REFLECTION ON TEACHER EDUCATION CURRICULUM IN RELATION TO COMMITMENT AND COMPETENCIES

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Abstract

The present day teacher faces more challenges that he faced in earlier times. Rapid explosion of knowledge, demands creation of qualitative teacher who in turn will help to strengthen a knowledge society to meet the challenges of globalization and mould the society keeping in view the values and traditions. Hence, there is a great need of committed and competent teachers to meet the ever changing demand of the present society. Teaching, for which teacher is recognized, is regarded as one of the noblest profession in the world and to prove it so forever, the teacher commitment and teaching competencies of the should be developed. Keeping this in view, the present topic tries to give a bird's eye view of that if we want that Teacher Preparation Programme (TPP) generate committed, competence and performance based teacher trainees then competency, commitment and performance area, of the existing curriculum needs to be analysed.

Keywords: Teacher Education, Commitment, Competencies

Introduction

No innovation or change can be implemented without teachers' awareness, involvement and commitment (NCTE, 1998 P. 65).The quality and efficiency of education and its contribution to national development squarely rests on the quality and competence of the teachers and the quality of teachers depends to a large extent on quality of teacher's education received by him/her. The education commission (1964-66) has echoed in its report: a sound programme of professional education of teachers is essential for the qualitative improvement of education. Since independence, several committees, commissions and other regulatory bodies have made strenuous effort for the enhancement of the Teacher Preparation Programme (TPP).

Teacher education is not only meant for teaching the teacher, how to teach but also to kindle his initiative to keep it alive to minimise evils of the "Hit and Miss" process and to save time, energy and money of the teachers and the taught. It would help the teacher to minimize his/her trouble and to discharge his/her responsibilities with efficiency and effectiveness. Teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being. So, the progress of a country depends upon the quality of its teachers and for this reason, teaching is the noblest among all profession and the teacher are called the nation builders.

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Teacher Education in India: An Overview and claims by TPP in respect of Commitment and Competencies

The existing teacher education system covers more than 2,200 primary teacher education institutions and secondary teacher education institutions, and 225 university departments of education. There is also a chain of centrally sponsored bio-modal teacher education institutions like District Institutes of Education and Training (DIETs) (500), Colleges of Teacher Education (CTEs) (87), Institutes of Advanced Studies in Education (IASEs) (38) and State Councils of Educational Research and Training (SCERTs) (32). There are around 35,000 teacher educators working in these institutions. The teaching force is about 5 million, among which nearly three million are employed at the elementary level. The percentage of trained teachers is assumed to be 90 percent, though in some of the regions, there is significant number of teachers. All the above said Teacher Education Programme claims that they are preparing teacher on two most important aspects which are necessary for the capacity building of teachers. They are:

a) Commitment

b) Competence

a) Commitment

It develops following aspects of commitment:

- Love for learning and learner
- Impact of teachers work on changing society
- Professional ethics
- Excellence inside and outside the class, school/ institutions and outside the institution.
- Human values- honesty, loyalty to nation, and objectivity.

b) Competencies

A teacher must be proficient and efficient. These competencies are required for a successful teacher.TPP claiming that they are trying to develop required competencies among teacher trainers. They are:

- Contextual
- Conceptual (curricular, content and learning)
- Competency in teaching-leaning material
- Competency in ICT, technology and industry resources
- Evaluation
- Management
- Societal or community contact

Different levels of Teacher Preparation Programme (TPP)

Teacher Education for Early Childhood Stage

It is considered as a preparatory stage for the realisation of Univerzalisation of Elementary Education. In order to provide healthy and enriched childhood to young learners, a new type of teacher specifically sensitized about the perspectives of child development will be required.

The enrichment programmes for early childhood education have been launched

under Integrated Child Development Scheme through Anganwadis, Day Care Centres, Balwadies, Pre-primary Schools run by the State Governments, Municipal Corporations, Voluntary Agencies and Private Agencies. All such efforts, though not adequately provided for, are continuing with diverse approaches without making a synergic impact. Concerted efforts are needed for organising early childhood education in a planned manner. It presupposes pooling of resources by the community as well as the concerned agencies.

In order that early childhood education becomes a reality, in terms of its organisation and accessibility, one of the significant inputs in making a success story of it is that of a professionally trained and committed teacher.

Elementary Teacher Education Stage

The constitutional provision of providing free and compulsory education to all children upto 14 years of age includes both the lower primary and upper primary classes, that is from class I to class VIII. There seems to be a compelling need for having multiple models for preparing teachers - for primary and upper primary classes. Incidentally, in a number of Elementary Teacher Education Institutions (ETEIs) in the country, the nomenclature of the training programme from pre-service training of primary school teachers has been changed to pre-service training of elementary school teachers.

Teacher Education for Secondary Stage

For teaching at secondary stage, the qualification most sought after is one year B. Ed. which is in fact B. Ed. for secondary stage. However, at present, there are several variations for first degree level qualification which are also available. These include B. Ed. (Elementary); B. Ed. (Special Education); which too are programmes of one year duration; B. Ed. through correspondence or distance education mode which is now of two years duration. There are certain other variations in the form of vacation courses or part-time courses which were available before NCTE norms came into force. In addition, there are four-year integrated courses for elementary stage and also for secondary stage.

Teacher education programme at this stage, like at all other stages, will include the theory, practice teaching in schools, and practical work in the light of contexts, concerns, profile of teachers and general and specific objectives.

Types of Commitment and Competencies required for present teachers at each level

Curriculum frameworks intend to have made significant recommendation for preparing committed and competent teachers at each level. The competency-based, commitment-oriented curricular framework proposed by Prof. R.H. Dave (NCTE, 1998). The proposed framework includes three inter-related and interactive dimensions - competency areas, commitment areas and performance areas.

Dave's commitment elements subsume the value dimensions of peace and human rights education with the broader framework of preparing competent and better-performed teachers. Not only the objectives but also courses offered in teacher education curriculum have some direct bearing on human rights, fundamental duties and rights of the child.

Competency Areas (Ten)

· Contextual Competencies - to provide a wider view of the development of education in society and teachers role in it

· Conceptual competencies - the concepts of education and learning psychological, sociological and neuro-physiological aspects of education, etc.

· Curricular and content competencies - according to specific stage of education such as primary, upper primary and secondary

· Transactional Competencies-General, subject wise and stage wise

· Competencies in other Educational Activities - such as planning and organizing morning assembly, etc.

· Competencies related to Teaching-Learning Material-Classical TLM, New Educational Technology, and Local Resource, etc.

· Evaluation Competencies

· Management Competencies

· Competencies related to Parental Contact and Cooperation

· Competencies related to Community Contact and Cooperation

Commitment Areas (Five)

· Learners - love for t he learners, readiness to help learners concern for their all round development, etc.

· Society - awareness and concern about the impact of teachers work on the degree of advancement of families, community and the nation

· Profession - internal acceptance of the role and responsibility of the teachers' profession, no matter under what circumstances one entered in it

· Excellence - care and concern for doing everything in the classroom, in the school and in the community in the best possible manner - whatever you
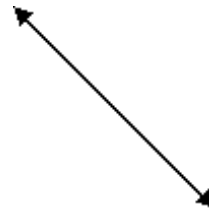
Performance Areas (Five)

· Performance in classroom including teaching and learning process, evaluation techniques and classroom management

· School level performance, including organization of morning assembly, celebration of national, social and cultural events and participation in school-level management

· Performance in Out-of-School Activities including such educational activities as field visits of learners, observation, tours, etc.

· Performance related to Parental Contact including such matters as enrolment and retention, regularity in attendance, discussion, progress reports, improving quality of achievement, etc.

· Performance related to community contact and cooperation including such issues as joint celebration of certain events by the community, eliciting community support in the development of the school, etc.
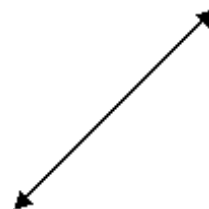
do, do-itwell. The do-it-well attitude
· Basic Human Values - Genuine
practice of professional values, such
as impartiality, objectivity intellectual
honesty, national loyalty, etc. with
consistency. The role model aspect

Competency based commitment oriented curricular framework - (Dave, 1998)

Limitation of TPP in respect of Commitment and Competencies

Very few research studies have been conducted on teacher educators and their characteristics. A brief account of these studies is provided here:

Baugh & Roberts (1994) studied professional and organizational commitment among engineers in relation to job performance and satisfaction and revealed that individuals high on both forms of commitment were also high on level of satisfaction and performance. Hung & Liu (1999) depicted that stay-back is the factor which is most highly and significantly related to commitment. Apart from this, the other factors like marital status, age and tenure were also found to be significantly related to commitment. Bogler & Somech (2004) examined the distinctive relationship of teachers□ professional and organizational commitment with participation in decision making and with organizational citizenship behaviour. It was inferred that participation in managerial domain was positively associated with both the professional and organizational commitment, whereas; participation in the technical domain was positively related with only teachers□ professional commitment. Choudhury (2007) indicated that no significant relationship exists between professional awareness and job satisfaction of college teachers. The factors like type of institution and educational qualification of teachers at higher level did not seem to have any bearing on relationship between professional awareness and job satisfaction. Usha & Sasikumar (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed. Sylvester (2010) held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as level of job satisfaction.

From the aforesaid discussion, it is clear that there is acute shortage of studies related to professional commitment of teacher educators while studies on attitude towards teaching, job satisfaction level and other socio-psychological characteristics are abundant in number both in India and abroad but most of such studies have been carried out either on secondary school teachers or college teachers. None of the studies have been carried out on professional commitment of "teachers of teachers". Hence, the present study was undertaken to find out different factors that influence professional commitment of teacher trainees. Commitment was presumed to be a natural ingredient of teaching from its very beginning.

NCTE (1998) emphasised the need for quality teacher education in terms of competency based and commitment oriented teacher education. It is presumed

that if teachers acquire professional competencies and commitment, it will result in sound teacher performance. In the functional sense, professional commitment on the part of teacher-educators essentially consists not only in doing their best for introducing teacher-trainees to the competencies that they would need as teachers in school, but also practically inspiring them to inculcate values of the teaching profession.

According to above research reviews and NCTE (1998) one-year B. Ed. model has been in existence for many years in our country, needless to say, it does suffer from many lacunas, which need immediate improvement. The existing one-year B. Ed. model has the following shortcoming:

a. Duration of one academic year is inadequate to meet the challenges of new thinking in teacher education.

b. Teaching practice/ Internship in Teaching provided is not sufficient to inculcate all teaching skills.

c. Theoretical and practical orientation offered is insufficient to meet the challenges of professional preparation.

d. Research component is sadly and badly missing in the field of teacher education.

Overhauling and Revamping of TPP

If we want that TPP generate committed, competence and performance based teacher trainees then competency, commitment and performance area, of the existing curriculum needs to be analyzed. Whenever certain unit of curriculum is taken up for transaction, its relationship to commitment and performance has to be examined. Such an approach would provide an opportunity to the training institutions to prepare teachers who are not only competent but also committed and both these aspects are reflected in their performance leading to higher learning attainments by all children. For this type of development we require to stress on the following points:

a) Enhancing the Quality of Practice Teaching

Practice teaching has been conceived as the most powerful intervention in the teachers' professional preparation. At present practice teaching is neither taken seriously nor is it supervised sincerely and systematically (Chaudary, 2002). The most commonly accepted factors responsible for the degradation of quality of practice teaching are indifferent attitude of the supervisors towards supervision of the lesson; lack of cooperation and support from practice schools; the departments being run with skeleton staff and hence a greater reliance on visiting or guest faculty; wider variation in teaching practice from institute to institute; disagreement among teacher educator on different issues (Nagpal, 1999).

The above discussion implies that a few measures like organizing practice teaching after sufficient orientation; development of teaching skills through microteaching; orientation in peer group observation programme; freedom to experiment with innovative techniques; systematic supervision of practice teaching through observational schedule; follow-up discussion with the pupil teachers; and writing objectives comments are required.

B) Increasing Duration of Teacher Education Programme

The existing duration of teacher education programme for elementary and secondary stages is inadequate for producing quality teachers. The short span of the teacher preparation programme does not allow teacher trainees to understand and realize the full significance of the theoretical and practical aspects of the course. Since the last fifty years, several committees and commissions and research studies have been recommending increasing the duration of elementary and secondary teacher education programmes. The NCERT has been implementing a four-year integrated teacher education programme in four RIEs since 1960; Delhi University has introduced a four-year programme B.EL.ED (Bachelor of Elementary Education) in its six colleges as per the recommendation of the Yash Pal Committee. The NCERT has also introduced a two-year B. Ed programme in its four RIEs since 2000. Furthermore, research conducted by Sen Gupta et. Al(2002) revealed that the two-year B. Ed programme would provide more effective training than the one at present and also help pupil teachers to gain proficiency in content and methodology. NCTE has also finalized the syllabus and calendar of activities of two-year B. Ed programme (2006).

Thus, there is a dire need that regulatory bodies in the field of teacher education like NCTE should introduce two-year B. Ed and four-year B.EL.ED. programme for without further delay and affiliating universities should strictly initiate steps to enforce rules and regulations especially which are related to welfare of teacher-trainees. This initiation will be a great boon and boost for enhancing the professional commitment and competencies among teacher- trainees.

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A STUDY OF OCCUPATIONAL STRESS AMONG TEACHER EDUCATORS

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Abstract

Work is a central part of human life. It is the expression of the basis need to accomplish, to create, to feel satisfaction and to feel meaningful. When work denies people an opportunity to utilize their creativity and intelligence, it causes stress. Stress in work place is growing problem with extensive costs of an individual. Nature of work is changing in schools. The teachers who work in schools are commonly thought to be facing highly demanding and rapidly changing work environment that challenge both competency repertoire and established behavioral repertoires. Work place stresses have negative impact on well being of individual and his or her day to day functioning. This is observable at Physical level (example exhaustion, headaches), Cognitive level (example absent mindedness, failure of attention and memory) and Behavioral level (example aggressive behavior).

Keywords: *Occupational Stress, Teacher Educator*

Introduction

Education is never ending process of inner growth and development. Education is to humanity, and make life progressive, cultured, civilized. Education is one of significant way to enhance social mobility. The present education system in India mainly comprises of primary education, secondary education, senior secondary education and higher education. Elementary education consists of eight years of education. Each of secondary and senior secondary education consists of two years of education. Higher education starts after passing the higher secondary education.

Occupational stress is defined as adaptive response to an external situation that results in physical, psychological and or behavioral deviations for organization participants. Stress is associated with constraints and demands. The former prevents an individual from doing what he or she desires. The latter refers to the loss of something desired. Constraints and demands can lead to potential stress. In organizations frequent causes of stress are task demands, role demands and interpersonal demands. Task demands are factors related to a person's job. They include the design of the individual's job working conditions and the physical work layout. Jobs where temperature, noise or other working conditions are dangerous or undesirable can increase anxiety.

Stress is an adaptive response, mediated by individual characteristics or a psychological process that is a consequence of any external action, situation or event that places special or psychological demands up on a person. Stressors are those actions, situation or events that place special demands on a person, the antecedents of stress or the so called stressors.

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Review of Related Literature

Klinger (2000) found a strong correlation between individual socio-economic status and student achievement in schools with strong parental involvement. Low student achievement correlated with negative family attitudes and beliefs.

Freiberg (2005) identified seven school organizational factors important to school effectiveness: productive climate, achievement, educational leadership, monitoring, co-operation, parental involvement, and staff development.

