece of writing.
15. They avoid reading and writing tasks.
16. They face trouble in summarising the large concepts.
17. They have trouble with open-ended questions in tests/exams.
18. They usually have difficulty in adjusting to new settings.
19. They have poor grasp of abstract concepts.
20. They either pay too little attention to details or focus on them too much.

Famous Dyslexic Personalities

History gives the evidence of the greatest personalities in different fields of politics, science as well as arts who were dyslexic. The most famous worth quoting are:

• George Washington - the first president of the United States.
• Sir Winston Churchill - The British Prime Minister, who helped lead England and its Allies to victory during World War II.
• Albert Einstein-the scientist with the label of genius among genius.
• Alexander Graham Bell - the inventor of the telephone who paved the way for the incredible communication and information superhighway that exists today.

Importance of Social Competence in Dyslexics

Quite clear from the examples of famous persons with dyslexia that dyslexics do possess the potential to live and work in the community. But, vey often their special needs are not met; their energies are channelised in wrong directions. This can cause havoc in a child's life on a daily basis. Dyslexia affects the language functioning. Since it is concerned with reading aspect which is an essential tool for learning a large part of the subject matter taught at school, dyslexic children suffers a lot of anguish and trauma when they feel mentally abused by their peers. Since social development is inextricably linked to a student's school success, this disability puts them at a disadvantage in the social scene anywhere. This social incompetence leads to anxiety and frustration. Social scientists have frequently observed that anxiety and frustration produce anger. The results of a research revealed that in 45.15 per cent of dyslexic people, there is a lack of behaviour adjustment or unfavorable family conditions. They are confused in social circles and have negative feelings towards their own values. Their self image and self esteem is lowered. Just because of being socially incompetent, they feel powerless. They tend to view the world negatively. They are less likely to enjoy the positive experiences in life. They not only experience great pain in

present experiences, but also foresee a life of continuing failure.

A child doesn't need to be the most popular in their classes but they do need good social skills. Being sociable, it helps in becoming confident and a cheerful personality. It helps in becoming successful and contributing part of larger social world. Social skills are the foundation for getting well along with others. So it becomes important to inculcate social competence among dyslexics. Social competence, in fact, is essential to the mental and physical well beings, no matter their age. This is of utmost importance for dyslexics to get it fit in their social world in spite of having disability that interferes with their academic achievement. A socially competent child has the ability to establish and maintain high quality and mutually satisfying relationships and to avoid negative treatment or victimisation from others. It helps to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across situations. It helps in equipping the children with all the cultural components like roles, responsibilities, values, norm and beliefs.

Measures for Developing Social Competence among Dyslexics

1. Knowledge of the problem

Firstly, the teachers need to have an understanding of the nature of the problem that a dyslexic child may have. It must be their duty to let the parents of the concerned children informed about the same problem. Only then they can be in the direction of right treatment.

2. Patience

The teachers need to be extra patient. They must realise that the process of learning a new skill takes all children some time, and can children longer than others. Their child needs some extra.

3. Peer Training

It is equally important to teach peer group members how to maintain social interactions with disabled children. They may need to show how to initiate contact, how to make the child join in an activity, how to help the child with particular school assignments, etc.

4. Discover Areas of Strengths and Interests

Such children must be helped in discovering their strengths and interests. Do not just throw the load of flying words on them. Let them find their areas of opportunities. Maximum exposure should be given to such students in the areas of their interest.

5. Assign leadership

Engage more and more students in the activities of their (dyslexics') interest. Give chance to dyslexic students to be the group leaders. Let them give instructions to rest of the group. This will give the way even to the reluctant and shy dyslexics, and, many relationships will develop naturally when they see themselves as leaders.

6. Practice Activities Popular at School

Aside from spending time on skills such as reading, counting etc, some time must be given to learn and practice games and

activities popular at school. The child will be more confident and enjoy his/her interaction with others if he/she knows how to play.

7.   Select Activity according to Comfort

If the child is not comfortable in the group of athletic type of children during play, provide him alternative activities and form his group there. For example, reading groups, craft activities, coloring or anything of his interest. Be available to supervise and help as needed.

8.   Neighborhood play - a Routine

The parents must be told to make a routine for the child to play with children in the neighborhood. Make it sure that the child is not bullied or made to feel inferior. Let him invite his friends at home and also allow him to go. Do not make his world limited to the four walls of his house.

9.   Small and Easy Steps of Friendship

Help them developing friendship in small and easy ways. For example, teach the child to smile and greet one new child every day. Teach him/her share of his/her lunch and other belongings like stationery material with his/her friends.

10. Basic Etiquettes

Make him/her learn basic etiquettes like how to eat, how to dress, how to sit, keeping things in order and at proper place, saying 'thank you', 'sorry', etc. so that the child is not embarrassed when in group.

11. Proper Eye Contact

The child must be taught to maintain proper eye contact. Otherwise, they are often looked upon as mentally retarded.

12. Engage in Simple Small Conversations

Try to engage the child in simple small conversations time to time. Keep on questioning so as to make her answer in a word or two that is easy to say.

13. Role plays

Create role play situations to teach social situations. Encourage the child how to learn and deliver the dialogues. Then reverse the role and ask the child to perform without or little assistance.

14. Regular Visits

Arrange for them regular visits to temples, parks, movies, any relative's house or community function.

15. Be Friendly

Be friendly with the child. Make him/her feel free to share feelings.

16. Praise Often

Praise the child often to keep on going in his/her efforts.

17. Spend Quality Time

The teachers must advise the parents to spend a quality time with their child having a friendly chat about his day.

18. Never Ask for Loud Reading in Class

Under no circumstances should the dyslexic child ever be called on to read out loud in class. Ensure this to save him/her from embarrassment.

19. Assessment Alternatives

The teachers must have different assessment patterns for reading disabled students so that the effects of

dyslexia on performance are minimised. Avoid using the measures that place his/her disability in the spotlight. Oral questioning, drawing projects etc can be the suitable assessment tools. This will help building their confidence in classroom among with "peer group.

20. Awareness and Attitude

Awareness and attitude of the society regarding special children is very important. Very often, the difficulties are multiplied by attitude malformations in care givers rather than due to the impairment itself. Media is a powerful means for this. The movie 'Taare Zameen Par' is one of the finest examples. So, here comes the significant role of teachers to make use of appropriate media at appropriate time with appropriate people.

Conclusion

Helping dyslexics feel better and deal effectively in the society is definitely a complex task. But it must be kept in mind that these are the children of our future and they have a right to get help and support before they develop the dreadful sense of failure which is not good for them as well as the society. So the greatest responsibility is on the shoulders of the teachers of the dyslexic children to get involved not just in making the child to learn the reading skills but also in shaping the life by imbibing the essential social competence. This social competence will itself help the child in directing the child in the right direction. The teachers must take it as a part of their duty to spread the necessary awareness among concerned parents as well as society about the problem.

REFERENCES

BALE, P. 1981. "Behaviour problems and their relationships to reading difficulty". *Journal of Research in Reading*, 4, pp.124-135

BARBARA, RIDDICK 1996. Living with dyslexia: *The social and emotional consequences of specific learning difficulties*, 1956. London: Routledge

CORNWELL, A. & BAWDEN H.N.1992. ''Reading Disabilities and Aggression: A Critical Review". *Journal of Learning Disabilities*, 25, pp.281-288.

KHURANA 1980. "Non intellectual factors in learning disability". *Indian Journal of Psychiatry*, 22, pp.256-260

RITTER, D.R. 1989. "Social Competence and Behaviour of Adolescent Girls with Learning Disabilities". *Journal of Learning Disabilities*, 22, pp.460-461

STURGE, C. 1982. "Reading Retardation and Antisocial Behaviour". *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 23, pp.21-31.

Teacher Competencies for the Use of Information Communication Technology

Noushad Husain*

Abstract

The Present study aimed to identify the competencies needed by teachers for development and implementation of Information Communication Technology (ICT)-based education. Survey method of research was employed for the study. A rating scale was used to know the ICT related competencies that teachers need for instructional purpose. The rating scale consisted of 47 items based on four types of teacher competencies namely-Technological ICT Competencies, Pedagogical ICT Competencies, Didactical ICT Competencies and Social ICT Competencies. The sample consisted of 73 teacher educators among which 44 were males and 29 were females. Data was collected through the use of e-mail and by personally contacted the respondents and analysed using frequencies and percentage. Findings of the study reveal that all the teacher educators were agree that the following ICT competencies that teachers need to develop are: (i) Use ICT skills in developing and presenting information; (ii) Prepare ICT-based learning environment, designing effective learning experiences and creating rich learning environments with the support of ICT and Understanding of computer technology can enhance student learning; (iii) Using ICT as a didactical tool in the class as well as implement cooperative learning strategies using ICT. Using ICT as a didactical tool implies using it to establish dynamic and powerful instructional strategies and environment and (iv) Demonstrating knowledge and skills for using technology in ethical, legal and safe ways and to use humour and good manners during the teaching and learning process.

Introduction

Information and Communication Technologies (ICTs) are obviously of great significance for education. The integration of ICT in general and teacher education in particular is the need of the hour. The enormous benefits of ICT have been well documented by various authorities and researchers such as BECTA (2004), Akudolu (2002), Sharp and Potter (2002) and Olibie (2003). Teaching is becoming one of the most

* *Associate Professor*, Maulana Azad National Urdu University, College of Teacher Education, Bhopal (M.P.)

challenging professions in our society where knowledge is expanding rapidly and much of it is available to students as well as teachers at the same time. As new concepts of learning have evolved, teachers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills. Modern developments of innovative technologies have provided new possibilities to teaching professions but at the same time have placed more demands on teachers to learn how to use these new technologies in their teaching.

The pace of technological revolution and emergence of a knowledge society changed the traditional role of the teacher. Traditionally, the teacher is the only source of knowledge for the students. The impact of the internet in education in the recent years fosters the vision of an open, global and flexible learning. In the framework of this educational landscape the role of the teacher is that of acting as guide and instrument to assure a comprehensive learning process via the modern age technologies and managing the student's learning process by the new instructional models set in newly created virtual environments. The teacher will have to develop competencies related to the learning contexts that changes in teaching and learning paradigms require. Authors such as Potter and Darbyshire (2005) and UNESCO (2004) are of the view that ICT competencies are concerned with the ability to:

Know when to apply or develop a particular skill in using an ICT resource

Be aware of the reasons for using ICT and its effect on both users and context, and Have a critical and confident attitude to learning with the technology

A New Competency Framework for Teachers

According to Mishra and Koehler (2006) technological, pedagogical and content knowledge are essential for teachers for successful integration of ICT in education. The researcher thoroughly studied the literature and frame out an ICT competency model for teachers. For successful instructional use of ICT, four types of competencies are required. These four competencies are- Technological Competencies (TC), Pedagogical Competencies (PC), Didactical Competencies (DC) and Social Competencies (SC). Figure-1 shows the ICT competency model for teachers.
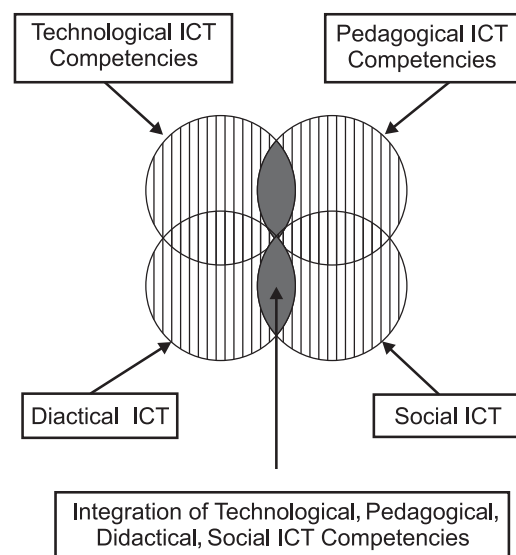

Fig 1 A New Competency Framework for Teachers

(1) Technological ICT Competencies: These competencies are related with teachers' knowledge and technical training that how to use and maintain ICT equipments and software. These competencies involve the skills to operate modern technologies such as- computer, Internet etc.

(2) Pedagogical ICT Competencies: Pedagogical competencies are related with teachers' instructional practices and knowledge of the curriculum and requires that they develop applications within their disciplines that make effective use of ICT to support and extend teaching and learning. This is a generic form of knowledge that is involved in all issues of student learning, classroom management, lesson-plan development and implementation and student evaluation. It includes knowledge about techniques or methods to be used in the classroom; the nature of the target audience; and strategies for evaluating student understanding.

(3) Didactical ICT Competencies: These competencies are related with subject knowledge of the teacher that is to be learned or taught. Teachers must know and understand the subjects that they teach, including knowledge of central facts, concepts, theories and procedures within a given field, knowledge of explanatory frameworks that organise and connect ideas and knowledge of the rules of evidence and proof. Teachers must also understand the nature of knowledge and inquiry in different fields.

(4) Social ICT Competencies: Social competencies are related to the understanding of teachers with social and ethical issues surrounding ICT and apply that understanding in their practice

Need for the Study

To create ICT-enabled teaching and learning environments, it is also necessary to provide ICT training for teachers. Teachers need to know about ICT and about what ICT can provide. They also need to be able to critically evaluate and discriminate what (technological) resource to use and whether one should be used at all. They need to be able to understand conceptually and in pedagogically-appropriate ways, how, where and why to use computer related technologies. Thus, it is clear that teachers need competencies for successful instructional use of ICT. Apart from the strategy of introduction of ICT, some confusion is found about ICT competencies to be acquired by teachers. It is very said to say that that in India teacher education programs does not include the ICT competencies to prepare the future teachers. Through the program, the pupil-teachers only know how to use computers but not in the classroom with their pupils. To keep in mind the above problems, the researcher decided to know the opinion of the teacher educators on this aspect. The two main questions that are related with the present study were- (1) Bearing in mind the school environments in India and the vastness of ICT capabilities, what competencies are teachers expected to possess for them to implement an ICT based curriculum? and (2) What ICT-pedagogical competencies should teacher preparation institutions aim to

develop in teachers to ensure that these teachers can help the country cross to the positive side of the digital divide and keep pace on the information superhighway?

The study is limited to the development of ICT competencies of teachers. This is based on the fact that ICT competencies involve knowledge of skills, knowledge of how and when to apply the skills as well as knowledge of reasons for using the particular ICT or the contributions of that ICT to the solution of problems.

Objectives

The main objectives of the study were:

1. To know the Technological ICT Competencies that teacher need for instructional purpose.
2. To know the Pedagogical ICT Competencies that teacher need for instructional purpose.
3. To know the Didactical ICT Competencies that teacher need for instructional purpose.
4. To know the Social ICT Competencies that teacher need for instructional purpose.

Methodology

(a) Research Method

Survey method of research was employed for the present study.

(b) Sample of the Study

The sample consists of 73 teacher educators from various faculties of education at the colleges and universities. The participants in the study were 44 males (60.27%) and 29 females (39.73%).

(c) Variables in the Study

The four types of ICT competencies such as technological competencies, pedagogical competencies, didactical competencies and social competencies were selected as variables in the study.

(d) Tool Used

A four-point rating scale was developed by the researcher to know the ICT related competencies that teachers need for instructional purpose. The rating scale comprised four sections related with instructional use of ICT namely-technological competencies, pedagogical competencies, didactical competencies and social competencies. There were 47 items structured on a four-point rating scale ranging from strongly agree to strongly disagree. The description of the rating scale with their four types of competencies is given in table-1.

Table 1

Description of the Rating Scale

Section	Teacher Competency Group for Instructional Use of ICT	Total Items
A	Technological ICT Competencies	15
B	Pedagogical ICT Competencies	12
C	Didactical ICT Competencies	10
D	Social ICT Competencies	10
Total		**47**

(e) Data Collection Method

Data collection was done by personally contacting the respondent as well as copies of the rating scale were emailed to the respondent. Some of the respondent were contacted again physically or through phone and argued to complete the rating scale. A total number of 73 copies of the instrument

were completed and returned (20 by personally and 53 by e-mail).

(f) Validity and Reliability of the Test

(g) Analysis of data

Obtained data were analysed with the help of simple percentage.

Analysis and Interpretation

To know the ICT competencies that teachers need to develop, the responses of the teacher educators that were given on the rating scale were analysed. It was tried to observed that what percentage of teacher educators strongly agree, agree, disagree and strongly disagree with each competency of technological, pedagogical, didactical and social competency group. The result that was found is given below in tables 2, 3, 4 and 5.