Wang and Zang (2007) found that occupational stress of secondary and elementary schools teachers are considerable and effecting their health and performance. They founded significant gender differences in occupational stress among teachers in different schools.

Aydogan, Dogan and Bayram (2009) examined perceived levels of burnout among Turkish high school teachers working in Turkey and abroad. A total of 225 Turkish teachers working at public schools in Germany Cyprus, Turkey comprised study group. Burnout was measured using the Shirom-Melamed Burnout measure. Variance analysis showed no difference regarding burnout among teachers working in Germany and Turkey, but those working in Cyprus had higher burnout scores.

Ge, Hu, Chi and Wang (2009) explored the relationship between quality of life and occupational stress in primary and middle school teachers. A cross-sectional study was conducted using cluster sampling. The study population was composed of 3570 school teachers. A demographic questionnaire, the 36-items Short-Form Health Survey and the Occupational Stress Inventory Revised Edition were employed. Male teachers scored significantly higher than female teachers for physical functioning, bodily pain, and physical health. Age, role overload, role insufficiency were significantly associated with physical and mental component. They concluded the quality of life of female teachers is worse than that of male teachers.

Objectives of the Study

1. To Study the Occupational Stress among Teacher Educators.
2. To compare the mean scores of Occupational Stress of Male and Female Teacher Educators.

Research Methodology

Sampling

Descriptive survey method was used to collect the relevant information for research. A sample of 150 teacher educators from 15 colleges of education (affiliated to Panjab and Punjabi university) were selected Equal number of male and female teacher educators will be selected.

Tool

Following tool was employed to collect the relevant data.

- Occupational Stress Index by A. K. Srivastava and A. P. Singh.

Statistical Techniques

t-test was used to analyze the data.

Hypothesis

- There will be no significant Difference in the mean scores of Occupational Stress of Male and Female Teacher Educators.

Delimitations of the Study

- The present study was delimited to 15 colleges (Private colleges/self financed) of education and only 150 teacher educators are taken as a sample which may not represent the whole population of the teacher educators.
- The study was confined to one variable only i.e. Occupational Stress.

Result and Discussion

Occupational Stress among Teacher Educators

Level & Range of scores	N			%		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
LOW (46-122)	17	20	37	11.33%	13.33%	24.66%
MODERATE (123-155)	48	20	68	32%	13.33%	45.33%
HIGH 156-230	10	35	45	6.66%	23.33%	30%
TOTAL	75	75	150	50%	50%	100%
GRAND TOTAL	150		150	100%		100%

The table shows that total 24.66% of Teacher educators came under category of low occupational stress from which 11.33% and 13.33% consist male and female respectively. Most of the teacher educators i.e. 45.33% were moderate Occupational Stress from which 32% and 13.33% consist male and female respectively. It further revels that 30% Teacher educators were fall under high Occupational Stress category from which only 6.66% were male and 23.33% were female. So it clearly shows that females have high score in Occupational Stress in comparison to males.

Mean, SD, t- ratio related to the Occupational Stress among teacher educators in relation to their gender

Sample Group	N	Mean	S.D	Degree of freedom	t-test	Tabulated value of 't'	Remarks
Male	75	133.56	20.87	148	0.687	At 0.05 level=1.98	Insignificant
Female	75	145.16	22.91			At 0.01 level=2.61	

From the above table, the obtained t-ratio is smaller than the table value at the both levels of significance i.e. 0.05 and 0.01 respectively. It can be interpreted that there is no significant difference between the Occupational Stress among teachers educators in relation to their gender. Therefore, hypothesis-1 namely, There will be

no significant Difference in Occupational Stress of Male and Female Teacher Educator, is not rejected.

Conclusion

- It reveals that females have high scores in Occupational Stress in comparison to males.
- There is no significant difference in the mean scores of Occupational Stress of Male and Female Teacher Educator.

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PARENTAL COGNITIVE STIMULATION OF 5TH GRADE STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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ABSTRACT

The Present Study aims to explore Parental Cognitive Stimulation of 5th grade students in relation to their Academic Achievement. The present study has provided the research based results and will help the parents, teachers and student to understand that how parental cognitive stimulation can play a positive role in the better academic achievement of primary students. Sample of 100 children and parents of 5th grade children were selected for the present study. To assess high and low parental cognitive stimulation the parental cognitive stimulation scale prepared by S. K. Bawa and Husanpreet was used. Mean, SD and Correlation were used for analysis of data. From the analysis it was concluded that There exists significant relationship between parental Cognitive Stimulation and Academic Achievement of 5Th grade private school boys and girls .There exists significant relationship between Parental Cognitive Stimulation and Academic Achievement of 5Th grade Government school boys and girls.

Keywords: *Parental Cognitive Stimulation, 5th grade students, Academic Achievement.*

INTRODUCTION

Education is as old as human race. In real sense, it is the process to humanize people and to make life progressive, cultured and civilized. Quality education is the focus of overall education system. By quality education we mean the education that provides skill, proficiency and desired knowledge to respond effectively to growing challenges of society. It is also the source of enlightenment for person and provides him grounds for his overall development. Each individual has his own characteristic for collecting and organizing information into useful knowledge and their application in education. Education plays an important role in the life of an individual at every stage but also in deterring his status in the society and academic achievement is the important goal of education in case of students; knowledge, attainment and skill acquired in school students is judged with the help of examination which can be teacher made or standardized tests. A good academic record leads to a better future prospects. So, it is very important for a person to have a good academic profile. Academic achievement also boosts the confidence and morale of a person to face the life problems and helps in developing a well adjusted personality.

Academic achievement is a measure of knowledge, understanding of skill in a specified subject or group of subjects it refers to the achievement in a separate subject or total scores of several subjects combined. It is concerned with the quantity and quality of learning attained in a subject or group of subject after a period of introduction. It usually designated by the test score or marks assigned by the teacher. Assessments of academic achievement help both the students and the teachers to know where they stand.

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Parent involvement typically involves parents' behaviors in home   and school settings meant to support their children's educational progress. Measures of parent involvement commonly include the quality and frequency of communication with teachers as well as participation in school functions and activities. Parent involvement also characterizes parents' values and attitudes regarding education and the aspirations they hold for their children. Although values and attitudes may not directly influence academic outcomes, they may enhance academic achievement indirectly by promoting children's motivation and persistence in challenging educational tasks.

High parental cognitive stimulation means high recognition, comprehension memory and thinking by parents that influence child's outcomes and activities. High parental cognitive stimulation generally has a positive effect on children's behaviour. Emotional support includes parents and children interaction between them i.e. parents talking to the children while working and parents discipline children without spanking. It is identified that there are four benefits of high parental cognitive stimulation in children's lines. These include parental nurturing, physical protection, material support and transmission of cultural knowledge and ways of behaving that are needed for the child to be successful for a society. Low parental cognitive stimulation means low recognition, comprehension memory and thinking by parents that influence child's out comes and activities negatively. Parents heaving low cognitive stimulation neglect their children and parent's negligence make child, unresponsive and defensive. Low parental cognitive stimulation leads the children towards frustration and the illness psychological as well as physical. It is argued that low parental cognitive stimulation influences the children's attitude pessimistically. Parental cognitive stimulation refers to a relationship that is established between children and his parents though material communication and interaction. It has several dimensions acceptance, rejection, encouragement, discouragement and reward, punishment. Parental encouragement means an attitude on the part of the parents which is characterised by keen interest in love and affection for the child. Children keep communication channels open and listen with open mind the child's side of a problem where there is a conflict. On the other side of coin, a discouraging parent who does not appreciate the child instead emphasizing on his faults and defects and has no faith in him. These parents create a home atmosphere of rapport and democratic attitude where in no one member dominates or is given due attention. Rejecting parents are mostly the product of disturbed home environment. Parents can stimulate cognitive development by taking an interest in the children's learning by believing in the child by establishing a cognitively rich environment. Parents' cognition about their role has been identified as a major contributor to their willingness

STATEMENT OF THE PROBLEM

"TO STUDY PARENTAL COGNITIVE STIMULATION OF 5TH GRADE STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT."

OPERATIONAL DEFINITIONS

Parental cognitive stimulation Parental Cognitive stimulation is the total encouragement, assistance or support given by parents to enhance the mental growth of a child. It is the encouragement provided by the parents to develop the child's mental abilities in form of reading, writing and using computers or other technologies and so on. It is focused on the forms of parents' aspirations concerning their children's future.

Academic achievement Academic achievement is measure of knowledge understanding of skills in a specified subject or group of subjects. It is the extent to which the learner is profiting from instruction in the given area of learning i.e. achievement is reflected by the extent to which skill or knowledge has been acquired by a person though the training imparted to him.

OBJECTIVES

The investigator formulated the following objectives keeping in mind the significance of the problem and the research work already done in the area.

1. To study the relationship between parental cognitive stimulation and academic achievement of 5th grade private school boys.
2. To study the relationship between parental cognitive stimulation and academic achievement of 5th grade private school girls.
3. To study the relationship between parental cognitive stimulation and academic achievement of 5th grade Government school boys.
4. To study the relationship between parental cognitive stimulation and academic achievement of 5th grade Government school girls.
5. To compare the academic achievement of 5th grade boys with parents exhibiting low and high cognitive stimulation.
6. To compare the academic achievement of 5th grade girls with parents exhibiting low and high cognitive stimulation.

HYOPTHESIS

1. There is no significant relation between parental cognitive stimulation and academic   achievement of 5th grade private school boys.
2. There is no significant relation between parental cognitive stimulation and academic achievement of 5th grade private school girls.
3. There is no significant relation between parental cognitive stimulation and academic achievement of 5th grade Government school boys.
4. There is no significant relation between parental cognitive stimulation and academic achievement of 5th grade Government school girls.
5. There is no significant difference between academic achievement of 5th grade boys with parents exhibiting low and high cognitive stimulation.
6. There is no significant difference between academic achievement of 5th grade girls with parents exhibiting low and high cognitive stimulation.

SIGNIFICANCE OF THE PROBLEM

Parental influence is still one of the greatest factors in determining the ways in which the child will grow and develop. One of the most important jobs of parents is to help their children to uncover and nurture their unique gifts by providing children with a variety of experiences. The type of stimulation provided by the family members leave a long-lasting impression on the child's mind. Stages of development are filled with many physical, cognitive, social, and emotional changes. At the same time, the increase in academic demands and the complexity of the school structure make the task of academic success for adolescents even more difficult. The parental cognitive stimulation is also one of the main factors that affect the academic achievement of students and there by influencing his future academic achievement. The encouraging attitude of parents is a strong stimulus for developing their interest in learning and way of thinking. The parental encouragement is more than praise. By stimulating the children parents' express faith in children as they are. It further becomes the backbone

of an individual's future life. Stimulation should go on throughout life. Stimulation provided by parents is of great significance in developing the psychological and academic behaviour of the child. The parents because of experience, training and education can give much active assistance to the child in his better mental development. Parents play a vital role in directing the child in providing healthy learning experience. These But a very few studies has yet been carried out regarding to the parental cognitive stimulation. The present study will provide the research based results and would help the parents, teachers and student to understand that how parental cognitive stimulation can play a positive role in the better academic achievement of primary students.

SAMPLING PROCEDURE

The study was conducted on 5th grade students and the parents of these children. Thus, it necessitated to collect data from the parents of these children. The data were collected from Ludhiana, district of Punjab. The children who were in the age group of 8-12yrs were the respondents of the present study. The investigator selected sample of 100 children and parents of these children.

SAMPLE OF THE STUDY

Sampling is that statistical method which is a miniature picture or a cross section of the entire group or aggregate from which sample is taken. In other word a sample is the true picture of the universal which possesses all the characteristics of the universal. The present study required collection of the data for three variables from five districts of Punjab. To make the data representative to the different districts of the Punjab, stratified random sampling technique was applied. The data were collected from each stratum on random basis.

In the present study ,random sampling method was used as it happened to be most convenient under prevailing circumstances. The sample of the present study comprised of 100 adolescent students of Ludhiana district.

DELIMITATIONS

1) The study was delimited to 100 students of only.
2) Only 5th grade students were selected for the study.
3) The study was delimited to the school of Ludhiana district only.

STATISTICAL TECHNIQUES USED

To test the significance of the variables under study, various statistical techniques i.e. Mean, SD, t -test, Correlation were applied.

CONCLUSIONS

1. There exists significant relationship between parental Cognitive Stimulation and Academic Achievement of 5th grade private school boys.
2. There exists significant relationship parental Cognitive Stimulation and Academic Achievement of 5th grade private school girls.
3. There exists significant relationship between Parental Cognitive Stimulation and Academic Achievement of 5th grade Government school boys.
4. There exists significant relationship between Parental Cognitive Stimulation and Academic Achievement of 5th grade Government school girls.
5. There exists significant difference in academic achievement of 5th grade boys with parents exhibiting low and high Parental Cognitive Stimulation

6. There exists significant difference in academic achievement of 5Th grade girls with parents exhibiting low and high Parental Cognitive Stimulation.

SUGGESTION FOR FURTHER STUDY

The studies may be conducted in future on the aspects of the present problems.

1. The study may be conducted on B.Ed students.
2. The study may be conducted on students of degree colleges.
3. The research work may be replicated on wider sample.
4. The study may be conducted on comparison of the adolescent students of different district.
5. It is suggested that similar investigation may be extended to different age group which may reveal different results.
6. The study of Parental Cognitive Stimulation can also be carried out in relation to career values, mental health, spiritual intelligence and happiness of students.

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ROLE OF MEDIA IN EDUCATION AS PERCEIVED BY SENIOR SECONDARY SCHOOL STUDENTS AND THEIR PARENTS

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ABSTRACT

The Present Study aims to explore the Role of media in education as perceived by senior secondary school students and their parents. The present study has provided the research based results and will help the parents, teachers and student to understand that how media plays effective role not only in the field of entertainment but also giving knowledge through television, radio, newspaper, internet etc. Media has become the first source of giving knowledge. Sample of 200 adolescents were taken from various private and government schools of Ludhiana district of Punjab and 200 corresponding parents of those adolescents were selected for the present study. To explore the perception of parents and students, 'Perception about the Role of Media in Education (PRME)' Prepared by Dr.Sushil Kumar Singh & Miss. Veerpal Kaur was used. Mean, SD, t-test and Correlation were used for analysis of data. From the analysis it was concluded that there exists no significant difference in the perception of boys and girls Senior Secondary School regarding the Role of Media in Education and there exists no significant difference in the perception of Senior Secondary School Students and their Parents regarding the Role of Media in Education.

Keywords: *Role of media, senior secondary school students, parents.*

INTRODUCTION

Education not only creates a better human being but also contributes to the transformation of society. We are summoned to take forward our community, village, city, State and world, But to get that we need tools. The tools to improve the world are not fighting ideologies, or weapons as many have tried thorough history- but knowledge, sciences, arts. Those tools empower the people who sincerely want to see a more just world. Furthermore, the paradox that we find ourselves happy when we forget our own self and focus on the wellbeing of other is true. Working to improve the society through the tools education provides, helps us to develop our own capacities, and brings us peace and tranquility, although that is not the motive. Having said this, we should be mindful that each of us has a double purpose in life, developing our own potentialities, and bettering the kind of world. And the best weapon to walk firmly in these two paths the answer lies in education.