(A) Technological ICT Competencies of Teachers for Instructional Use of ICT

The results related with Technological ICT competencies that teacher needs to develop in view of teacher educators are given below in table-2.

Table 2
**Teacher Educators Views on the Technological ICT Competencies
that Teachers Need for Instructional Purpose**

Item No.	Items	Strongly Agree		Agree		Disagree		Strongly Disagree	
		f	%	f	%	f	%	f	%
TC1	Use of different operating system	5	7	13	18	36	26	19	49
TC2	Use of e-mail	16	22	35	48	16	22	6	8
TC3	Working with Multimedia	13	18	24	33	23	31	13	18
TC4	Using available computer hardware	20	27	36	49	10	14	7	10
TC5	Participating in online discussion	13	18	24	33	25	34	11	15
TC6	Hardware repairs	2	3	5	7	47	64	19	26
TC7	Writing general computer programs	1	1	3	4	48	66	21	29
TC8	Use of variety of software like- word processing, database, spreadsheet and statistical software.	32	44	24	33	13	18	4	5
TC9	Using ICT skills in developing and presenting information	41	56	32	44	-	-	-	-
TC10	Familiarisation with computer terminology	32	44	23	32	11	15	7	9
TC11	Setting up websites	6	8	15	21	38	52	14	19
TC12	Ability in and understanding of fundamental computer operations and concepts	32	44	18	25	19	26	4	5
TC13	Use of different instructional packages.	6	8	27	37	28	39	12	16
TC14	Clear understanding about computer hardware and software	12	16	49	67	9	12	3	5
TC15	Accessing the Internet	17	23	39	53	11	15	6	9

The data presented in table-2 shows that among the technical ICT competencies, a maximum of 41 (56%) teacher educators strongly agree with the Item TC 9 (Using ICT skills in developing and presenting information). Item TC 9 (Using ICT skills in developing and presenting information) had the highest score of 100

per cent (for Strongly Agree and Agree). This implies that the respondents think that using ICT skills in developing and presenting information is very essential technical competency that teachers need to require. The respondents think that the technical competencies TC 2 (Use of e-mail), Item TC 3 (Working with multimedia), Item TC 4 (Using available computer hardware), Item TC 5 (participation in on line discussion), Item TC 8 (Use of variety of software like- word processing, database, spreadsheet and statistical software), TC 10 (Familiarisation with computer terminology), TC 12 (Ability in and understanding of fundamental computer operations and concepts),

TC13 (Use of different instructional packages), TC 14 (Clear understanding about computer hardware and software) and TC 15 (Accessing the internet) are very important technical competencies that modern teachers need to mastery on them. These items scored more than 50 per cent.

The respondent did not consider TC 1 (Use of different operating system), TC 6 (Hardware repairs), TC 7 (Writing general computer programs) and TC 11 (Setting up websites) as teacher required technical competencies. Figure-1 shows the percentage of frequencies marked by teacher educators as strongly agree, agree, disagree and strongly agree on teacher required technical competencies for instructional use of ICT.

Figure 1

Distribution of Frequency Percentage of Teacher Educators on Required Technological ICT Competencies for Teachers (N = 73)
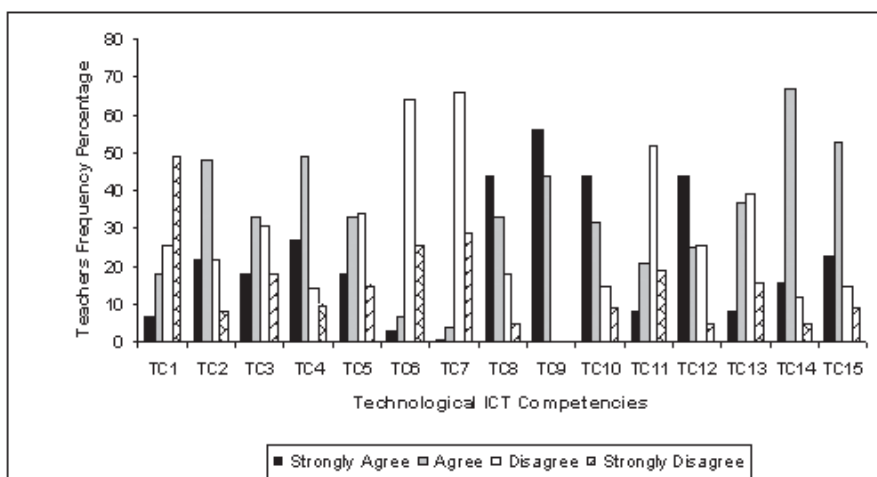
(B) Pedagogical ICT Competencies of Teachers for Instructional Use of ICT

The results related with pedagogical ICT competencies that teacher needs to develop in view of teacher educators are given below in table-3.

Table 3

Teacher Educators Views on the Pedagogical ICT
Competencies that Teachers Need for Instructional Purpose

Item No.	Items	Strongly Agree		Agree		Disagree		Strongly Disagree	
		f	%	f	%	f	%	f	%
PC1	Select and evaluate subject-specific educational software	14	19	31	43	16	22	12	16
PC2	Develop and maintain educational website	9	12	17	23	29	40	18	25
PC3	Prepare ICT-based learning environment	44	60	29	40	-	-	-	-
PC4	Develop educational programs with the help of programming languages	4	5	13	18	32	44	24	33
PC5	Monitor and evaluate ICT-based teaching-learning process	43	59	28	38	2	3	-	-
PC6	Applying ICT supported strategies to manage students' learning	17	23	51	70	3	4	2	3
PC7	Designing effective learning experiences and creating rich learning environments with the support of ICT	36	49	37	51	-	-	-	-
PC8	Surfing the internet and locating useful information from the internet for the development of lesson plans	24	33	45	62	4	5	-	-
PC9	Integrate ICT in other subjects across the curriculum	43	59	21	29	7	9	2	3
PC10	Prepare schemes of work and lesson notes using ICT	27	37	32	44	8	11	6	8
PC11	Ability to explore and apply to suitability of ICT for cooperative learning and for peer interaction	38	52	25	34	6	8	4	6
PC12	Understanding of how computer technology can enhance student learning	34	47	39	53	-	-	-	-

The data presented in table-3 shows that among all 12 pedagogical competencies, a maximum of 44 (60%) teacher educators are strongly agree with the Item PC 3 (Prepare ICT based learning environment). Item PC 3 had the highest score of 100 per cent [for Strongly Agree (60%) and Agree (40%)]. This implies that the respondents think that using ICT skills in developing and presenting information is very essential pedagogical competency that teachers need to require. Similarly PC 7 (Designing effective learning experiences and creating rich learning environments with the support of ICT) and PC 12 (Understanding of how computer technology can enhance student learning) had the highest score of 100 per cent (for Strongly Agree and Agree).

The respondents think that the pedagogical competencies PC 1 (Select and evaluate subject-specific educational software), Item PC 5 (Monitor and evaluate ICT-based teaching-learning process), Item PC 6 (Applying ICT supported strategies to manage students' learning), Item PC 8 (Surfing the internet and locating useful information from the internet for the development of lesson plans), Item PC 9 (Integrate ICT in other subjects across the curriculum), PC 10 (Prepare schemes of work and lesson notes using ICT) and PC 11 (Ability to explore and apply to suitability of ICT for cooperative learning and for peer interaction) are very important pedagogical competencies that modern teachers need to mastery on them and that are essential for

successful instructional use of ICT in education. These items scored more than 50 per cent.

The respondents did not consider PC 2 (Develop and maintain educational websites) and PC 4 (Develop educational programs with the help of programming languages) as teacher required pedagogical competencies. Figure-2 shows the percentage of frequencies marked by teacher educators as strongly agree, agree, disagree and strongly agree on teacher required pedagogical competencies for instructional use of ICT.

Figure-2 shows the percentage of frequencies marked by teacher educators as strongly agree, agree, disagree and strongly agree on teacher required pedagogical competencies for instructional use of ICT.