By agencies of education we mean those institutions, organizations or sources which play significant role in the process of education. We have three type of agencies of education-formal, Informal and non formal. We get formal education through school, institutions, museum, library etc. and informal education through family, peer groups, society, state etc. but when we talk about non-formal education we get this type of education through Radio, Television, cinema, newspaper, internet etc. With the advancement in the field of educational technology, Media are being used for the purpose of Formal and non-formal education. It is so in the case of big cities because

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some of their educational institutions have all the facilities needed for the success of such programmers. In the smaller cities, use of media for formal education is limited, requirement of the learner.

INFLUENCE OF MEDIA ON EDUCATION

The world is changing very fast. Its culture, science, morality, politics, religions and demography almost everything is in rapid transition. Indeed, changes are blossoming everywhere. Emergence of new ideas, science and technology was never new in human history, but the way the world is shaking with changes is a very recent phenomenon. The changes that took place in last 50 years did not happen even in millenniums. What is the main factor behind it? It is media that lie behind the whole process. It is the greatest change agent in whole human history. Media works miracle through spreading ideas. News, commentaries and analysis whatever it publishes every day add immense impetus to humans' thinking process - the greatest powerhouse to generate knowledge.

Media education should cater to the needs of all the people of the country, which is multi - lingual and multi- culturalism character. Further, the course structure should be commensurate with the present needs of the world. The new technology should be properly used in media education for the smooth functioning of the teachers. Such an exercise effectively blends and exploits the use of various tools in information and communication technology to create a virtual learning environment. A proper induction of the trainees into the digital world will motivate them to pursue their trials further for the benefit of their students. Thus, media education has a bright future as more and more qualified academicians and professionals are getting interested to teaching media studies. The modern teachers are armed with new technological skills and qualities which will definitely be helpful in the growth of media education of the nation.

Statement of the Problem

"ROLE OF MEDIA IN EDUCATION AS PERCEIVED BY SENIOR SECONDARY SCHOOL STUDENTS AND THEIR PARENTS."

Operational Definitions of the Terms

MEDIA: Media includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, direct mail, telephone fax, and internet. Media refers to various means of communication. For example, television, radio, and the newspaper are different types of media.

PARENTS: A father and/or mother of the adolescent who have been used as a sample for collection of data for the present research work.

Objectives

1. To examine the role of media in education as perceived by Senior Secondary School Students.
2. To study the role of media as perceived by the parents of Senior Secondary School Students.
3. To explore the perception of Senior Secondary School Students and their parents regarding the impact of media on new generation.
4. To suggest ways and means for the appropriate use of media.
5. To compare the perception of boys and girls Senior Secondary School regarding the Role of Media in Education.

6.   To compare the perception of Senior Secondary School Students with perception of their Parents regarding the Role of Media in Education.

HYPOTHESES

1.   There exists no significant difference in the perception of boys and girls Senior Secondary School regarding the Role of Media in Education.
2.   There exists no significant difference in the perception of Senior Secondary School Students and their Parents regarding the Role of Media in Education.

Significance of the Problem

Today it is commonly accepted that media plays effective role not only in the field of entertainment but giving knowledge through television, radio, newspaper, internet etc. Media has become the first source of giving knowledge. Media has a great influence on our present generation's all aspects of life. Media has a prominent role to play in modern society. It can bring about radical changes and improve social situation as it influences our social, civil, cultural, political, economic and aesthetic outlook. Modernization has converted media into an indispensable feature of human activity. However, factors like age, education, economic condition, personal needs and availability of proper components decide the quantum and frequency of media use. This is evident from the fact that most media centres are located in urban areas. The majority of consumers of media products are also concentrated in and around cities and towns. It is rightly said that media use is an index of development. The greater the use, the higher will be the level of education. As social beings, humans are sustained by mutual interactions, exchange of ideas, information and views with the fellow beings. Illiteracy, which is nothing but absence of education and information is a stumbling block for any aspect of development-social, economic, political, cultural and even spiritual. Media has become the harbinger of development through the removal of these roadblocks and the provision of information and knowledge.

Youth were not able to distinguish the difference between their real lives and the fantasy lives portrayed on the television shows. However, they used the circumstances portrayed on television as a way of initiating dialogue with peers. Though this interaction they were able to collectively construct social and personal meaning. Parents also perceived that the role of media was not significantly source. Media alert the parents to their potential for unintended adverse effects on adolescents, alcohol use, television, music videos, talk shows, norms, prevention, prime time, sports. So there is a need to investigate the actual role of media for providing education, entertainment, social messages as perceived by adolescents and their parents.

This study helps the students, parents, teachers, educationist, and curriculum constructors for using media in education. There is a need that how the adolescents use the media for entertainment but also in education without any adverse effect on their life, study time etc.

METHOD OF INVESTIGATION

In the present study, descriptive survey method was used. It is the only means through which opinions, attitudes and suggestions for improvement of educational practices can be made. It was included sampling tool for data collection procedure and statistical technique to be used for the analysis of data. Descriptive survey method describes and interprets what exists at present. In a descriptive survey, we are concerned with conditions or relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, influences that are being felt, and trends that are developing.

The present investigation mainly used the descriptive survey method to study role of media in education as perceived by senior secondary school students and their parents.

SAMPLE OF THE STUDY

In the present study, random sampling technique was used to select the adolescents from various schools of Ludhiana district of Punjab. The 200 adolescents were taken from various private and government schools of Ludhiana district of Punjab and 200 corresponding parents of those adolescents who were taken as subjects for data collection. The size of sample for the present study was 200 adolescents and their parents were selected randomly. The sample was collect from the various schools of Ludhiana district of Punjab. For this investigation, private schools and government schools, which are situated in the district Ludhiana, were selected randomly for data collection.

DELIMITATIONS

1.   The study was delimited only to the perception of adolescents and their parents.
2.   The sample of the study was comprised of 200 subjects only taken from different private and government schools of Ludhiana district.

STATISTICAL TECHNIQUES USED

Mean, standard deviation, t-test and correlation were used calculated for analyzing the data of the present study.

CONCLUSIONS

1.   There exists no significant difference in the perception of boys and girls Senior Secondary School regarding the Role of Media in Education.
2.   There exists no significant difference in the perception of Senior Secondary School Students and their Parents regarding the Role of Media in Education.

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EFFECT OF CO-OPERATIVE LEARNING APPROACH IN SOCIAL STUDIES ON ACHIEVEMENT MOTIVATION

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Abstract

Co-operative learning is a pedagogical practice that promotes socialization and learning across different curriculum areas and classroom settings. However, while the benefits of implementing co-operative learning are widely acknowledged, many schools and teachers still experience difficulties in knowing how to embed this practice into their teaching curriculum. Placing students in groups and expecting them to co-operate will not necessarily promote co-operative learning. It is only when members understand that they are dependent on each other and cannot succeed unless others do that they learn to co-ordinate their efforts and actively work together. Group cohesion develops as a direct consequence of members' perceptions of their interdependence and their willingness to facilitate and encourage each other's learning and enhancing the achievement motivation. In the present study, pre-test and post-test experimental design was used to assess the effectiveness of cooperative learning approach in social studies on the achievement motivation of secondary school students. A sample of 60 students randomly selected from one of the government schools of Chandigarh was assigned into control and experimental groups by equating them on the basis of their pre-test scores. After the intervention, the subjects of control group revealed no significant improvement in the percent scores of Achievement Motivation, the t-value being 0.52 which is not significant at 0.05 level, (P>0.05). However, the subjects of experimental group revealed a highly significant improvement in mean percent scores of Achievement Motivation, as evident from the t-value of 3.21 which is significant at 0.01 level (P<0.01). Findings of this study lead one to conclude that while linking group members together so that they experience task and goal inter-dependence which is a key element of successful co-operative learning, ensuring that they are trained in the interpersonal and small group skills needed to promote positive interactions and hence achieve motivation.

Introduction

Learning is about change which is brought about by developing a new skill, understanding a scientific law or changing an attitude. It may involve the development or deepening of skills, knowledge, understanding, awareness, values, ideas and feelings or an increase in the capacity to reflect. Learning is a process of an active engagement with experience. Effective learning leads to change, development and the desire to learn more. There are many different ways of learning; teaching is only one of them.

In the educational process, students should be offered a wide variety of ways to learn, among which they could choose or with which they could experiment. They do not have to learn different things in the same way. They should learn at a very early stage of "schooling" that learning how to learn is largely their responsibility. Learning is only possible when students are motivated to do so because without motivation, they may

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not learn all the things properly. One cannot motivate others if one is not self-motivated (Ackoff & Greenberg, 2016).

Motivation in education means inculcating and stimulating interest in studies and other such activities among pupil. In an educational programme, the teaching learning process becomes more effective with the help of motivation. Motivation to achieve is instigated when an individual knows that one should be responsible for the outcome of some venture, when individual anticipates explicit knowledge of results that will define the success or failure and when there is some degree of risk which means some uncertainty about outcome of an individual's effort. Motivation helps the students in learning and improves their achievements (Irvin & Miltzer, 2007).

McClelland (1961) defined achievement motivation as a basic desire to succeed and to get a task completed as effectively as possible. He further explained that people with strong need for achievement tend to be characterized by acceptance of personal responsibility, being goal-oriented by setting moderate realistic and attainable goal, seeking challenges and excellence and they are motivated to do better jobs, accomplish tasks and work hard.

Achievement motivation helps in teaching learning process also. It helps the students and teachers to set their goals according to the classroom environment. Many teaching learning approaches help students to improve achievement motivation among them. Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences.

Co-operative learning is well recognized as a pedagogical practice that promotes learning, higher level thinking, social behavior and a greater understanding of children with diverse learning, social and adjustment needs (Cohen, 1994). There is much more to cooperative learning than merely arranging students into groups and it has been described as structuring positive inter-dependence. Students must work in groups to complete tasks collectively toward academic goals.

Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills by asking one another for information, evaluating one another's ideas, monitoring one another's work, etc. Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended and involve higher order thinking tasks.

Researches on cooperative learning have demonstrated overwhelmingly positive results and confirmed that cooperative learning modes are cross- curricular. Cooperative learning requires students to engage in group activities that enhance learning and adds other important dimensions. The positive outcomes include academic gains, improved race relations and increased personal and social development.

On the contrary, in the traditional approaches of teaching social studies, students feel monotonous during the teaching learning process. They don't take part in this subject actively because they are inattentive and dull. To make this subject interesting and to motivate students, teachers need to use some innovative approaches. Co-operative learning approach provides an ideal vehicle for teachers to structure the environment for successful peer interactions and to provide students with the coaching and support they need to develop their social and emotional skills and understanding. Through Cooperative learning approach, teachers will increase the level of Achievement

Motivation among the students studying Social Studies. During this process, students may use their thinking, communication and information sharing skills to increase their contents knowledge as well as their interpersonal skills. So, investigator felt motivated to use this approach which appears to be a promising method by which social studies teachers can simultaneously achieve academic, achievement motivation and socio-moral objectives.

Objectives of the Study

The present study was undertaken with the following objectives:

- To develop and teach modules of Social Studies to secondary school students using Co-operative Learning Approach.
- To study the achievement motivation of secondary school students.
- To see the effect of Cooperative Learning Approach in Social Studies on Achievement Motivation of students.

Hypotheses of the Study

Based on the objectives of the study, the following hypotheses were drawn:-

- There is no significant difference in Achievement Motivation of students of control and experimental group.
- There is no significant effect of Cooperative Learning Approach in Social Studies on achievement motivation of secondary school students.

Design of the Study

Pre-test and post-test experimental design was used in the present study to assess the effectiveness of cooperative learning approach in social studies on the achievement motivation of secondary school students.

Sample of the Study

In the present study, one of the government schools of the Chandigarh Administration, namely Government Model High School, Sector 20-D, Chandigarh was randomly selected. There were 100 students in class IX. From those 100 students, investigator selected 60 students randomly. Then, pre-test of Achievement Motivation was conducted on the selected sample of 60 students. On the basis of scoring of the pre-test, investigator equated the two groups of 30 each i.e. Experimental and Control groups. Then, the intervention imparted modules based on Co-operative learning approach in social studies to the subjects of experimental group and control group was taught the same content by traditional method. After the intervention, post-test of Achievement Motivation was administered again on the subjects of both the control and experimental groups.

Tools Used

Following tools were used in the present study:

1) Deo-Mohan Achievement Motivation (n-Ach) scale by Deo and Mohan (2002).
2) Self-design Modules of Social Studies using Co-operative Learning Approach.

Procedure of Data Collection

The study was conducted on 60 students of Government Model High School, Sector 20-D, Chandigarh. The data from the selected sample was collected personally by the investigator after taking the permission from the principal of the school.

Before conducting the experiment, sympathetic and friendly attitude was adopted to establish rapport with them. The subjects were made to understand about the

significance of the study and ensured that the test will be used only for research purpose and not to evaluate their performance. Students were also assured of the confidentiality of the information given by them. They were asked to be honest and free while answering the test.

For data collection, following steps was followed:

Step 1:- Pre-test: Achievement Motivation test was administered on the students of both the control and experimental groups .i.e. taught through modules based on Co-operative learning approach and the group taught through traditional teaching approach.

Step 2:- Intervention: At this stage, teaching was done through 15 modules based on Co-operative learning approach to the subjects of experimental group, on the topics taken from C.B.S.E affiliated syllabus of Social Studies textbook for class IX. At the same time, subjects of control group were taught through traditional teaching approach. This process continued for one month in which alternatively classes were taken by the investigator for both the groups.

Step 3:-Post-test: After one month of intervention, post-test on Achievement Motivation was administered on the students of both the control and experimental groups .i.e. taught through cooperative learning approach and the group taught through traditional teaching approach.

Step 4:- After that, scoring was done. Raw data was subjected to statistical analysis to draw the inferences.

Statistical Techniques

The following statistical techniques were employed to analyze the data:

1. Descriptive statistical measures such as mean, median and standard deviation were computed in both the groups separately.

2. t-values were computed to determine the significance of difference between the mean percent scores of achievement motivation in group taught through Co-operative learning approach and group taught through traditional teaching approach.

Results & Discussion

Table 1

Showing Measures of Central Tendencies of Percent Scores of Achievement Motivation of Subjects of Control and Experimental Groups

Measures of Central Tendencies	Control Group (n=30)		Experimental Group (n=30)	
	Pre-test (n=30)	Post-test (n=30)	Pre-Test (n=30)	Post-test (n=30)
Minimum	49.00	50.00	44.00	55.00
Maximum	78.50	75.00	78.50	84.00
Range	29.50	25.00	34.50	29.00
Mean	62.47	63.45	62.78	70.23
Standard Deviation	7.93	7.87	9.36	8.20
t-Value	0.52#		3.21**	

**P<0.01

Table 1 shows the measures of central tendencies of scores of Achievement Motivation of subjects of control and experimental group. During the Pre-test, there was no significant difference in the mean percent scores of Achievement Motivation of subjects of control and experimental group, the t- value being 0.21 which is not significant at 0.05 level (P>0.05).

As seen in the table, the subjects of control group revealed no significant improvement in the mean percent scores of Achievement Motivation, the t-value being 0.52 which is not significant at 0.05 level, (P>0.05). Since the subjects of control group were taught through traditional approach, whatever the marginal improvement mean percent scores of Achievement Motivation was there that could be attributed to sharing of information off- campus, their previous knowledge and information gathered from internet, visit to library regularly, influenced by other teachers', information given in traditional classroom, read another supported books of social studies, help given by parents, their tuition teachers' told them about the new concepts, they might have read newspapers, magazines and journals for new information, which might have resulted in marginal increase in mean percent scores of Achievement Motivation of subjects of control group.

So far as the subjects of experimental group were concerned, a significant improvement in mean percent scores of Achievement Motivation was observed, as evident from the t-value of 3.21 which is significant at 0.01 level, (P<0.01). The probable reasons for this significant difference could be the effect of intervention, comprising of imparted modules based on Co-operative Learning Approach, which lead to an increase in their motivation level, increasing interest in subject like social studies, actively listening to each other during group discussions; considering the other person's perspective on issues; stating ideas freely without fear of derogatory comments; being responsible for one's own behavior; constructively critiquing the ideas presented, taking turns to present ideas and share resources; sharing tasks equitably among group members; resolving differences of opinion and conflict; ensuring decisions that affect the group are decided democratically.

In a study that examined the effect of training in interpersonal and small group skills on children's interactions and achievement during small group work, Gillies and Ashman (1996) found that the children who were trained to co-operate and help each other used language which was more inclusive of others and gave more detailed explanations to assist each other than children who had not received explicit training in these skills. Some of the benefits that were evident in the children from the trained groups were increased autonomy and more successful learning outcomes.

Another study by Johnson & Johnson (1987) also revealed that subjects learned to interact appropriately with each other; they felt more supported in their endeavors and were more willing to work together on their problem-solving activities. Certainly, social support is related to achievement, successful problem-solving, satisfaction, persistence on challenging tasks, more appropriate ways of seeking assistance and greater compliance with group routines and expectations.

Social support tends to increase group cohesion and through group norms, affects the pressure to be productive (Deutsch, 1949).Children perform more effectively in small groups (e.g. peer tutoring and group investigation) than they do when they work in traditional whole class settings.

Placing students in groups and expecting them to work together will not necessarily promote co-operative learning. Some children will defer to the more able children in

the group who may take over the important roles in ways that benefit them at the expense of other group members. Similarly, other students will be inclined to leave the work to others while they exercise only token commitment to the task. In co-operative learning, each student is required not only to complete their part of the work but to ensure that others do likewise. The technical term for this dual responsibility is 'positive interdependence' and it is the most important element of co-operative learning (Deutsch, 1949).

Positive interdependence exists when students perceive that they cannot succeed unless others do and they must learn to co-ordinate their efforts to ensure that this occurs. Cohesiveness develops in the group as a direct result of the perception of goal interdependence and the perceived interdependence among group members (Deutsch, 1949). It is this sense of commitment to each other that helps children to feel accountable for their efforts. In fact, the more students perceive that they are linked together, the more they feel personally responsible for contributing to the collective effort of the group.

Thus, the importance of co-operative learning approach in contrast to the traditional classroom, as an effective approach to teaching cannot be undermined. Co-operative learning is well recognized as a pedagogical practice that promotes learning, higher level thinking, pro-social behaviour and a greater understanding of children with diverse learning, social and adjustment needs. Children co-operate and work better together when they have been taught the interpersonal and small group skills needed to facilitate interaction and involvement with each other. Another important aspect of successful co-operative group work includes ensuring that group members understand that they are each responsible for contributing to the group's task or goal. Contributions include encouraging others, suggesting ideas and actively promoting the group's efforts. Being willing to help group members reflect on their achievements and evaluate what they need to do as a group is also an important part of successful co-operative learning.

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ROLE OF TEACHERS FOR EMPOWERING LEARNERS THROUGH VALUE EDUCATION

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Abstract

This paper addresses the issue of teachers' training for value education and its response to the demand for value education in the school/college. Defining value education as education itself, the authors advocates the need for the preparation of a teacher as an agent for social change, to equip him or her to deliver the quality of values as per the situation and explore the process by which children develop values essential for living in the society. Teachers need to be trained to create situations and be imaginative to reflect on that situation by making learners aware of values and highlighting its need.

Education, since ancient times has been viewed as the transmission of value and accumulated knowledge of society. To prepare future citizens of multi-dimensional capabilities and to provide wisdom with knowledge, the importance of ethics and value is re-established. Thus, the role of education in life has become more crucial when in the present scenario the problems of society to deterioration of values and morals. It is the need of education that the teachers and teacher education programmes take up the task of inculcation of values and shaping the behaviour of students. Prospective teacher should not only be intellectually competent and technically skilled but also be civilized in their emotions and refined in their testes. Thus, in the present grave moral crisis, there is need of a value imparting education which not only gives a shape to prospective teachers' personality but also inculcation and instilling of values in them.

Key Words: Teaches, Empowering Learners, Value Education

Meaning of Value Education

The graphical presentations of values, a rainbow in the form of a heart, illustrate that, "that the human values are the priceless treasure deposited from time immemorial in the bottom of my heart." They are nothing else than the colourful projection of our inner light.

Antonio Craxi, (Human Values: A voyage from I to We)

The German philosopher Friedrich Nietzsche first used the word 'Values' in 1880. Until then the word value was used as a verb meaning to value or esteem something or as a singular noun meaning the measure of something for example, the value of money, food or labour. Nietzsche used the word 'Values' in plural to denote moral beliefs and attitudes that were personal and subjective. In modern democratic societies, this concept of 'values' has changed. The word 'Values' has come to be used in plural for over a century. As the world is becoming more civilized, education is becoming more or less materialistic and the old value traditions are being slowly given up. It is imperative in the present context of educational system, to restructure and include value education in the process of education.

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In the Oxford Dictionary of English, 'value' means worth and 'valueless' means worthless. From a historical viewpoint, a value may be defined as a thing that is good. Operationally the concept of values may be defined as 'factors, which affect human behaviour' intellectually. Value may be defined as a concept, which is accepted by the subconscious mind, is understood by all and perceived by the individual.

Present Problems in Indian Values

India is a country with rich culture and heritage. Indians are well known for kind hearted and broad mindedness. This is mainly because of value based education imparted in the past. In ancient times education for attainment for mukti was the main objective of education. Our great epic Rig-Veda rightly depicted "Sarve Janoho Sukhnobhavantu" which means all creatures on this earth should lead happy and peaceful life.

At the end of medieval period in India foreign invaders started establishing their kingdom and up to British Empire the Indian people lost political, social, economical and educational values as a result of which the Indian culture and spiritual character of Indians faded away. Indians slowly started imitation of western culture. As a result today, news papers are flooded with hair raisining news like "Mother killed her children", "Brother Murdered his brother and wife", "Girl Gang raped", "women killed for dowry" and so on exposing the mind set of the society. There is a mad pursuit for accumulating wealth and power and acquiring superior status in society even at the cost of the humanity in us. As a result today everything is seen in terms of development. This has resulted in decline in moral and human values in society and created confusion among teachers as well as students. We have entered a century full of crises particularly crisis in character, crisis in credibility and crisis in competency and value based competency. Now the question arises, who all are responsible for the moral decline in society? How can we get through these crises?

Role of Teachers and Parents in inculcation of Values

The solution of problems which the society is facing these days lie in the hands of teachers and parents. Anyone who teaches may be parents or teachers at schools, college or universities. They have to be committed teachers, as were the "Guru" in ancient times. Only real teachers can transform the society from this mental sickness to happy and healthy existence.

The education of child, it is said, starts even before his birth. The example of Abhimanyu bears testimony of this truth. He learnt the secrets of war and breaking "Chakraviyuh" while he was in the womb of his mother. It proves that the conduct, thinking and behaviour of the mother bearing a child lay the foundation of character of the child. The seeds of value education can be implanted by the mother even when the child is in the womb. In early five years the family and particularly the mother plays the role of a teacher. These five years are formative or foundation years, when the child should be exposed to a rich and healthy environment. More the exposure to values, the stronger will be the foundation for character building. The family is the most important basic unit of a social system of norms, guiding the interaction and behaviour of its members. The character, behaviour and morality of family members and particularly the mother's determine the character of the child. The child learns cultural behaviour patterns acceptable to society in the family set up. Family has to regulate the sexual behaviour, provide emotional support and affection to the child.

Once the child enters the school, the role of education system and teacher starts. In an education system, the child not only learns what the teacher teaches consciously but

he/she unconsciously imbibes his qualities into the personality of the Child. This determines emotions, expectations and what he is going to be in his life ahead. Today the concept of education has changed and so has its role. Schools can play an important role in imparting value education affecting persons and the society by fostering concern for aged, handicapped, the deprived sections of society dignity of labour, self-dependents etc.

Value education can be integrated with teaching methods, instructional material and co-curricular activities. Indeed teachers of every subject should teach fundamental values like democracy, tolerance, co-existence and respect for others' views even television can be used for teaching value education through cartoons, plays and story telling. What is needed is that the values should be projected in a manner that children can relate to their lives and should have earthly qualities. The innocent but impressionable mind should be able to connect what they see or hear with ordinary human beings they are familiar with.

The role of modern teacher is also changing. The functions of the teachers are - a philosopher, a guide and a friend. Teachers are primarily responsible for building up new generations with iron hands, strong will and deep love for nation and humanity. So, our nation needs a regiment of qualified and dedicated teachers with adequate potentiality for developing new generations with strong values and wisdom. Therefore, a teacher not only needs to be armed with heavy degrees , long experience and means of spreading knowledge, but should have a vision, capacity to impart meaningful knowledge and inspire students for achieving creative ends in life. Teaching is also about inspiring students. There is a need for teachers to get themselves inspired before they can inspire others. The teaching community is required to generate power inherent in the student population. Teachers should be leaders of the young generation, not merely instructors.

Teacher's Guidelines for proper Value-orientation

- ❖ Develop Gandhian values among the students.
- ❖ Perceive his/her role as an agent of change in the community.
- ❖ Perceive his/her role not only as a leader of children but also as that of a guide to the community.
- ❖ Act as a link between the school and the community.
- ❖ Possess warm and positive attitude towards growing children and their academic, social-emotional and personal problems.
- ❖ Preservation of environmental resources and preservation of historical monuments and other cultural heritage.
- ❖ Develop understanding of the objectives of school/college education in the Indian context and awareness of the Indian context and awareness of the role of school/college in achieving the goals of building a democratic secular and socialist society.
- ❖ Develop understanding of interests, attitudes and skills that would enable his/her to foster all round growth and development of the children under his/her care.
- ❖ Develop competence to teach on the basis of the accepted principles of teaching and learning.
- ❖ The teacher should be a mediator in the encounter between the individual and the mass of information.

Unfortunately teaching profession is still not able to attract the promising young men and women, who can inspire the younger generation and instil in them desirable attitudes. Secondly, inadequacy in the Teacher Training Programme does not equip teachers adequately for this role. The teacher training programmes need to incorporate value based education.

On the other hand students today are better informed and knowledgeable, as the source of information has immensely expanded, but emphasis is on acquiring techniques not values. The teacher is required to channelise the potential energies of students into constructive and realistic programmes of action.

Today, the social role of teaching community has assumed greater importance. The teaching community should restore the self reliance needed for our social educational culture. There is a need for reawakening of the entire teaching community so as to improve the younger generation which is utterly confused and bewildered about moral and social values of life. Let us accept this challenge with a spirit of dedication and national service to develop morality and socially well equipped younger generation.

Empowering Learners by Inculcating Values

Values education has the capacity to transform a diseased mind into a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a heightened level of perception. This leads to fulfilment of the evolutionary role in man and in life.

Education in very general terms is a process of bringing about desirable changes of behaviour in the learners, in accordance with standard norms. Students may develop some essential values through various curricular and co-curricular activities in the school/college. Teachers are responsible for inculcating new values and for developing the total personality of the learners. Before devising a plan for imparting value education for the empowerment of learners it is imperative to decide what teachers ought to develop and how to develop. In other words a teacher must know the content of value-oriented education and should be in position to adopt various approaches, strategies and methods for inculcating values and for the empowerment of learners.

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A COMPARATIVE STUDY OF THE EDUCATIONAL CONTRIBUTIONS OF RABINDRANATH TAGORE & MAHATMA GANDHI

Mrs. SUNITA RANI

Abstract

The present study Showed A comparative study of the Educational contributions of Rabindranath Tagore and Mahatma Gandhi. The study conclude Tagore's educational philosophy is based on his conception of unity of truth. His system is best suited even to the present days it comprehends social, cultural and scientific aspect and Gandhi dedicated his whole life in the pursuit of truth and nonviolence.

Key Words: *Educational Contributions, Rabindranath Tagore, Mahatma Gandhi*

The widest road leading to the solution of all our problems is education. In this era we can see all over the world many persons are jobless. The cause of their problems is insufficiency of education. So, education plays a key role in the life of a person. There are a lot of policies dealing with the education in history.

We discuss in this paper the policies of Mahatma Gandhi ; father of Indian nation and Rabindranath Tagore; proponent of Indian national anthem. Gandhi's philosophy of basic education is comprehensive enough because he looks upon education as an instrument for socioeconomic progress, material advancement, Political evolution and moral development for individuals in society. Tagore's system of education emphasizes the intellectual, physical, social, moral economic and spiritual aspects of human life, by which a man can develop a towering personality.

A BRIEF LIFE SKETCH

Ravindra nath Tagore, Known as 'Gurudev' in India was a great philosopher, educator, poet, dramatist, novelist, actor, painter and writer of 20th century was born on 06 May,1861 in Kolkata, in a well educated, rich and highly respected family known for its enlightenment and progressive views. He was the fourteenth child of Maharishi Devendernath Tagore and Sharda Devi, The grandson of Dwarkanath Tagore, who had amassed great wealth through investment and speculation in coal mines, Indigo & sugar, his father was a renowned leader of Brahmo Samaj and was outstanding in the field of learning ranging from mathematics to ancient scripture and was a man of profound religious concern. He provided Ravindranath Tagore with education of Indian Philosophy, language, astronomy and Sanskrit.

A BRIEF LIFE SKETCH

Mohandas Karamchand Gandhi, known as the father of our nation was born on 02 Oct 1869 at Porbander, Kathiawar, Gujarat. His father was the Divan of Rajkot and his mother was a very courteous and kind hearted lady, she had a great influence on him. Gandhi was married to Kasturba Bai at the age of thirteen. He passed his matriculation examination in 1887 and left for England in the same year, there he studied law for four years and come back to India in 1891. In 1893, he went to South Africa as a legal adviser; there he raised his voice against the inhuman treatment of the British Government in a non-violent way for twenty years.

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PHILOSOPHY OF RABINDRANATH TAGORE

Tagore has been a great philosopher. He was a regarded as a poet, literary man, novelist and painter, Dr. Radhakrishan has said, "Tagore's literary piece entitled 'Sadhana is charged with practical problem of life. Tagore's literary works are inspired by his philosophical experience. He was a philosopher. For being a poet.

EDUCATION OF CREATIVE AND CRITICAL AWARENESS

Tagore does not want education to bemired information but he desired that it should be creative also. One's education can only act as a means to cultivate this   apparently dull and monotonous but genuinely romantic pulsating procedure of looking within and discovering oneself in most wonderful land of creation and critical complexities but it never knows an end.

ALL ROUND DEVELOPMENT

Tagore laid equal emphasis on development of body along with that of mind, According to him Education of body in the real sense does not exist in play and exercise but in applying the body systematically to some useful work. it la hence that he so, much emphasize games in school education. Physical fitness is the first cardinal principle in the child in school education Physical fitness is the first cardinal principle in the child's development.

EDUATION FOR HUMAN RE-GENERNATION

Rabindra Nath's philosophy of education aims at developing a system of education for human regeneration is the real aim and only ideal. His educational system is a means to achieve this aim. He, therefore, bases his education system on essential human virtues such as freedom, purity, sympathy, perfection and world brotherhood.