Figure 2

Distribution of Frequency Percentage of Teacher Educator on Required Pedagogical ICT Competencies for Teachers (N = 73)
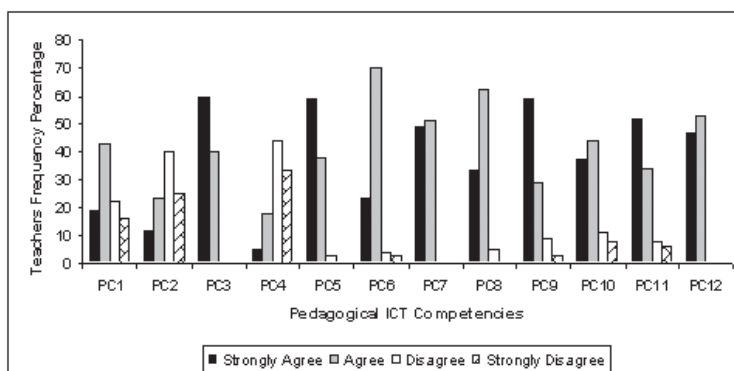
(C) Didactical ICT Competencies of Teachers for Instructional Use of ICT

The results related with Didactical ICT competencies that teacher needs to develop in view of teacher educators are given below in table-4.

Table 4

Teacher Educators Views on the Didactical ICT Competencies that Teachers Need for Instructional Purpose

Item No.	Items	Strongly Agree		Agree		Disagree		Strongly Disagree	
		f	%	f	%	f	%	f	%
DC1	Make decisions about how to present the content.	15	21	36	49	14	19	8	11
DC2	Create materials and tools that adapt the use of ICT to students	5	7	8	11	39	53	21	29
DC3	Make decisions about how students are to interact and tools are appropriate for a given type of interaction (e.g. wikis for collaborative construction, blogging for conversation-type activities, etc.).	14	19	38	52	13	18	8	11

| DC4	Plan student support during the teaching and learning process	21	29	36	49	10	14	6	8
DC 5	Use ICT as a didactical tool in the class.	45	62	28	38	-	-	-	-
DC6	Make decisions about methodologies appropriate to previous knowledge and experience of students	29	40	30	41	8	11	6	8
DC7	Design the feedback and evaluation moments adjusted to the learning and teaching process.	7	10	12	16	31	42	23	32
DC8	Create activities related to specific aims. These activities have a close relationship with the knowledge to be acquired.	21	29	49	67	2	3	1	1
DC9	Know how to use ICT tools to create and facilitate a community of learning.	18	25	44	60	11	15	-	-
DC10	Implement cooperative learning strategies using ICT.	51	70	22	30	-	-	-	-

The data presented in table-4 shows that among the didactical ICT competencies, a maximum of 51 (70%) teacher educators strongly agree with the Item DC 10 (Implement cooperative learning strategies using ICT). Item DC 10 had the highest score of 100 per cent [for Strongly Agree (70%) and Agree (30%)]. This implies that the respondents think that Implement cooperative learning strategies using ICT is very essential didactical competency that teachers need to require. Similarly DC 5 (Use ICT as a didactical tool in the class) had the highest score of 100 per cent (for Strongly Agree and Agree). The respondents think that the didactical competencies DC 1 (Make decisions about how to present the content), Item DC 3 (Make decisions about how students are to interact and which tools are appropriate for a given type of interaction (e.g. wikis for collaborative construction, blogging for conversation-type activities, etc.), Item DC 4 (Plan student support during the teaching and learning process), Item DC 6 (Make decisions about methodologies appropriate to previous knowledge and experience of students), Item DC 8 (Create activities related to specific aims. These activities have a close relationship with the knowledge to be acquired) and DC 9 (Know how to use ICT tools to create and facilitate a community of learning) are very important didactical competencies that modern teachers need to mastery on them and that are essential for successful instructional use of ICT in education. These items scored more than 50 per cent.

The respondents did not consider DC 2 (Create materials and tools that adapt the use of ICT to students) and DC 7 (Design the feedback and evaluation moments adjusted to the learning and teaching process) as teacher required didactical competencies.

Figure-3 shows the percentage of frequencies marked by teacher educators as strongly agree, agree, disagree and strongly agree on teacher required didactical competencies required for instructional use of ICT.

Figure 3

**Distribution of Frequency Percentage of Teacher Educator on
Required Didactical ICT Competencies for Teachers (N = 73)**
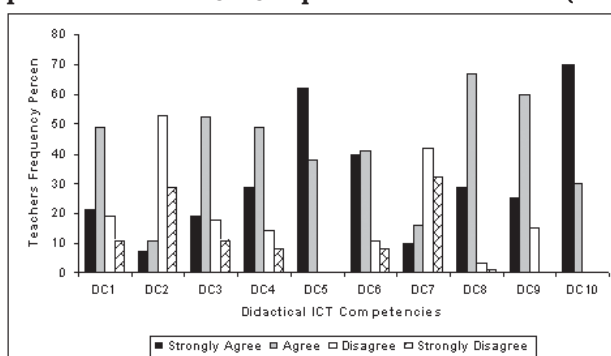
(D) Social ICT Competencies of Teachers for Instructional Use of ICT

The results related with Social ICT competencies that teacher needs to develop in view of teacher educators are given below in table-5.

Table 5

**Teacher Educators Views on the Social ICT Competencies
that Teachers Need for Instructional Purpose**

| Item No.	Items	Strongly Agree		Agree		Disagree		Strongly Disagree	
		f	%	f	%	f	%	f	%
SC1	Understanding the concepts of ICT and its impact upon current society and the whole world.	26	36	34	46	8	11	5	7
SC2	Demonstrating knowledge and skills for using technology in ethical, legal and safe ways.	51	70	22	30	-	-	-	-
SC3	Maintain continuous, positive and constructive feedback to encourage student participation and high levels of motivation.	18	25	43	59	9	12	3	4
SC4	Set a trustful atmosphere for communication.	32	44	31	42	6	8	4	6
SC5	Be able to give to students equal opportunities to participate in collaboration.	17	23	49	67	7	10	-	-
SC6	Be able to use humour and good manners during the teaching and learning process.	50	68	23	32	-	-	-	-
SC7	Promote communication between students.	34	46	29	40	5	7	5	7
SC8	Demonstrating knowledge and skills for acquiring and processing learning resources with technology tools and using the resources foe educational purposes in fair ways.	25	34	41	56	4	6	3	4
SC9	Promote collaboration among students and assist them in the acquisition of collaboration skills.	29	40	40	55	4	5	-	-
SC10	Build a feeling of belonging to an online learning community.	12	16	26	36	24	33	11	15

The data presented in table-5 shows that among all 10 social competencies, a maximum of 51 (70 %) teacher educators strongly agree with the Item SC 2 (Demonstrating knowledge and skills for using technology in ethical, legal and safe

ways). Item SC 2 had the highest score of 100% [for Strongly Agree (70%) and Agree (30%)]. This implies that the respondents think that Demonstrating knowledge and skills for using technology in ethical, legal and safe ways is very essential social competency that teachers need to require. Similarly SC 6 (Be able to use humour and good manners during the teaching and learning process) had the highest score of 100 per cent (for Strongly Agree and Agree). The respondents think that the social competencies SC 1 (Understanding the concepts of ICT and its impact upon current society and the whole world), Item SC 3 (Maintain continuous, positive and constructive feedback to encourage student participation and high levels of motivation), Item SC 4 (Set a trustful atmosphere for communication), Item SC 5 (Be able to give to students equal opportunities to participate in

collaboration), Item SC 7 (Promote communication between students), SC 8 (Demonstrating knowledge and skills for acquiring and processing learning resources with technology tools and using the resources foe educational purposes in fair ways), SC 9 (Promote collaboration among students and assist them in the acquisition of collaboration skills) and SC 10 (Build a feeling of belonging to an online learning community) are very important social competencies that modern teachers need to mastery on them and that are essential for successful instructional use of ICT in education. These items scored more than 50 per cent. Figure-4 shows the percentage of frequencies marked by teacher educators as strongly agree, agree, disagree and strongly agree on teacher required social competencies required for instructional use of ICT.

Figure 4

Distribution of Frequency Percentage of Teacher Educator on Required Social ICT Competencies for Teachers (N = 73)
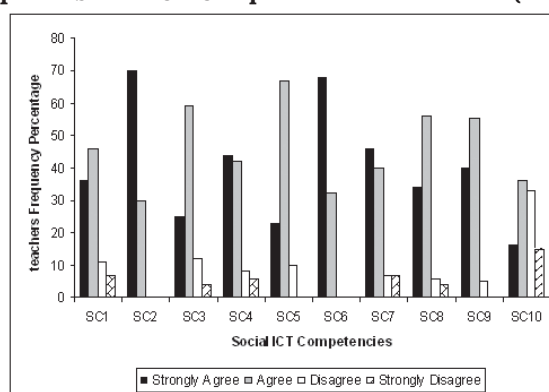
Discussion

It has been revealed in present study that among the technological ICT competencies that teachers need to

develop, the highest scoring item is the development of the competency to use ICT skills in developing and presenting information. Freedman (1999) presents

technological key ICT skills in four main areas of knowledge namely: hardware, software, curriculum and general knowledge. These key ICT skills are not limited to knowledge of technical skills such as key boarding and technical use of some software packages. They include the ability to recognise when and how to apply ICT to the solution of problems.