MAN AND NATURE

The Indian mind never has any hesitation in acknowledging its kinship with nature, its unbroken relation with all. In India where civilization developed in forests never nature; Rabindra Nath has the eye which pierces into the secret of which the natural fact is the sign and prophecy. He is a poet of nature in whose hands, the crudest staff of existence acquires a poetic coloring . The spiritual phases of nature leap up to God-filled eyes, Kindle devotion in his heart and set song on his lips.

WORLD AND MAYA

Tagore does not refuse the theory of Maya. In his essays he has emphasized the reality of world and theory of Maya. He thinks that nature is not separate from God nor does he accept God and world as only one entity. Tagore thinks that this world is Maya in the form of an art.

WOMEN EDUCATION

Tagore has expressed his views on the education of women in his various articles and writings. The Istri- Shikha (The education of women 1917) is the FIRST and the sole writing exclusively devoted to woman education and its problem. Tagore remarks, "Whatever is worth knowing knowledge, it should be men and women not for the sake of practical utility but for the sake of knowing the desire to know is the law human nature"

CURRICULUM

Curriculum was meant to attain the aims of education. Tagore advocate a wide and comprehensive curriculum for all round development of the child, it referred to all aspect of human life, physical intellectual, moral and spiritual to acquire ' Fullness of

experience' from multiple sources the curriculum was designed. In curriculum along with academic subjects like History, Science, Nature study, Geography, Literature etc. Tagore encouraged the developing of the finer aspect of life in terms of aesthetic, emotional and spiritual flowering of the students.

ROLE OF TEACHER

Rabindra Nath Tagore was deeply influenced by unique traditional 'Guru Shishya relationship of ancient Gurukul system. He gave a very prominent place of teacher. To him teacher is a giver like ancient Indian Reships. According to him, the teacher is only to stimulate and guide but it is the child who is to choose the real path. A teacher must have receptive mind and learning attitudes. Tagore say 'teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continuous to burn its own flame".

SHANTINIKETAN

It is easy to see why Tagore should decide to found a school and why he should choose shantiniketan as the right place for it. He himself explains, "Founding of my school had its origin in the memory of that longing for freedom which seems to go back beyond the sky-line of my birth". The nature of freedom that he sought was one of perfect freedom which could be realized in this world, in the perfect harmony of relationship a truth feeling it by the senses pr knowing it by reason, but through the union of perfect symathy and love. There were many inspiring factor which induced. Tagore to start a school. Its origin is primarily the memory of his school days. He had suffered imprisonment both in home and in dull atmosphere of the classroom. Therefore, he aimed at freedom in education for his children. He wanted education to be nature, life inspired and life centered. The children of his school he thought should learn by making a noise. Shantiniketan is an organism, not an organization originating with ten boys in1901 about a 100 miles from Calcutta in very quiet spot, away from din and bustle of the world..

PHILOSOPHY OF MAHATMA GANDHI

AIM OF EDUCATION

Gandhi wanted education to be free and compulsory for all boys and girls between the age of seven to fourteen. By making education free and introducing compulsion, Gandhi sought to obtain universal minimum education for the Indian through his basic National Eduucation. Gandhhi stressed social as well as individual aims of education. His aim was not only individual perfection but he wanted to bring about a new social order based on Truth and Non-violence.

His aim of education has a social basis. For Gandhi, education is a preparation for life. Therefore, it must enable man to face the problems of life then and there. According to Gandhi, education of such a kind should enable the student to fight against a social and other evils .Gandhi's thought was both moral and material indeed much more moral than material. By education he meant a perfect well balanced, all round development in which the body, the intellect and the spirit would all have full play and grow together into a natural and harmonious.

CURRICULUM

According to Gandhi a suitable handicraft should from the centered and basis of all education. That is the core of Gandhi's educational philosophy According to Gandhi training centre round a suitable handicraft has both educational and economic value. The educational values laid in the development of the whole man through the craft and

its economic values laid in its productive or self-supporting aspect. Religion was also an important element of in his life . Liberal education to all should include a reverent study of other faiths. He did not regard any of the great religion of the world as false or inferior. According to him, culture of the mind must be subservient to the culture of the heart and that should be the basis of all sound education. In his philosophy of education, spiritual training is for more important than mere training of intellect.

TEACHER

Gandhi advocated devotion to the teacher (Guru Bhakti). He says, "Education of the heart could only be done through the living touch of the teacher."He had to play the role of a mother. In Gandhi's word "one who cannot take the place of a mother cannot be a teacher. An ideal teacher in Gandhi's word was the "Mother Teacher." The teacher should practice spiritual values. Exercise of spirit entirely depends upon the life and characters of teachers,

WOMEN EDUCATION

Gandhi felt strongly believed for the emancipation of women through education and he did not discriminate against women in any of his political, social or development activities geared toward the overall transformation of the Indian society.

NON – VIOLENCE

Non – violence or Ahimsa is one of the main feature of Gandhi's philosophy of life, to Gandhi truth and ahimsa are the two sides of the same coin. He emphasized the principle of Non – violence in every field of his life. Non – violence include humility, charity, love, patience, purity of the heart and freedom from passion in though words and deeds.

WORLD AND MAYA

Tagore does not refuse the theory of Maya. In his essay he has emphasized the reality of world and theory of Maya. He thinks that nature is not separate from God nor does he accept God and world as only one entity. Tagore thinks that this world is Maya in the form of an art. To Tagore it appears that this world exists because of Maya and it may also be held that it is wrong to think so 'whatever exists' appears to be so but it is not visualized as such the various elements in this world are illusory, they may be called Maya.

TAGORE'S CONTRIBUTION IN MODERN INDIAN EDUCATION

Tagore's ideal of education is that of the forest colonies of great teachers which are neither schools nor monasteries. These colonies, in the ancient past, gave shelter to those who lived their life in God, and men lived with their families to see the world in God, to realize their life in God. Though they lived outside society, and boys 'grow up in an intimate vision of eternal life? Before entering the stage of a householder. The teacher lived a simple life pursuing their studies and helped the student in their studies.

Tagore's educational philosophy is based on his conception of unity of truth. His system is best suited even to the present days it comprehends social, cultural and scientific aspect. But there is no place in his ideal university for those who are after monetary gain or power. Though Tagore declares that he relies on scriptures, he seems to view the infinite. Being immersed in the central unity, the Poet or the artist creates.

The object of education is to give man the unity of truth. The purpose of education in other countries may be unlimited expectations of worldly prospects, but in India it

should be nothing short of highest purpose of man, the fullest growth and freedom of souls, in order to maintain the self-respect which we owe to ourselves and our creator.

The school should he the children's own world whose guiding spirit is personal love. They have s place in the school administration and have their own court of justice. The teacher and the student should sit at the same table to partake of their daily food and the food of their eternal life. Teaching should be personal, the teacher should be the personal, the teacher should be the source of it, and the subject matter must be connected with life to facilitate understanding our university should be a centre of Indian culture in which music and out must have their prominent seats at honor. Since the highest mission of education is to help one to realize the inner principle of unity of all knowledge and all the activities of our social and Spiritual being economic co-operation should be the basis of this university which should not only instruct, but love, not only think, but produce.

GANDHI'S CONTRIBUTIONS IN MODERN INDIAN EDUCATION

Gandhi was regarded as a politician of renowned capability, statesman social reformer and he has contributed a lot to the educational thought and practice. So, far as the economic development of India is concerned, the principles propounded by M.K.Gandhi seem to be very important. Learning of doing, Learning by experience and education for self sufficiency are some of the golden principles found in Gandhi ideology. The main objectives of his educational plan may be summed up in his own words. My plan to impart primary education through the medium of village handicraft is thus, conceived as the spearhead of a silent revaluation, fraught with the most for reaching consequences.

Gandhi dedicated his whole life in the pursuit of truth and nonviolence, All the human elements in his personality came into play and showed how lively and lovable he was an immense capacity he had to blind men to himself by the golden links of reverence affection and confidence. In Gandhi philosophy, education is considered as an integrated and indivisible process beginning with the conception and ending with death. In his philosophy, we find a combination of man of thought and man of action, in his scheme of basic education.

The care of Mahatma Gandhi's philosophy is manual labor to which he has imported a special dignity by making it the pivot of all our activities-social, political, educational, economic and religious. It has well defined aim, supported by the recent findings of psychology and sociology and has laid down a well regulated procedure for the realization of the ultimate objective of education. Gandhi's ideas on education, like his other ideas on political and economic problem, are rarely examined in their right perspective in contemporary India. It must be remembered that education was one of the basic question with which Gandhi was constantly pre-occupation throughout his life in the midst of multifarious activities.

The scheme of national education that was eventually formulated in 1937 at Wardha was the culmination of Gandhi's lifelong Endeavour in this cause. As Gandhi led the protest movement against the British administration, he also gave an articulate expression for the widespread urge of his generation to evolve a new system of education that was more suitable to the requirements of the Indian nation. Gandhi generally known as the father of the Nation has given us a sound theory of education. He believed in all round development of personality of individuals. Literacy is not the end of education or even the beginning, It is one of the means where by me And women can be education. Literacy in itself is no education. Harijian,July 31,1937.

Gandhi had a supreme concept of Ram Rajya. He had a vision that there should be Ram Rajya in India. By Ram Rajya he meant equality, equal right to each citizen, justice to all, fearless hearts, self discipline, no distinction between the rich m the poor, infect according to Gandhi, there should not be class-disparity i.e. there should not be a distinction like rich or poor people

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ATTITUDE OF LANDLESS WOMEN LABOURER TOWARDS EDUCATION IN   RELATION TO THEIR LITERACY LEVEL AND ECONOMIC STATUS

*Gurpreet Kaur

ABSTRACT

The Present Study aims to explore the attitude of landless women labourer towards education in relation to their literacy level and economic status. Landless labourer have been defined as those who are basically unskilled, unorganized and who work in farms on wages for a larger part of the year. But when they do not get work in the villages some of them migrate outside their villages in search of work. In the modern contexts the word literacy level refers to reading and writing at a level adequate for communication, or at the level that lets one understand and communicate ideas in a literate society, so as to take part in the society. Sample of 150 landless women labourers were selected for this study. For this purpose attitude scale and interview schedule were used. Mean, Standard deviation and Correlation were used for analysis of the data.

Keywords: Attitude, Landless women Labourer, Literacy Level, Economic Status

Introduction

Women play a vital role in the rural societies and their role in agriculture is still more important. Survival in the developing countries and regions depend on the work women do. Agriculture sector is the backbone of the rural economies and majority of the females depend upon agriculture as labourer. Indian economy is an agrarian economy. The rural agricultural system and female labourer are closely associated with each other mainly through the supply of their labour power throughout the production process, except during ploughing and sowing. Even though they work hard, their socio-economic status is very low. Their dependence on labour has aggravated this situation. With the growth of industrialization and urbanization, landless labourer in the absence of assured source of employment in rural areas migrate to urban areas in the search of employment. In the urban areas, women are generally employed in informal sectors like weaving, handicraft, tailoring, sale of fish and construction activities. The present study is mainly concentrated on landless women labourer who are engaged in agriculture with special reference to Ludhiana district of Punjab. In rural areas of Ludhiana district, women play a significant part in agricultural production. The agriculture sector is the backbone of this district. While considering the problems of female agricultural labourer, the phase of economic development and the nature of rural economy, the present study mainly based on agriculture sector and landless women agricultural labourer.

Women in agriculture have vast potential, intelligence and ability, which is tapped properly, may enable them to join the main stream of agricultural development. The main problem and source of exploitation of these women are rooted in their ignorance, helplessness, landlessness, lack of education, lack of organization and inequality in status. It is therefore; necessary to equip these women with required information, knowledge and skills to enable them to do their work efficiently and became equal partners in agricultural production.

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Landless women labourers

Landless women labourers may be defined as labourers who work in agriculture or allied activities for the whole or part of the year in return for (in cash or kind or both) for full-time or part time work. The agriculture labourer has no risk in the cultivation, and no right of lease or contract on land but merely works on another person's land for wages. The definition includes workers who are engaged in other agri-based occupation such as dairy farming, horticulture, poultry etc. It also includes the people who don't work throughout the year but only for part of the year. Agriculture labor Enquiry Committee defined agriculture labor household as the household whose main source of income is derived as wages for working on farms of others.

The landless agricultural labourers belong to the disadvantaged sections of the Indian society constituting about 25% of the total labour force. Indeed, they should be paid special attention to lessen their aggravating employment situation and provided with other social security shield

Literacy Level

According to UNESCO the revised meaning of literacy is as follows: A person is literate who can with understanding both read and write a short simple statement on his everyday life. A person is illiterate who cannot with understanding both read and write a short simple statement on his everyday life. A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing, and calculating for his own and the community's development.

Economic Status

By the term 'status' we mean the recognition given to an individual by his /her group relations (Kelly 1951) in terms of the sense of belonging (Park and Burgess 1921). It is the result of the ranking of a role by the group that determines for its possessions of a degree of respect prestige and influence. They are the ancient pavers and privileges of the family bestowing prestige, authority and power. Societies have thus developed two types distinct status the ascribed and achieved status:

The ascribed status: Ascribed status is the recognition, which a society gives to a person because of his position. It is assigned to individuals without any reference to their innate. It can be predicted and ascertained since birth.

The achieved status: Achieved status is as minimum those requiring special qualities although they are not necessarily limited to those. They are not assigned to an individual since birth but are left open to be filled through individual efforts.

The socio-economic status of agricultural labour household is closely related to the ownership of land holdings. The ownership of land provides dignity, status and power in the society. The majority of women agricultural labourers, along with their men folk in most cases, are property less with no productive assets of their own to credit except their labour power. Lack of land, that makes them labour on others' land and suffer, appears to be the root cause of all their problems. Most of them (68.87 per cent) own a small plot of land, which is less than 10 cents each. It has to be noticed that no labour households own paddy fields. As a whole, about 38 per cent of the households do not have anything more than their house site area

Objectives of the study

1. To determine the literacy level of the Landless Women Labourers.

2. To study the economic status and attitude of landless Women Labourers towards education.

3. To find out the relationship between the literacy level of landless Women Labour and their attitude towards education.

Review of Related Literature

Bhattacharya (1985) there are some other studies, which tried to explain the women labour participation rates, in terms of economic and non-economic factors. Economic factors include wages, technology, irrigation, cropping pattern, farm size, economic development and urbanization etc. And non-economic factors or socio-cultural factors are caste, education, migration, marriage, family size and sex discrimination etc

Swamikannan and Jeyalakshmi (2015) study about women labourers in Indian agricultural sector and found that female work participation rate has declined drastically during last few decades, which shows that female workers are moved from agricultural to non-agricultural activities because wage differences between male and female workers for the same type of work discourages female workers.

Mugadur & Hiremath (2014) studies about socio-economic condition of agriculture women labourers in Mangudi village and found that women face many problems like illiteracy, low and irregular wages, scolding & beating by men etc. They concluded that women do not know how to face these problems.

Chandrama Goswami (2013) in "Female agricultural workers in Assam: A case study of Darrang district" concluded that poor women are contributing more to household income by working as a labourer even under poor working conditions and with lower wages to improve the economical conditions of the family. There were no land ownership amongst female and even they do not have any right on their earnings. Women accept to work in farms because they can get employment without proper training or education and it is temporary in nature. It was also proved that in spite of having more shares of females as agricultural labourers than men, they get lower wages than males.

Das (2006) examined increasing gender gap and socio-economic status of women in North-East India. It was found that the best possible indicators of the determination of the status of women were education and employment. Education coupled with employment have made women more conscious of their rights and helped in making them assert in the society. Women's participation on equal terms with men in domestic decision making makes them being recognized in the family.

Amaresh Dubey, Veronica Pala and Eugene D. Thomas (2004) emphasized that role of education and participation of women in the labour force. The paper showed that as the economic status improves the female labour force participation rate declines. Women work participation rates with increase in education level especially at the primary and secondary levels.

Padmanabhan (2001) argued that women are engaged in agriculture and allied activities and their role are managers to landless labour. Migration of male labour leaving women in rural areas and they are the 41 income earners in agriculture in rural areas. To empower rural women in agriculture through effective training and extension services and welfare schemes to improve the working conditions of agricultural women.

Sultania (1994) conducted a study at micro-level in the major parts of Jaipur city on the women workers engaged as contract laborers. The main analysis was based on

the causes of inequality of women contract laborers and its impact. The characteristics, profile and recruitment were also dealt with. It was projected that construction was the main industry employing labour on contract illiterate, earning fewer wages, experienced male dominance, worked for 10-12 hours daily had no medical or leave facilities and were under pitiable state of affairs.

Bhople and Palki (1988) studied socio-economic dimensions of farm women labour in rural India. They reported that rural women perform a variety of roles of which many are of greater economic significance and farm women play a significant role in domestic and socio - economic life of the society.

Hypotheses of the study:

1. Majority of the Landless Women Labour have low literacy level studying not more than primary school level.
2. There will be significant positive correlation between the literacy level of Landless Women Labour and their attitude towards education.
3. There will be significant positive correlation between the economic status of the Landless Women Labour and their literacy level.

Methodology

The present study was delimited to landless women labourers of Ludhiana district only. A sample of 150 landless women labourers were selected for this study. Interview schedule, self prepared rating scale was prepared by the researcher. Efforts were made to establish rapport with female labourers before administering the tools. After distributing the tools, the subjects were asked to fill the preliminaries at the top of the information sheet. The response sheets were scored. Statistical techniques like mean, S.D, and Correlation were used.

Results and Discussion

Table No.1

Correlation between Literacy level and Attitude towards Education of   Landless women labourers

Variables	N	Mean	S.D.	Correlation
Literacy level	150	1.69	1.55	r= 0.051
Attitude towards Education	150	101.3	7.15	

Table: 1 Shows correlation between attitude towards education and literacy level of Landless Farmers. The Mean score of literacy level of Landless women labourers is 1.69 and attitude towards education is 101.03. Standard deviation of Literacy level and attitude towards education were 1.55 and 7.15 respectively. The correlation value of literacy level and attitude towards education was found 0.051 which is positive but it is very near to Zero correlation value. So our hypothesis "There is positive correlation between the literacy level of landless women labourers and their attitude towards education" is accepted. The literacy data of the Landless Farmers shows that 56 counts are fully illiterate and 11 counts are primary school educated. Since as much as 37% and 7% of Landless Farmers are illiterate and just having primary education, it is likely that they might not have reflected a positive View on education, or have shown them just neutra1 Without expressing any concern of education, probably they are more concerned with their occupation, their daily bread and butter (struggle for

survival) than anything else. Hence the almost zero correlation between literacy level and attitude towards education of Landless women labourers was found.

Table No.2

Correlation between Economic status and Literacy level of Landless women labourers

Variables	N	Mean	S.D.	Correlation
Economic Status	150	2.586	1.50	r =0.254
Literacy Level	150	1.693	7.15	

Table No.2 Indicates a clear significant positive correlation between economic status and literacy level. The mean scores of economic status are 2.586 whereas literacy level 1.693.Their respective S.Ds are 1.50 and 7.15. The correlation between the economic status and literacy level is 0.254.Since there is a low correlation between economic status and literacy level of Landless women labourers one can say that a person having a better economic status is expected to have relatively high literacy level and vice-versa. The two variables show positive relationship' so it can be concluded that Literacy Level and Economic status were positively related to each other. So our hypothesis "There is positive correlation between the economic status of the landless women labourers and their Literacy level." remain accepted.

Table No.3

Correlation between Economic status and Attitude towards education of Landless women labourers.

Variables	N	Mean	S.D.	Correlation
Attitude towards education	150	101.03	7.15	r =0.038
Economic status	150	2.586	1.50	

Table No: 3 Indicates a clear significant positive correlation between attitude towards education and economic status. The Mean score of attitude towards education is 101.03 whereas economic status is 2.586. Their respective S.Ds is 7.15 and 1.50 the correlation between the economic status and attitude towards education is 0.038 since there is a negligible positive correlation between the attitude towards education and economic status. The two variables, attitude towards education and economic status of Landless women labourers show positive relationship. The value of correlation was found very much near to Zero Correlation Value. This means there is no Correlation between both Variables. So hypothesis "There is positive correlation between Attitude towards Education and economic status of the landless women labourers" is accepted.

Conclusion

➢ Almost zero correlation between literacy level and attitude towards education of Landless women labourers was found.
➢ It can be concluded that Literacy Level and Economic Status were positively related to each other.

➢ The two variables, attitude towards education and economic status of Landless women labourers show positive relationship. The value of correlation was found very much near to Zero Correlation Value.

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SOCIAL ADJUSTMENT OF ADOLESCENTS IN RELATION TO THEIR SOCIAL LOAFING BEHAVIOUR

*Ms. Lakhwinder Kaur

Abstract

The present study examined the relationship of Social Adjustment and loafing behavior of adolescents of private and Government schools. Sample of 200 adolescent students was selected for the present study. For this purpose Social loafing scale by Alam and Srivastva (1971).and Deva's Social Adjustment Inventory (SAI), Deva (1990) were used. Mean ,SD and correlation were used for for the analysis of data. From the analysis it was concluded that there is insignificant relationship of social adjustment and social loafing behavior of Adolescents.

Key Words: Social adjustment, Adolescents, Social Loafing Behaviour

Introduction

Adjustment plays a very big role in the life of the individual. If the person is not well adjusted he cannot perform his responsibilities and duties. Today, the problem of the maladjustment among adolescents is increasing day by day. Due to this, the problems like loafing behavior are also prevailing among the adolescents. Social adjustment is also a type of adjustment which is related to society. The loafing behavior of the adolescents creates various problems in the society. The present study reveals the relationship between social adjustment and social loafing behavior of adolescents and difference between the social adjustment of adolescent boys and girls. It also studies the difference between social loafing behavior between adolescent boys and girls. In our country very few studies have been conducted in this field. No study has been done on this area in Ludhiana district. So, investigator has a keen interest to conduct a study and explore this area.

Social Adjustment

Adjustment is the process of maintaining a balance between the needs Physical, psychological and social and the circumstances that influence the satisfaction of these needs adjustment is the continuous process which produces a more harmonious relationship between the person and his environment. It is process of directing one's efforts toward modification of behavior and attitude. The word 'adjustment' means 'to fit', make suitable, adapt, arrange, modify, and harmonize, correspondence with. Whenever we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other.

The views of Crow & Crow (1956)An individual's adjustment is said to. be adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and person who compromise his physical or social environment. According to Shafer (1961) Adjustment is the process by which living organism maintains a balance its need and the circumstances that influence the satisfaction of these needs.

There are many types of adjustment i.e. health adjustment, emotional adjustment, home adjustment, occupational adjustment, social. adjustment. How far social

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adjustment is concerned it is social development and adaptability to that social environment. Social adjustment requires the development of social qualities and virtues that one should enough to live in harmony with one's social being and feel responsibility and obligation towards one's fellow beings society and country. \

According to Compbell psychiatric Dictionary (1996), "Adaptation of the person to the social environment or Adjustment may take place by adapting the self to the environment or by changing the environment" By the researches of Cohn, Waxler, Yarrow (1990) are looking to the emotional and cognitive learning that taken place in the earliest attachment relationships for help in understanding later Social competence in family, poor and school settings.

The person purposefully applies efforts and energy to accommodate perfectly to the society and to the environment to fulfill individual's total need and to lead a happy social life. The social adjustment is highly selective and a specialized process. The social adjustment of a civilized man is less stable and more dynamic. However he is capable of Re-adjustment with new environment and there is remarkable mobility in the process of social adjustment.

Adolescents

Adolescence is the most important and critical period of individual's development. This stage of development plays 'very important role in the development of the personality of the individual. The various types of changes occur during this period. First of all rapid physical changes occurs during this period. The other changes are emotional changes, intellectual changes and social changes. In this period equilibrium of physical, mental and social forces is lost, and the result is that individual has to make new adjustment with own self with the family and with the society and large. The various problem of adjustment of the adolescence are adjustment to physical growth, adjustment to mental competition, adjustment to emotional disturbances, problem of home adjustment, problem of adjustment with friends, problem of sex adjustment and problem of adjustment with society. If the adolescents are not adjusted in the society they have to face various problems in their life like social loafing behaviour. There are various forms of loafing behavior like stealing, bulling, smoking, teasing, truancy and sex delinquency;

As the term is used today it has a broad meaning than it had 'in earlier year. Instead of limiting the adolescence period of the time when the individual grows to maturity sexually, it is now extended until individual is expected to be intellectually, emotionally and socially mature. The term 'adolescence' comes from the word 'Adolescere' which means to 'grow' or 'to grow to maturity'. From the biological point of View, adolescence is the stage when puberty dawns. Chronologically this is a span of life ranging from 12 to 19 years and having individual an, culture difference.

'According to the Hall (1900), "Adolescence is the period of stress and strain, storm and strife." In the words of Colmon (2006) "The period of development form the onset of puberty to the attainment of adulthood this beings with the appearance of secondary sexual characteristics: usually between the ages of 11 and 13 years of age." In this period development play very important role individual's life. The various types of changes are physically, emotionally, intellectual and social changes. The physical changes are increasing in height and weight, change in bodily proportion, change in voice, increasing size of genital organs and hair growth. The emotion changes are heightening of emotions, variations in emotional moods, development of abstract

emotions, capacity of sharing emotions and increase compassion. The intellectual changes are development of intelligence, development of memory, development of imagination and widening of interest. The social changes are sex consciousness, social consciousness, increase in friendly relationship, development of social interest and social maturity.

Social Loafing Behaviour

In the social psychology of groups, social loafing is the phenomenon of people exerting less effort to achieve a goal when they work in a group than when they work alone. This is seen as one of the main reasons groups are sometimes less productive than the combined performance of their members working as individual, but should be distinguished from the coordination problems that groups sometime experience. Social loafing is also associated with two concepts that are typically used to explain why it occurs: the "free-rider" theory and resulting "sucker effect", which is an individual's reduction in effort in order to avoid pulling the weight of a fellow group member. Research on social loafing began with rope pulling experiments by Ringelmann (1913), who found that members of a group tended to exert less effort into pulling a rope than did individuals alone. In more recent research, a study involving modern technology, such as online and distributed groups, has also shown clear evidence of social loafing. Many of the causes of social loafing stem from an individual feeling that his or her effort will not matter to the group.

As the number of people in the group increase, people tend to feel de-individuation. This term defines both the dissociation from individual achievement and the decrease of personal accountability, resulting in lower People could simply feel "lost in the crowd", so they feel that their effort would not be rewarded even if they put it forth. This idea can also cause people to feel as though they can simply "hide in the crowd" and avoid the verse effects of not applying themselves.

Jackson and Harkins (1985) proposed that if someone feels that others in the group are slacking or that others will slack, he will lower his effort to match that of the others. This can occur whether it is apparent that others are slacking or if someone simply believes that the group is slacking.

By setting a goal that is based on maximization, people may feel that there is a level that group needs to be achieved. Because of this, they feel that can work less hard for the overall desired effect.

Social loafing or "lurkers", greatly affect the development and growth of online communities. The term social loafing refers to the tendency for individuals to the expend less effort when working collectively than when working individually. This phenomenon is much like people's tendency to be part of a group project, but rely heavily on lust a few individuals to complete the work. Generally, social loafers regularly follow the discussions and content of online communities, but choose not expand on posts or add to the knowledge of the community.

Objectives

1. To study the relationship between social adjustment and social loafing behavior of adolescents
2. To find out the difference in social adjustment of adolescent boys and girls.
3. To find out the difference in social loafing behavior of adolescent boys and girls.

Hypothesis

1. There will be significant relationship between social adjustment and social loafing behavior of adolescents

2. There exist significant difference in social adjustment of adolescent boys and girls.

3. There exist significant differences in social loafing behavior of adolescent boys and girls.

Review of Related Literature:

Graham, Allison, Coplan & Robert (2012) moderating role of sibling relationship quality in the associations between shyness and indices of socio emotional adjustment. Andrea, Ellision, Nicole & Larose (2012) social support played an integral role in determining student's successful adjustment to college. Kagnici & Yelda (2012): while demographic variables did not significantly predict the university adjustment of international students. Keung, Hongyi, Fong (2012) social adjustment had positive impact on academic adjustment and psychological adjustment. Yau, Keung, Cheng &Alison there was no significant difference in the relationship between social adjustment for both female and male. Bradly, Grahaml, Inglis & Bradc(2012) evidence was obtained of gender differentiated effects of leisure on adjustment with social leisure predicting adjustment more strongly in girls and boys of adolescents. Derosier, Melissa, Lioyd & Stacey(2012) whether social adjustment added to the prediction of academic outcomes above and beyond prior academic functions. Fan's, Alexander, Brown & Janice (2003): over implementing individually-based interventions in group settings without making necessary adjustments. Zhang, Douglas, Zhou & Zongyum (2012): Knowledge sharing Visibility (KSV) was a critical environmental factor which can reduce social locating in knowledge Sharing (KS). That was especially true in ICT [information and CommUnication technologyj-based KS in learning organizations.

Arnold, Nike, Ducate, Lara, Kost& Claudia (2012) the study demonstrates wikis'great potential for collaborative and autonomous work, but "it also underlines the need for clear tasks, teacher guidance and possibly even intervention. Suggestions to mitigate social loafing and free riding in group work were discussed. Aggarwal, Praveen, Obrien & Conniel They found that having multiple peer evaluations during the course of the project reduce social loafing. They study the impact of social loafing on studerits' satisfaction with group members' contribution and the perceived fairness of the project grade.

Methodology

In the present study is descriptive survey method of research was used by the investigator. The present study is preliminary design to see the difference between private and government school students of Ludhiana district on variables of social adjustment and social loafing behavior. Random sampling technique was employed in the study. The sample here chosen consisted of 100 adolescents from Ludhiana district only. 100 adolescents were comprised of 50 adolescent boys and 50 adolescent girls. Social loafing scale by Alam and Srivastva (2008), Deva's Social Adjustment Inventory (SAI), Deva (1990) were used.Efforts were made to establish rapport with the adolescents before administering the tool.The subject was asked to fill the preliminaries given at the top of the information sheet like name,sex,age,name of the school etc. After administering the tools the response sheet were scored. Statistical techniques like mean , SD and correlation were used to analysis of data.

Result

Table 1 : Showing Descriptive Statistics

VARIABLE STATISTICS	Social adjustment	Social loafing behaviour
NUMBER OF STUDENTS	100	100
MEAN	9.21	51.32
MEDIAN	9.00	53.00
STANDARD DEVIATION	4.89	17.94
STANDARD ERROR OF MEAN	0.489	1.79
SKEWNESS	0.613	0.189
KURTOSIS	0.282	0.709

Table 1 presents the Mean, Median, Standard deviation, Standard error of mean; Skewness and Kurtosis of total sample for the variables under study i.e. social adjustment and social loafing behaviour.