Another finding of this study is that teachers need to develop three main pedagogical ICT competencies in priority basis and these competencies are: prepare ICT-based learning environment, designing effective learning experiences and creating rich learning environments with the support of ICT and Understanding of computer technology can enhance student learning. This type of ICT-based education offers opportunities for spiritual, moral, social and cultural development of pupils (DfEE and QCA, 1999).

It is interesting that all the respondents agree that teachers need to develop competencies in using ICT as a didactical tool in the class as well as implement cooperative learning strategies using ICT. Using ICT as a didactical tool implies using it to establish dynamic and powerful instructional strategies and environment. An interesting finding of this study is that teachers need to develop two main social ICT competencies in priority basis and these competencies are: (1) Demonstrating knowledge and skills for using technology in ethical, legal and safe ways and (2) Able to use humour and good manners during the teaching and learning process. Others social ICT competencies are comes after the above two competencies

Conclusion and Recommendations

We live in a technologically fast changing world. We are already witnessing some of the significant social and economic consequences of ICT and its impact on education. A new era of education has been started which necessarily demands a new role of teacher, pupils and education system. In the era of ICT, it will be very difficult for India to cross the digital divide, if concerted efforts are not made to promote ICT education. One of the strategies to be adopted in this regard is the production of teachers who have developed competencies for the successful instructional use of ICT in education. Those teachers are called 21st century teachers who will possess the technological, pedagogical, didactical and social competencies in them and they will shape the personality of their pupils on constructivist level. To ensure the development of teachers' ICT competencies, the following recommendations are made:

1. ICT should be a compulsory course in all teacher preparation institutions. Teacher preparation should not be based on training for "Computer Literacy" but should prepare teachers for using technologies to construct, represent and share knowledge in real life authentic contexts. Research shows that teachers tend to teach the way that they werte taught (Ball, 1990, Lortie, 1975).

2. On the basis of research, an innovative model of pre-service teacher education should be developed that fulfill our present requirement. It should be remember that the model has the potential to equip that knowledge and

skills and train our future teachers that confidently provide knowledge and instructions in the classroom with the help of modern technologies keeping in view the national and international standards.

3. Sufficient facilities and resources should be provided to in-service and pre-service teachers to practices the ICTs in teaching-learning process. They should be given environment in which they develop their ICT-based competencies.

4. An integrated approach should be implemented in teacher preparation institutions. The goal of this approach should be to create and develop teaching-learning environment in which practitioners should be able to understand the nature of above four types of competencies and use the suitable competencies which is required and expected to them.

5. Both theory and practice related to the technological, pedagogical, didactical and social competencies should be the compulsory course of the teacher preparation programs.

6. Computers and internet should be provided in the schools so as to provide access to ICT to both teachers and learners.

7. Professional development programs (PDP) should be organised for the teachers in which emphasis should be laid down on the development of ICT-pedagogical competencies.

REFERENCES

AKUDOLU, L. R. 2002. "Restructuring Nigerian Secondary Education System through Information and Communication Technology (ICT) Driven Curriculum". *Journal of the Word Council for Curriculum and Instruction*, 3 (1), 8-17

BALL, D. L. 1990. "The Mathematical Understandings that Prospective Teachers Bring to Teacher Education," *The Elementary School Journal*, 90 (4), 449-466

BECTA 2004. "What the Research Says about ICT and Reducing Teachers' Workloads." Retrieved April 10, 2006, from, www.becta.org.uk/research

DfEE and QCA 1999. "Information and Communication Technology: The National Curriculum for England", London: The Stationery Office

FREEDMAN, T. 1999. *Managing ICT*, England: Hodder & Stoughton

LORTIE, D. C. 1975. School teacher: A Sociological Study, Chicago: University of Chicago Press

OLIBIE, E. 2003. "Effects of Computer-Assisted Language Learning on Students' Achievement in English Language", Ph.D. Thesis Submitted to Faculty of Education Nnamdi Azikiwe University, Awaka

POTTER, F. and DARBYSHIRE, C. 2005. Understanding and Teaching the ICT National Curriculum, London: Continuum

SHARP, J. and POTTER, J. 2002. *Primary ICT: Knowledge, understanding and practice*, 2nd edition. Glasgow: Learning Matters Ltd

UNESCO 2004. Computer Proficiency for Teachers. Ministerial Advisory Council on the   Quality of Teaching. Retrieved April 8, 2006, from http://www.det.nsw.edu.au/reviews/macqt/comppro.htm

Book Review

Medieval India: Essays in Diplomacy and Culture

Edited by: Iqtidar Hussain Siddiqui

Publisher: Adam Publisher and Distributers, New Delhi

Year: 2009

The book is basically a collection of articles on medieval Indian history. Ten out of fifteen articles of this book have been written by the editor himself. Professor Iqtidar Hussain Siddiqui is a prolific writer with a number of articles and books to his credit and his approach in writing history has always been innovative. He always comes up with original and thought provoking ideas. Likewise in this book, his article 'The Qarlugh Kingdom in the Thirteenth Century: Liaison Between Mongols and Indian Rulers' provides some new information regarding the diplomatic relations between the Delhi Sultanate and Mongol rulers of Central Asia and Iran and the extent of the Mongol influence in India during the 13th century along with the interesting role of the Qarlugh kingdom as a buffer state between the Mongol empire and the Delhi Sultanate. One more hitherto untouched aspect that has been highlighted in this article is regarding Mongol policies towards their vassals. By putting some evidence, the writer proves that the Mongol rulers did not require their vassals to issue coins in their own names or have their names along with that of the vassals inscribed on the coins.

In another article 'India's Relations with Central Asia and other Countries from the Reign of Sultan Firuz Shah', he presents the position of Delhi Sultanate during the reign of Firoz Shah Tughlaq. Through some evidences, he proves that even after the disintegration of the Delhi Sultanate, Abbasid Caliph, the Mamluk Sultan of Egypt and the Emperor of China, recognised only Sultan Firoz Shah of Delhi as a legal sovereign and maintained relations only with him whereas the sultans of Bengal and Bahmani kingdoms were never treated in similar manner although they were more powerful at that time than the Sultan of Delhi. The Emperor of China is said to have sent to the Sultan of Delhi, the imperial documents with the royal seal as a special work of honour. Apart from the political relations, the cultural relations between India and Ottoman Turks during the sultanate period are also mentioned in this article.

The book also contains two articles, viz. 'The Role of Sufis in the making of

Medieval Punjab' and 'Social and Political Philosophy of Amir Khusrau', on the philosophy of Sufis. The positive role of the Sufis in bringing communal harmony and peace among the Hindus and Muslims appears as the major theme of these articles. In this effort, the writer discarded the view of Peter Hardy who calls Amir Khusrau "the first communalist in India". He provides sufficient evidence to prove Amir Khusrau's religious tolerance and his appreciation of the spirit with which Hindus worshipped the idols. Amir Khusrau also appreciated yogic sciences, particularly breathing control.

Furthermore in another article, 'Nuqtavi Thinkers at the Mughal Court: A Study of their Impact on Akbar's Religious and Political Ideas', he discusses the Mughal polity which also contributed to the maintenance of peace and amity in the Indian society. Emperor Akbar, like a modern statesman, always considered the state above religion and eliminated all the discrimination against citizens on the basis of religion.

Apart from the editor, some other historians who have presented their ideas in this book are also well known scholars and their works are quite original. For instance, the relevance of Professor I.A. Zilli's article 'Mughal-Iranian Relations: Early years of Akbar's Reign' is based on correspondence and letters which have not been used by any scholar so far in writing of Mughal-Iranian relations.

Dr Peter Hardy's contribution 'Unity and Variety in Indo - Islamic and Perso-Islamic Civilisation: Ethical and Political Ideas of Ziya al-Din Barani and Nasir'al-Din Tusi' is also remarkable. The comparison of Zia'al-Din Barani with some other early medieval Muslim writers of Central Asia and Iran is quite relevant from the historical point of view. After a detailed comparison , he comes to the interesting conclusion in finding out the difference of opinion between Barani and others. Hardy brings out that Barani is in favour of using more force against people under the garb of state welfare.

Overall this book is quite useful for the scholars of medieval Indian history as all the articles emerge from original and primary sources.

Ajaz Shuja
Associate Professor
Department of History
Dayal Singh College
University of Delhi
Delhi 110 003

An Academically Energising Experience
A visit to North America

Kiran Devendra*

A fourteen member team went on a study tour to North America. The team comprised of members of faculty from National Council of Educational Research and Training (NCERT), selected

the visit were participation in the Canadian Evaluation Society's (CES) International Conference at Victoria, Canada, interactions with faculties from Universities of Ottawa, Western

State Council of Educational Research and Training (SCERTs), representatives from State Project Offices of Andhra Pradesh, Orissa, Himachal Pradesh and Tamil Nadu. The major activities during

Michigan, Kalamazoo (USA), California and Los Angeles (USA) in the area of Programme Evaluation for essential inputs for the four evaluation studies which have been undertaken in a

collaborative manner with the involvement of State project Officers of SSA and the concerned SCERTs. The Technical Support Agency (TSA) played a positive role in identifying the institutions for the study visit as well as the top evaluation professionals to guide the studies in the Advisory Committee and Peer Review Committee.

It was a splendid experience to be a part of the 426 delegates of the CES conference from various countries across the world. The pre and post conference sessions in the workshops gave an opportunity for exposure, reflection, learning and also de-learning. These were conducted by experts in the area of programme evaluation. The presenters focused on both theoretical as well as practical applications, techniques such as logic models analysis, reporting.

The formal inauguration of the Conference by 27 year old Simon Jackson was unbelievable because in our country we are used to having inauguration of conferences of this level by established senior people of high stature! Jackson is the founder of a youth organisation, **'Save the Spirit Bear'.** It was spectacular to listen to him and how from the age of seven he worked to save the Spirit Bear, a species that was nearing extinction. He did everything possible by sharing his concerns with any and everyone to create awareness to save it. The discussion was healthy and meaningful. The strong messages which came across were; one can face odds, create a team if one is passionate and can dare to dream. Not only has Simon succeeded in establishing his organisation but has also got a film made on the Spirit Bear. For the first time one

realised that there is a healthy and powerful relationship between environment and evaluation.

All the sessions were very well organised in terms of information, which was shared and materials, which were distributed, panel discussions and ceremonies. Every session was taking place as per schedule in an extremely relaxed environment. No judgements or remarks, which would demean or de-motivate a delegate or a presenter were ever made. No one gave dirty looks to those who walked in late or left early. The sessions were participatory in nature. There was a lot of scope to interact with the presenter as well as with fellow delegates. Everyone felt welcome as participating delegates were treated with dignity during group work, tea breaks and lunch breaks. Whoever and whenever a delegate expressed his/her views were listened to carefully with patience.

All the panelists were high achievers, multifaceted, but down to earth in their presentations and interactions. The sessions were meaningful and were a great learning experience. The entire committee, each member worked in complete coordination with the other. It was yet another learning experience. Every panelist and presenter was respectful and sensitive to the fellow panelists and each and every delegate and responded to every delegate's curiosity / intervention / enquiry in a most dignified manner. Each panelist felt proud and happy of the other panelist's achievements as if they were his/her own. It made us feel that in order to make ideas/institutions/ organisations work, each one had to play a positive role. No one can sit laid back

and wait for things to go wrong and then to participate in the blame game.

It is the duty and responsibility of the seniors to nurture the young evaluators talent was a strong message of the CES Conference. This was exhibited of the first day by its inauguration by a dynamic youth and then during the course of the conference by keeping space/slot for '**on the spot competitions**' for the young evaluators/ research students.

The ocean cruise was an opportunity to see beautifully lit Empress Hotel and buildings of Parliament of Victoria, the Greater Victoria Inner Harbour and the Coastline of Vancouver Island. We interacted with many delegates on academic, social and cultural issues.

The ceremony of handing over the CES Conference flag to the organisers of the next CES Conference at Edminton was an experience which exhuberated a sense of collective joy and pride. I was amased at the mental, physical and emotional coordination of the organisers of the Conference at Victoria who passed on the flag with a sense of pride and

satisfaction of a task well accomplished, to the next organisers who were happy as they were considered worthy to organise the next conference in 2011. Both had expressions of joy.

Experiences of Ottawa University

It was a good opportunity to revisit issues of evaluation at the CES Conference and in Canada with Prof. Brad Cousins who was very good in his discussions as always.

Important issues were discussed during his lectures. Our knowledge about issues of evaluation at the CES Conference and participatory evaluation acquired better understanding. One had more clarity about participatory evaluation as we could all the time relate to Brad who talked a lot of practical wisdom which made his lectures meaningful.

The rest of the sessions were generally useful in some ways. We were able to relate to those. The visit to the Assumption School was interesting. The Principal and the other teachers worked with a purpose to improve the

performance of poor children. Many children from this school had achieved distinction. The school and the Provincial Board worked in unison for assessing children and helping each child to do better.

The other presentations provided an opportunity to think and relate to issues of several kinds.

The session on Leading with Emotional Intelligence made one realise why one needs to be positive in presentations as this one presentation was particularly not a positive presentation. I felt restless during this lecture. One also realised that it is critical to have some background of the audience. Never start and over emphasise negative examples was something that we picked up naturally.

Marielle Simon's lecture on assessment was good as there was scope to agree on certain issues and disagree with the rest. It was a healthy academic interaction.

We were informed of the activities of the Center for Research on Educational and Community Services during our visit to the Center. We felt good when presentations on NCERTs four studies were being made before a warm send off reception. Many faculty members joined the reception. It was a good interaction both at academic and social levels. We became familiar with the kind of work the faculty and researchers in Ottawa University were engaged in.

Western Michigan University

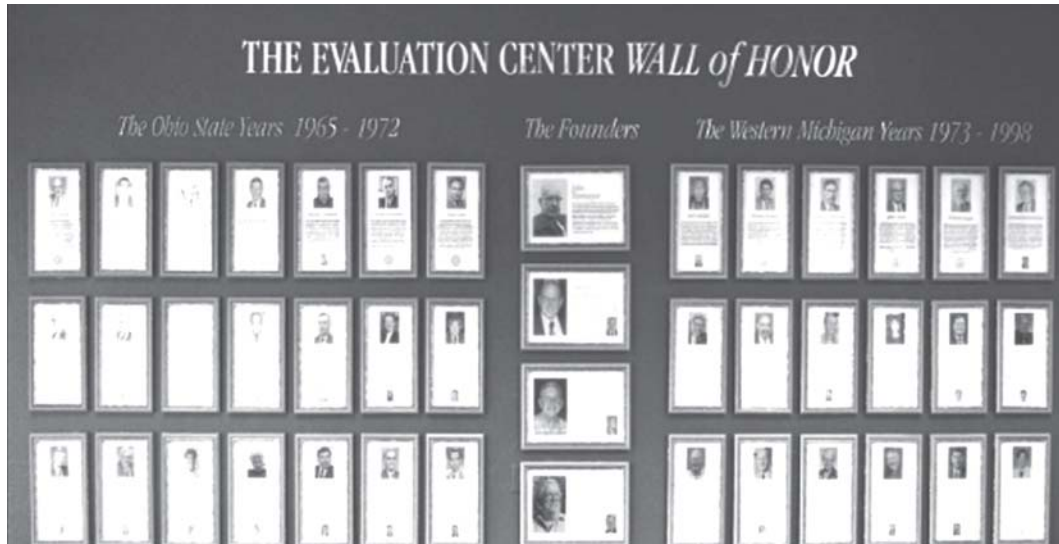We were overwhelmed on our arrival at Evaluation Center of the Western Michigan University. We felt privileged and elated to be at the oldest evaluation center in the world, to hear and see the names of all those who contributed in a big and meaningful way to making evaluation what it is and how evaluation can make a difference in the lives of institutions and human beings in a positive manner. One was also made to believe that evaluation is difficult. To listen from established persons on evaluation that one was never late for it was encouraging. That it was a possibility for anyone to pick up if one wished was discovered during the visit to the center. It was reassuring. There has been a strong desire ever since this visit that we need to have a National Level Evaluation Centre in the NCERT which would gradually but surely acquire a special status of Centre of Excellence.