Social adjustment

The value of Mean and Median for the variable social adjustment is 9.21 and 9.00 respectively. The small difference in these values depicts that the distribution is nearly normal. The value of Skewness for the variable social adjustment is 0.613, which is approximately 0, yet the score distribution for the same variable is tended to be near normal (for normal distribution Skewness = 0).Further the value of the kurtosis 0.282 is slightly more than 0.263, but it does not indicate marked departure from normal distribution as the value of kurtosis was close to 0.263 which is the value of kurtosis for normal distribution. Therefore the distribution is treated as normal.

Social loafing behavior

The values of Mean and Median for the variable social loafing behavior are 51.32 and 53.00 respectively. The small difference in these values depicts that the distribution is nearly normal. The value of Skewness for the variable social loafing behavior is 0.189, which is approximately 0, yet the score distribution for the same variable is tended to be near normal (for normal distribution Skewness = 0).Further the value of the kurtosis 0.709 is slightly more than 0.263, but it does not indicate marked departure from normal distribution as the value of kurtosis was close to 0.263 which is the value of kurtosis for normal distribution. Therefore the distribution is treated as normal.

INFERENTIAL STATISTICS

(a) Analysis of correlation between variables under study i.e. social adjustment and social loafing behavior

This section deals with the Product Moment Coefficient of Correlation among the different variables i.e. social adjustment and social loafing behavior.

Table 2: Product Moment Coefficient of Correlation between variables social adjustment and social loafing behavior.

Variables	Social adjustment	Social loafing behavior
Social adjustment	1	-0.886**
Social loafing behavior	-0.886**	1

*Significant at 0.05 level

*Significant at 0.01 level

HYPOTHESIS 1: There exists a significant relation between social adjustment and social loafing behavior of adolescent.

Coefficient of correlation between social adjustment and social loafing behaviour of adolescents is 0.886. This value of coefficient of correlation is found to be significant at 0.01 level of confidence as it is more than the table value i.e. 0.254 for degree of freedom 93, Comparison between calculated & tabulated value shows that there exists a negative significant correlation between social adjustment and social loafing behavior of adolescents. So Hypothesis no. 1 which states "There exists a significant relation between social adjustment and social loafing behavior of adolescent's student" is accepted.

HYPOTHESIS 2: There exist a significant difference in social adjustment of adolescent's boys and girls

Table -3: Showing difference between adolescents boys and girls on the variable of social adjustment

Social adjustment	Adolescents students	Number of students	mean	SD	SEm	Df	t- ratio
	Boys	50	9.08	5.43	0.76	98	0.264(NS)
	Girls	50	9.34	4.33	0.61		

(NS) not significant

*Significant at 0.05 level

**Significant at0.01 level

Table3 reveals that the mean scores of adolescents students on the variable of social adjustment are 9.08 of boys and 9.34 of girls respectively whereas the standard deviation of those for the same variable are 5.43 add 4.33. Further t ratio between adolescents on the variable of social adjustment found to be 0.264,which is less than the table value of t- ratio i e 1.98 even at 0.05 level of confidence for 98 degree of freedom. Hypothesis 2 There exist a significant difference in social adjustment of adolescents boys and girls is not accepted".

HYPOTHESIS 3 There exist a significant difference in social loafing behavior of adolescent boys and girls

Table 4: showing difference between adolescents boys and girls on the variable of social loafing behavior

Social loafing behavior	Adolescents students	Number of students	mean	SD	SEm	Df	t- ratio
	Boys	50	51.00	18.54	2.62	98	0.177NS)
	Girls	50	51.64	17.50	2.47		

(NS) not significant

*Significant at 0.05 level

**Significant at0.01 level

Table 4 reveals that the mean scores of adolescents students on the variable of social loafing behavior are 51.00of boys and 51.64 of girls respectively whereas the standard deviation of those for the same variable are18.54 add 17.50. Further t ratio between adolescents on the variable of social adjustment found to be 0.177,which is less than the table value of t- ratio i e 1.98 even at 0.05 level of confidence for 98 degree of freedom. Hypothesis 3 "There exist a significant difference in social loafing behavior of adolescents boys and girls" is not accepted.

Conclusion

- There was found an insignificant difference between adolescent girls and boys on the variable of social adjustment.
- There was found an insignificant difference between adolescent girls and boys on the variable of social loafing behavior.

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MAKE IN INDIA
CLEAN INDIA DRIVE

Dr. Raj Pal

Abstract

According to many scientists, the factor which influences the growth of individuals most is environment. But unfortunately, the various elements of environment such as, air, water, land, etc., are polluted and contaminated. The polluted environment is a health hazard and causes several diseases and ailments. It ruins our chances of survival. Hence, an all-out attempt must be made to have a clean environment. This requires several corrective and preventive measures. One of the best ways to have a clean environment is to plant more trees. The CLEAN-India programme aims to mobilize community responsibility for environmental assessment and improvement in all major towns and cities of India through schools and NGOs linked with governments, business, academic and other institutions. If we clean India we get a green and healthy India . This campaign was officially launched on 2 October 2014 at Rajghat, New Delhi, where Prime Minister Narendra Modi himself wielded broom and cleaned a road. The campaign is India's biggest ever cleanliness drive and 3 million government employees and schools and colleges students of India participated in this event.

Introduction

For a sustainable tomorrow, the need of the hour is to embed the habit of cleanliness in our behaviour. Cleanliness is considered as godliness. It means maintaining neatness both physically and mentally. We can estimate and analyses a person by his way of dressing. Cleanliness of mind will promote spiritual perfection and happiness. Swachh Bharat is a campaign recently announced by our PM. NARENDRA MODI. This is a campaign to bring out a clean India. This campaign is for the clean environment and for a clean India for tomorrow and always. This campaign will end at 2019. It is a cleanliness program signed by our P.M. He took broom and he started SLOGAN: swachh bharath is not modi's task it is people's task. The Clean India means clean water, environment and surroundings, home. Act has made advances to our society that have helped our Environment to flourish with life. The students are taught to take responsibility for keeping their school green. Clean India is duty of every citizen. Clean India is a beautiful India. By clean India we get green India. Environment has received a lot of attention. Not only intellectuals but even the ordinary men and women are becoming aware of the need to have a clean environment. The importance of good and clean environment cannot be described adequately. It is a national level campaign by the Government of India covering 4041 statutory towns to clean the streets, roads and infrastructure of the country.

Goal of Clean India Movement: This is a programme for schools, colleges and communities towards cleaner and greener cities. It ensures that the students and youth who are the decision makers of tomorrow, become champions of greenery and cleanliness. They lead by example to make their city healthy and green. The aim is to increase the city's green cover and micro manage waste for institutions by instilling behavioral changes in children, young students and professional.

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Process of the Movement: Students, youth and professionals are made aware of the need of waste management and the importance of the urban green cover by introducing them to basics of tree plantation and decentralized solid waste management in the institution. This is done through periodical Workshops focused on the Scientific planting of trees, Tree mapping around school, Waste segregation, Composting and Recycling.

Tree Ambassadors and Tree Doctors are created -they are trained to care for and identify common symptoms and diseases of the trees planted by the organizations. They will work with the organization's gardener and the RWA of the area to ensure the trees remain disease free.

Micromanage Waste in the Institution

Students learn to reduce waste being sent to garbage dumps by carrying in-house waste management through source segregation at every level.

Generate compost for tree plantation and nursery by Composting biodegradable waste in the campus which will be used by the school, the RWA or in the green areas around.

Create Nursery in Campus

The institution will setup a nursery to ensure this which can be a for-profit endeavor also. Procured seeds will be nurtured to saplings in the nursery. Every student/individual in the organization will adopt a sapling and ensure its health and nurture it till it is a fully grown tree.

Tree Plantation

Students take up greening of the surrounding area and care for planted trees. Every sapling is planted outside the campus in a prescribed area will be cared for by its parent. The parents will be responsible for the trees and the Tree Ambassadors and Tree Doctors will supervise the monitoring in their prescribed areas.

Every tree will have a tree guard and a label which will contain the name of the species, the serial number and the parent's information so the individual feels responsible for the tree.

The institution is awarded a plaque and the students, parents, Ambassadors and Doctors are given badges and certificates. Felicitation will be done at a CLEAN-India Investiture Ceremony.

Another Face of the Campaign: With effect from 1 April 1999, the Government of India restructured the Comprehensive Rural Sanitation Programme and launched the Total Sanitation Campaign (TSC) which was later (on 1 April 2012) renamed Nirmal Bharat Abhiyan (NBA).

Prime Minister Narendra Modi spoke of the need for toilets in his 2014 Independence Day speech stating,

Has it ever pained us that our mothers and sisters have to defecate in open? Poor womenfolk of the village wait for the night; until darkness descends, they can't go out to defecate. What bodily torture they must be feeling, how many diseases that act might engender. Can't we just make arrangements for toilets for the dignity of our mothers and sisters?

— Narendra Modi

When the girl student reaches the age where she realises this lack offemale toilets in the school she leaves her education midway. As they leave their education midway

they remain uneducated. Our daughters must also get equal chance to quality education. After 60 years of independence there should have been separate toilets for girl students in every school. But for the past 60 years they could not provide separate toilets to girls and as result the female students had to leave their education midway.

—Narendra Modi

This campaign aims to accomplish the vision of a 'Clean India' by 2 October 2019, the 150th birthday of Mahatma Gandhi. Specific objectives are:

1. Eliminate open defecation by constructing toilets for households, communities
2. Eradicate manual scavenging
3. Introduce modern and scientific municipal solid waste management practices
4. Enable private sector participation in the sanitation sector
5. Change people's attitudes to sanitation and create awareness

The program plans to construct 12 crore toilets in rural India by October 2019, at a projected cost of 1.96 lakh crore(US$29 billion).

For funding the mission, a Swachh Bharat Cess has been imposed on Service Tax at the rate of 0.5% since 15 November 2015. The programme has also received funding and technical support from the World Bank, corporations as part of corporate social responsibility initiatives, and by state governments under the Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan schemes.

Similar Initiatives: Swachh Bharat, Swasth Bharat is an Indian University Grants Commission (UGC) initiative to involve various stakeholders in higher education across the country to create awareness among the general public of the necessity for cleanliness and healthy living. UGC has requested educational institutions to engage the National Cadet Corps and the volunteers of the National Service Scheme to carry out exercises that may involve planting trees, effective waste management, plastic-free environment, rainwater harvesting, and substance abuse-free campuses. The idea is to launch a clean India movement by inculcating the idea of "4 Cs" (clean mind, clean body, clean environment, and clean society) in students. It will be implemented in universities and colleges.

Swachh Noida campaign was inaugurated by Mahesh Sharma, Minister of State (Independent Charge) for Culture, Tourism and Civil Aviation, Government of India on the occasion of United Nations' International Day of Persons with Disabilities. It aims to spread awareness about cleanliness among Noida residents. The campaign draws inspiration from Swachh Bharat Abhiyan.

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UGC scheme "Swachh Bharat Swasth Bharat"

CONSUMERS' ATTITUDE TOWARDS ONLINE SHOPPING AFTER DEMONETIZATION- WITH REFERENCE TO KHANNA CITY

***Rajinder Kumar Gupta**

ABSTRACT

Demonetization means the withdrawal of particular form of currency which is in circulation. In India, it took place on 8th November 2016 by banning old 500 and 1000 rupee notes. The main objective of this policy was to affect the black market operations happening in our economy.The present paper studies the effect of demonetization on attitude of consumers after this huge transformation period.

Keywords: *Consumer, attitude, demonetization, online shopping*

Introduction

Commerce via the Internet, or e-commerce, has experienced swift development since the early years. It is well acknowledged to most of the researchers of internet that, the number of E- commerce Business-to- Consumer (B2C) transactions is rising yearly at a very high pace. While both existing and new, large and small scale businesses are currently using Internet as a medium of sales of their products and services (for example HP computer, Flipkart.com). Much research has been determined on the E-commerce shopping in the world, yet there is requirement for closer scrutiny on the E-commerce shopping buying behaviour in developing countries like India.

An 'attitude' is defined as a general evaluation of a product or service formed over time. An attitude satisfies a personal motive and at the same time, affects the shopping and buying habits of consumers.

"A marketer is challenged to understand the reason a particular attitude might exist."

Consumer attitudes are both an impediment and benefit to marketer. Choosing to price cut or paying no heed to consumers' attitudes of a particular product or service, while determining a marketing strategy, results in restricted achievement of a campaign. In contrast, insightful marketers manipulate their understanding of attitudes to predict the attitude of consumers. Such marketers know precisely how to make a distinction between beliefs, attitudes, and behaviors while determining all three in making of their marketing strategies.

Objectives of the Study

- ➢ To study the trend of online shopping pre & post demonetization
- ➢ To study various policies of demonetization and their impact on online shopping
- ➢ To know the level of consumers' attitude towards online shopping after demonetization

Research Methodology

Source of Data: This study is based upon primary data which has been collected from the consumers of Khanna city through questionnaire.

***Assistant Professor, R. K. Arya College, Nawanshahr.**

Sample Size: The information was collected through structured questionnaire. A total of 50 respondents from Khanna city were interviewed.

Sampling Technique: Convenience sampling technique has been adopted for the study.

**Tools for Analysis:** Simple charting and tabulation tools are used for data analysis.

Limitations of the Study

1. The sample size is limited to 50 respondents, so the result of the study can not be considered as universal.

2. The findings of the research are based on the assumption that respondents have given the correct information.

3. The study was conducted only in Khanna city, so other potential samples outside Khanna city were not considered.

Data Analysis And Interpretation

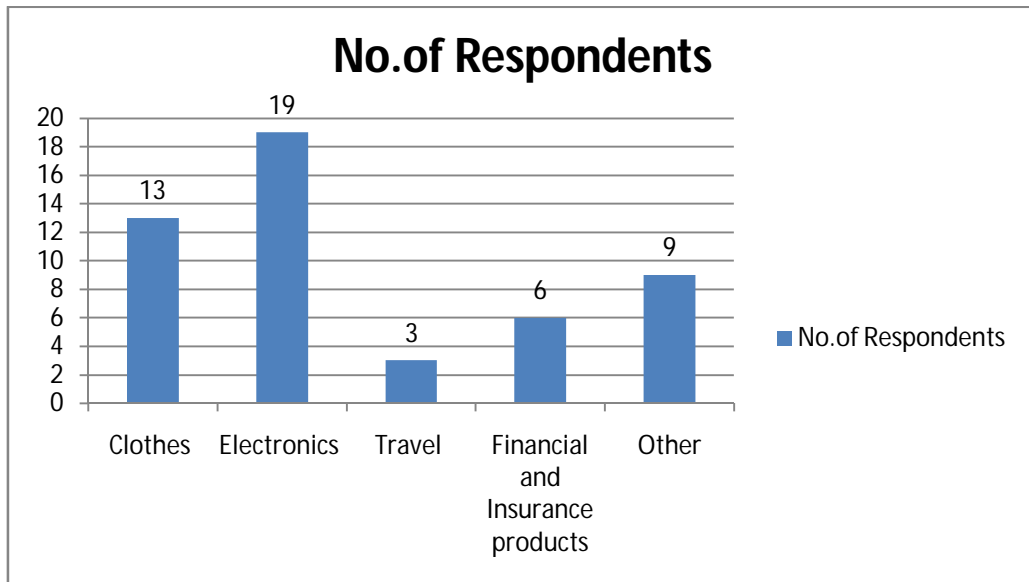**Table-1** showing the time of respondents for using online markets.