The wall of Honour

It was a treat to the soul to see again and again 'The Wall of Honour' at the Evaluation Center. It sent across a powerful message that one needs to acknowledge those who have contributed. There is no need to over project oneself. For those who are young could dream to have their names on the wall if they worked with commitment. Space would never be a problem. There are always ways to find it.

I was delighted to listen to the History of Evaluation from Dr. Chris Coryn. It was nice to revisit the basics of evaluation in a simple but lively way. The following discussions with Chris were useful:

The purpose of a Formative Evaluation is to improve, of Summative one is to determine disposition and accountability – fixing responsibility, monitoring – to assess implementation

THE EVALUATION CENTER *WALL of HONOR*

The Ohio State Years 1965 - 1972   *The Founders*   *The Western Michigan Years 1973 - 1998*

and guage progress towards desired end. Ascriptive evaluation is done merely for the sake of knowing. It was an immense gain in terms of academic understanding to go through the foundations of evaluation with Chris. It provided an overview of both past and contemporary perspectives of evaluation theory. Critical thinking, active and participatory learning made up for making understanding easier.

There was adequate focus on programme theory, evaluator roles, core competencies required for conducting a high quality professional evaluation. Issues, methods and practice in evaluation were discussed in details. Whenever Chris needed a breather, the team leader, Prof. Vashishtha, took over. The team felt a sense of pride that the team leader's understanding on issues related to evaluation were frequently acknowledged by Chris. An introduction to Assessment to Learning was interesting.

> *It was a satisfying experience to see that Research students being treated with respect and dignity. They are given opportunities to grow. Healthy relationship of senior faculty with Research students was throughout exhibited in practice.*

It was difficult to believe that a comic could be there to convey messages for evaluation. I brought up in one of the sessions with Chris that how one wished that something simple and interesting was available on evaluation. I shared in the meeting how Richard P. Finnman, a Nobel Laureate used to teach a difficult subject like Physics jokingly. The book **'Surely You Must Be Joking Mr. Finnman'** gives an idea how understanding became easier for Finnman's students because the subject was not taught seriously in a serious environment. Lectures were delivered in a relaxed and happy situations. The next day Chris distributed a few copies of Eva-

the Evaluator. For someone like me who is new in the field and has a certain degree of difficulty in understanding the concepts, Roger Miranda's. EVA – the Evaluator (Learnigham Press, New York, 2009) comes as a relief. It suddenly gives a feeling that things are not so difficult and that you can make a beginning, continue to learn and overcome the unfounded fears. Powerful messages have been delivered in a comic/story form.

These are on qualities/role of an evaluator. People find it hard to understand what an evaluator is. The following gives simple ideas as to what an evaluator is and what he/she does:

Adapted from Roger Mirinda– Brigit Stadler, Eva-the Evaluator, Learningham Press, New York, 2009)

Meeting Prof. Danial Stufflebeam in the Center brought in so much of excitement and sense of pride. It was a

---

An evaluator

- tries to help people by looking at things to see if they are working well as they are supposed to
- is like a doctor who treats the problems after diagnosis, fix the things that they work on
- is called when people work on difficult project and need help to put pieces together, to find out how they can do it better
- is like a carpenter, he/she asks questions who helps to fix it something is broken or missing
- is like a counselor who listens to people to understand what people find frustrating. An evaluator interviews people, asks for opinions, do research to understand what has happened and how to provide help
- **is somewhat like a journalist – his/her work is sometimes in news, but he/she is not a reporter, as he/she has to follow a lot steps, even prepare a kind of an experiment before he/she completes the assigned task, has to work hard– lot of formulas and numbers to go through**
- works like a scientist who works with data. He/she has to be **careful about bad data**–wrong numbers and information etc. Bad data can be hiding, it jumps up suddenly.
- has to be careful about 'misuse' for example if somebody changes what an evaluation reports, in a situation like this, he/she must make an effort to stop tampering
- has to find out from numbers how something is working and determine its merit. He/she has to make judgments **not about people but only programmes to find out 'what is going on'.**
- tries to solve things, make suggestions on the basis of what has been discovered. He/she looks everywhere to find answers.
- is like an explorer who explores ideas of how things work, get to travel and interact.
- has to play different roles switching from a scientist to a counselor to a judge and so on

   Even children can evaluate–the meal that has been prepared by a parent or a lesson that has been transacted by a teacher.

dream come true to meet him. He had a happy and contended face in spite of his amputated leg and other problems. He was immaculately dressed. He came before time on his wheel chair with a bag full of materials. We learnt he had driven his battery driven car from his farm house to the Evaluation Center. After seeing his photograph on the **Wall of Honour** under the category of Founders, all of us were proud to see him. Each one of us had great reverence for him. At the Evaluation Center, one of the colleagues asked him how he was, he answered with a smile 'alright, but I am falling apart'. There was so much to learn from him. 'One needs to manage and keep commitments in spite of odds and difficulties. He insisted on meeting us as 'he did not want to be a coward' was an underlying message that came across clearly and resoundingly.

Prof. Stufflebeam is known as one of the founder of evaluation. He has been in the chair of Joint Evaluation Committee for almost twenty years. He is known for developing standard for evaluation. These were revisited in 1994 and have again been reviewed in 2010 to strengthen these. These are under publication. He discussed meta evaluation, formative, summative, evaluation, standards/ criteria, information, documents and informants. Prof. Stufflebeam spoke patiently but firmly on issues of evaluation. "*We need to follow standards for programme evaluation*", said Prof. Stufflebeam. These are updated. These need to be used in NCERT's studies as well. He said "he applied Evaluation criteria/standards to NCERT's studies". The following were focused on during the presentation:

Approach – description and judgment
Timeliness – important
Professional development
Reports – printed/oral/dialogue
Elements of logic model

Basic elements

- Resource Inputs by which the progress operates
- Activities
- Actions taken/desired
- Outputs
- Immediate results of an action.

The entire team was humbled by the humility of Prof. Stufflebeam who did not forget to acknowledge and appreciate the presentation of the team leader, approving the approach that all the four studies had followed and the progress made in an unbelievably short a period. He also appreciated all the four presentations and each and every input of every team member by way of interventions. It was learning for the team that even after reaching the top in one's field, one needs to be grounded and that one should not forget to acknowledge efforts of others, however big or small. Motivating new comers as well as those who are struggling to achieve the highest is also the duty of those who have reached the highest in the field. Another lesson that we learnt was that one needs to visit and revisit one's own work and never ignore the views of others.

University of California, Los Angeles (UCLA)

It was a soup to the academic soul to listen to **Christina Christe's** wonderful presentation and interactions and visual treat to see The Evaluation Theory Tree. These were engaging and interesting and

conveyed a lot of useful as well as innovative ideas. Her presentation was unique as she actually made us realise that if evaluation/presentations are monotonous they not only tire the evaluator mentally and visually but also the users of the evaluation. It gave us an idea that one could make presentations different and pleasant. One has been generally seeing a lot of tables, flow charts and diagrams in evaluation/presentations/reports which many a times go on adding to the monotony as well as to visual pollution. What made me happy was to see the Evaluation Theory Tree – Use, Method, Valuing and also its power to show names of so many evaluators who have

walked to fame in this field by their unparaled contributions with perseverance. They are revered in the field because of their dedication. References to Prof. Michael Scriven, Prof. Daniel Stufflebeam, Prof. Michael Patton, and several others increased my level of comfort and my belief in self that with commitment and continuous effort, I will be more confident of my ability to do something different but meaningful.

The Evaluation Tree helped us to relate to major theories and models discussed in the Canadian Evaluation Society Conference, Ottawa University and Western Michigan University.

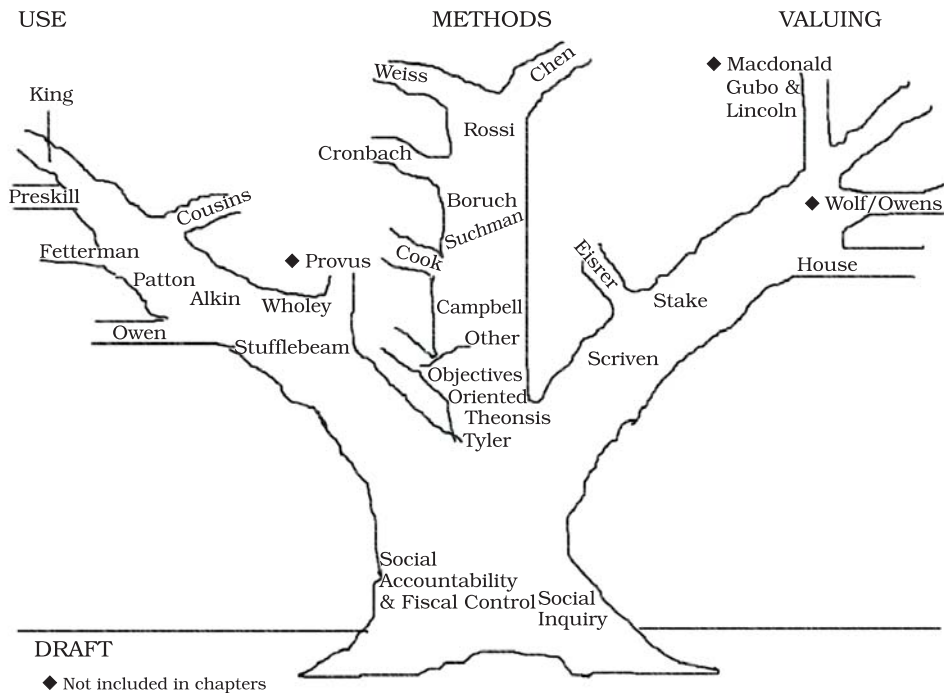We were as a group amased at Christina's comfort level, understanding

Figure 1

Use   **Methods**   **Valuing**

Preskill

King

Cronbach

Weiss

Chen

Fetterman

Cousis

Ross

Boruch

Greene

Henry+Mark

Woll
Oweris

Menens

Patton

Other
objective
oriented

Cook

Eisner

Mac Doanald

Alkin

Theorists

Owen

Wholey

House+Howe

Stuflebearn

Tylyer

Stake House

Campball

Scriven

Guba+Lincoln

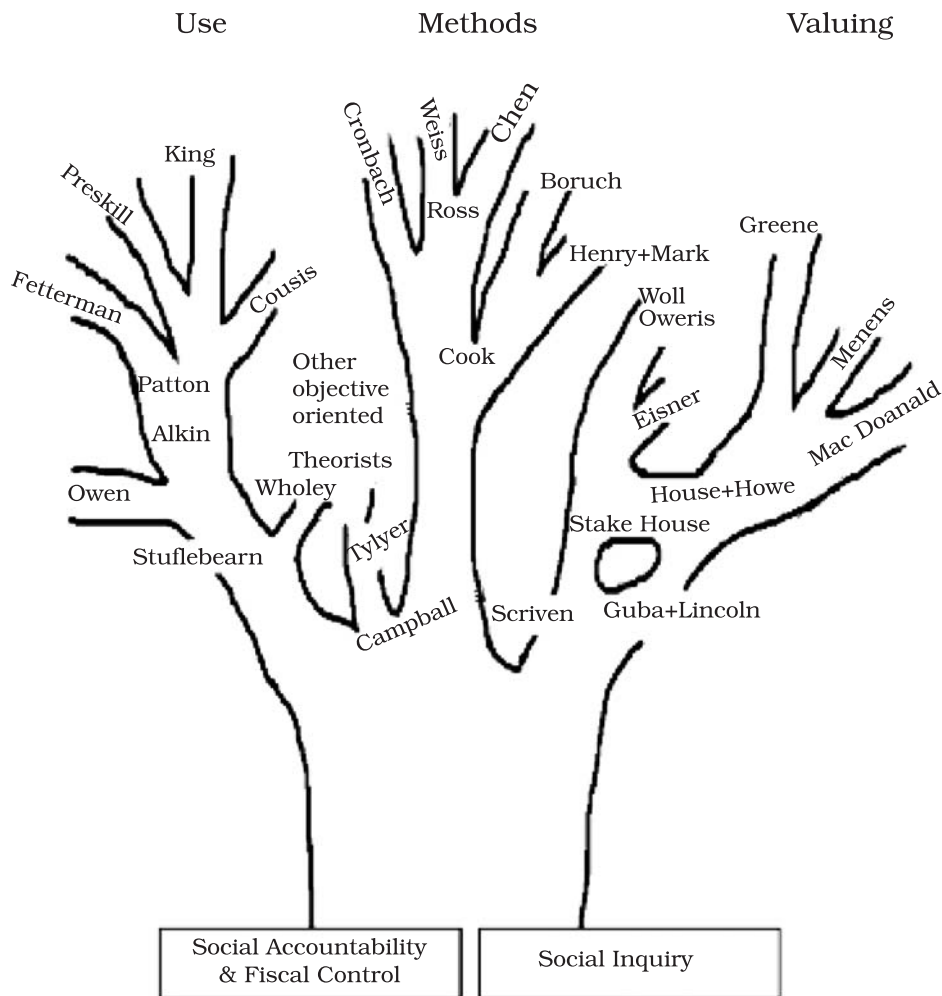| Social Accountability & Fiscal Control	Social Inquiry

Figure 2

and capacity to discuss the use, method and valuing with the original and the revised version of Evaluation Theory Tree. The Tree would be revisited by the authors, Alkin and Christina now for the third time. She was impressed by the Team Leader's inputs which could be considered during the revision of the Evaluation Theory Tree. He suggested that democracy should come on the trunk of the Tree and the roots need to be shown as well with originators of the Programme Evaluation. The idea of rearranging the branches has also been a matter of reconsideration as these three branches appeared not to be totally independent. The suggestion made on behalf of the team was that the value comes first, methods

second and from both emerges the utility. The Evaluation Theory Tree needs to accommodate this idea.

It was a joy to visit the UCLA Campus, see the oldest six buildings and the new ones, hundreds of beautiful flowers, fountains and happy students.

I have become somewhat familiar with evaluation concepts, theories and related issues. So much so that I was able to specially note the following in the two books that I am reading now:

The Placebo Effect was proved after evaluating patients who had actual knee surgeries and those who had faked ones. The surgeon made the fake surgeries' patients feel as if they were actually undergoing surgery. While the ones with actual surgery improved, the others with fake surgeries showed a lot of improvement. (Dr. Wane W. Dyer, Stop the Excuses, Hay House Publishers Pvt. Ltd. 2009, India).

Dr. Arnold Fox got selected in an interview where 19 others who had more knowledge about obscure diseases got rejected. On finding out later, he was told that he was the only one who did not give memorised answers. The others had knowledge, **but did not know how to evaluate, diagnose or treat ordinary patients.** (Arnold Fox M.D. and Barry Fox Ph.D., The Miracle of positive Thinking, wake up! You are alive! Jaico Publishing, Mumbai, 2009).

Both of these evaluation situations being used for proving 'made to believe effect' and also 'using of evaluations for benefit of patient's treatment'.

The conclusion, therefore, emerges that Programme Evaluation, a new emerging discipline, needs to occupy centre stage in all fields particularly, the social sectors including education where public money is being spent for larger good of one and all.

I would like to share the surprises of human goodness as well which I experienced in unexpected situations in the Air Canada and American Airlines. These airlines had introduced a strict policy of Canadian and American credit cards to be used by the passengers for purchase of eatables and drinks.

- The first one was on Vancouver – Ottawa flight on May 6, 2010. The flight in-charge responded positively to my request of getting something to drink and eat in a five hour flight after the complementary tea/coffee/juice and a small snack had been digested. She quietly brought chocolates and cashews and said *"I am taking up this issue with the authorities so that visitors to our country who cannot have credit cards for a short duration do not have to go hungry'*.
- The second one was on Ottawa – Halifax Flight on   May 8, 2010. I had a cup of tea and a banana at 5.00 a.m. before leaving for the flight. I was suddenly hungry at 8.30 a.m. as no complimentary snack or drink was served. On my request, the Canadian flight in charge brought his own breakfast. I refused saying that I would feel guilty. He said 'if I did not, he would feel worse'!
- The third incidence was on Halifax – Ottawa flight on May 9, 2010. Similar pangs of hunger around 8.00 p.m. I requested for something to eat. The Carribean flight incharge did not say a word to my request. Helplessly, I tried to sleep. I was woken up by the flight in-charge who brought a packet of cashews "This is my treat to you". I was touched to the core by all the three experiences which I would like to treasure.