Particular	No. of Respondents
Less than a year	17
1- 2 years	21
2- 3 years	4
More than 3 years	8
Total	**50**
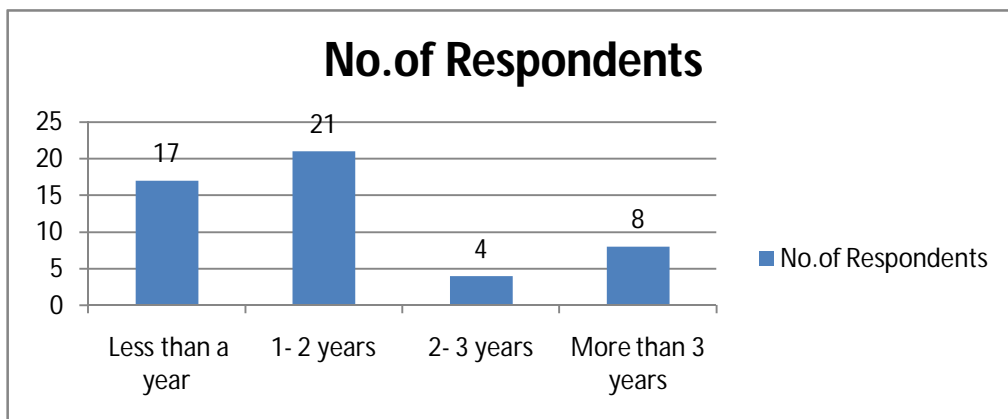
Interpretation: The above analysis shows that majority of the consumers i.e 42% of the respondents had started using online market from 1-2 years i.e. after the demonetization.

Table-2 showing the categories of products that respondents had been buying from online markets before Demonetization.

Particular	No. of Respondents
Clothes	13
Electronics	19
Travel	3
Financial and Insurance products	6
Other	9
Total	**50**

Interpretation: The above analysis shows that consumers are mainly doing online shopping in the elctronics (38%) and clothes (26%).

Table-3 showing the frequency of respondents for using online markets pre-demonetization.

Particular	No. of Respondents
Fortnightly	2
Weekly	18
Monthly	21
More than monthly	9
Total	**50**

No.of Respondents
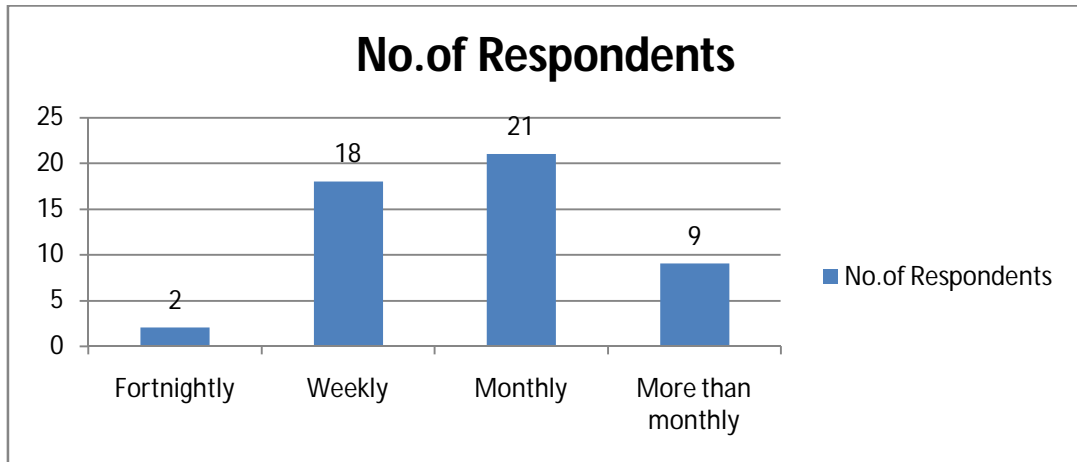
Interpretation: The above analysis shows that before demonetization, consumers were not regularly doing the online shopping as only 4% were involved in daily online shopping.

Table-4 showing that whether demonetization had made any effect on preference of people for using "Plastic Money" more for purchasing.

Particular	No. of Respondents
Yes	38
No	12
Total	**50**
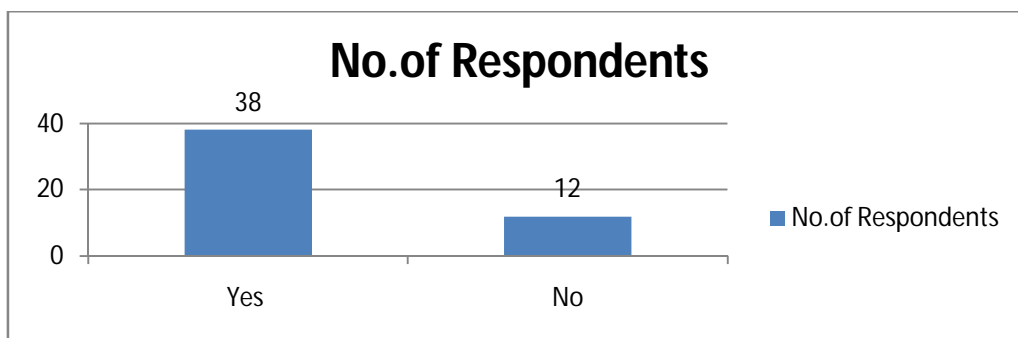
No.of Respondents

Interpretation: The above analysis shows that majority i.e 76% of the respondents agree that they had started using plastic money more after demonetization.

**Table-5** showing that whether the behavior of respondents for online purchase had changed due to demonetization.

Particular	No. of Respondents
Yes	41
No	9
Total	**50**
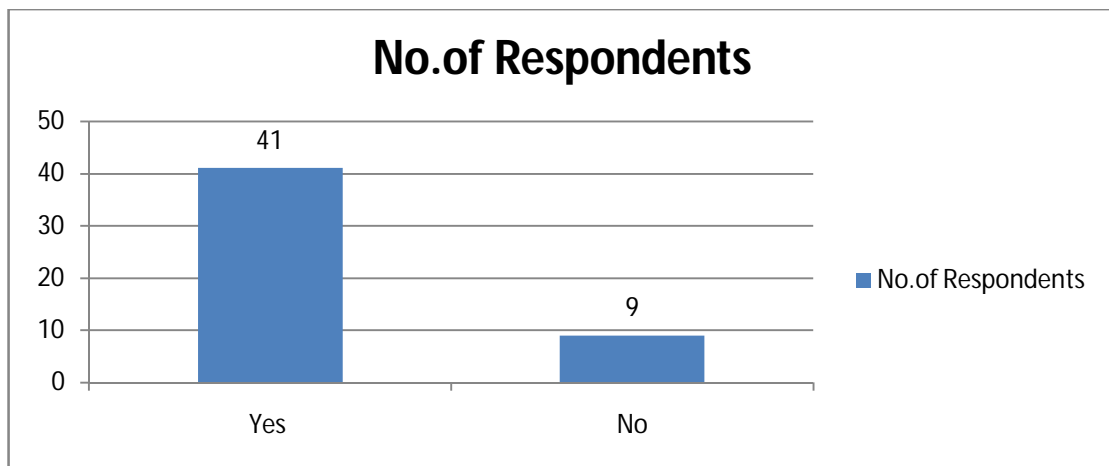
Interpretation: The above analysis shows that behaviour of majority of the respondents i.e. 82% had changed for online purchase after demonetization.

Table-6 showing that whether various "Cashback" and "Discount" offers made available by online shopping companies had changed the behaviour of people towards "Cashless" Payments.
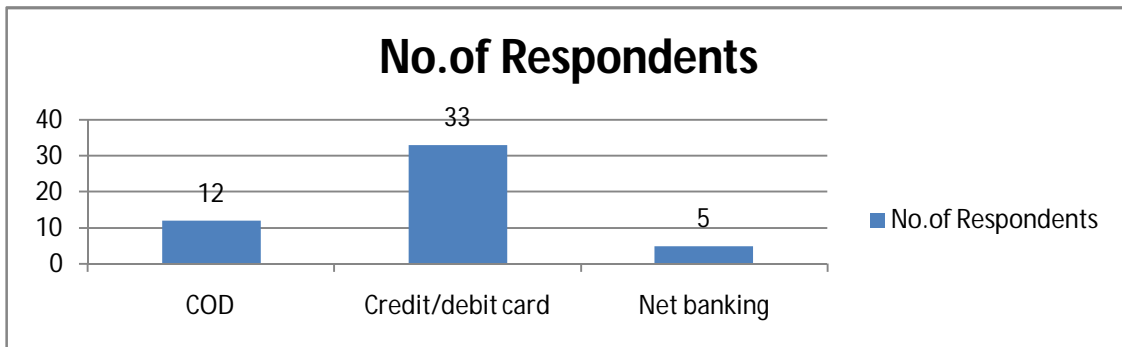
Particular	No. of Respondents
Yes	40
No	10
Total	**50**
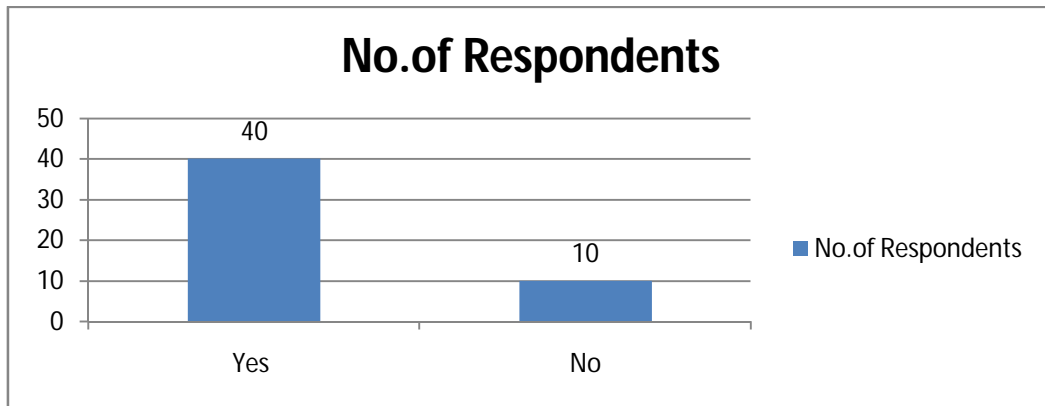
Interpretation: The above analysis shows that behaviour of majority of the respondents i.e. 80% had changed towards "Cashless" Payments due to various "Cashback" and "Discount" offers made available by online shopping companies.

**Table-7** showing the change in online payments post demonetization.

Particular	No. of Respondents
COD	12
Credit/debit card	33
Net banking	5
Total	**50**

Interpretation: The above analysis shows that, after demonetization, 66% of the respondents are making online payment through credit/ debit cards, 24% through Cash On Delivery and 10% through Net Banking.

Table-8 showing that whether the satisfaction level of respondents had gone up with online purchases.

Particular	No. of Respondents
Yes	35
No	15
Total	**50**
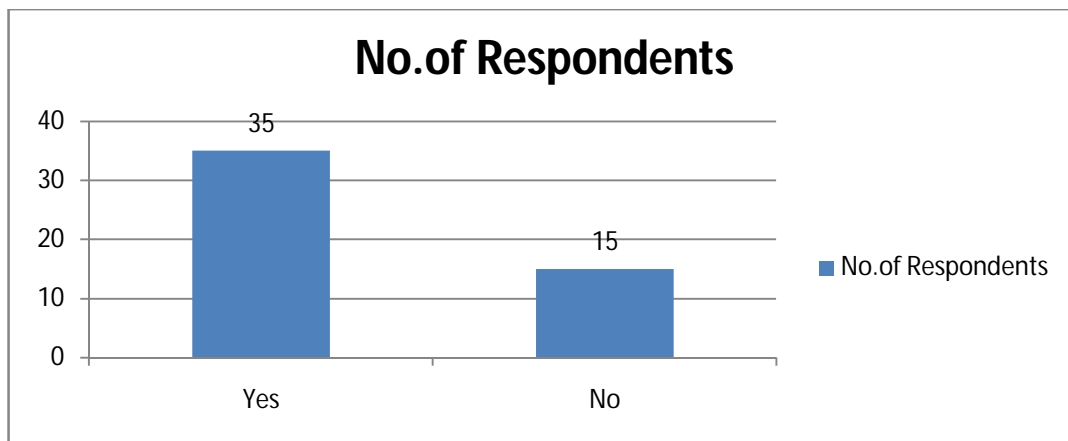
Interpretation: The above analysis shows that satisfaction level of majority of the respondents i.e. 70% had had increased with online purchases.

Conclusion

From the above study, we can conclude that demonetization has made great impact on the e-commerce industry. Due to demonetization, many consumers have started shopping through online instead of traditional retail shops. Due to "Cashback" and "Discount" offers in addition to ease of making payment, customers have started making online payment. Hence, it can be concluded that demonetization has widened up the scope of e-commerce industry which will prove to be a great advantage to the Indian consumers.

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19th CENTURY KASHMIR VALLEY UNDER LAHORE DARBAR A THOROUGH ANALYSIS

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ABSTRACT

The history of Kashmir is greatly influenced by its geography. The valley appears a little world of its own which in the past assured her a distinct geographical, historical and cultural existence. The Afghan rule, prior to Lahore Darbar's conquest and administration, proved to be the cruelest for Kashmiris. They, despite religious affinity, felt constrained to throw off the Pathan yoke. Fortunately the then policy of Maharaja Ranjit Singh's territorial expansion proved a surprise boon on Valley's conquest and annexation by Lahore Darbar in 1819. Ranjit Singh Administered Kashmir through Nazims (Governors) and Revenue Farmers. A significant development in respect of agriculture and industry took place. Though, still in the middle ages, seeds of tourism in the Valley started appearing. Reforms on socio-economic and religious fronts were visible. Government grants were extended to Hindu and Muslim shrines unbiasedly. Lahore Darbar provided huge financial help and allied facilities to the valley during natural calamities after 1828 and especially the horrible famine of 1833 which shattered Kashmir economy. The Kashmiris greatly welcomed the rule of Ranjit Singh as it freed them from the chain of slavery in addition to putting a complete halt to 'wealth Drain'. Lahore Darbar brought, on the whole, mental and financial relief to the natives. Indeed, under the secular and benevolent despotic Lahore Darbar rule, their prospectus appeared quite positive, satisfying and encouraging.

INTRODUCTION

In no parts of India, has geography so much influenced its history as in the case of Kashmir, the largest family enclosed in the womb of Himalayas. The valley appears a little world of its own, which in the past, assured her a distinct geographical, historical and cultural existence. It is truly called a sub-Alpine region of Asia's Italy[1]. Apart from its acknowledged claim to picturesque beauty, Kashmir valley has other no less important and equally interesting, alike to the scholar and antiquary for its claim, will be conceded by any one who has studied its history and have seen or heard of ruins, relics of past days standing yet in various parts of the valley, testifying alike to its former greatness and prosperity[2]. Babur writes that the name 'Kashmir' may be derived from the hill tribe 'Kas'[3]. Earlier Hieun Tsang, Chinese traveller visited Kashmir in 631 A.D. and narrates the legend in the Buddhist manner.[4] Under Afghan rule, 28 Governors or Deputy Governors ruled over Kashmir. These Pathan rulers proved to be the cruelest masters of the valley. They thought no more of cutting off heads than of plucking flowers.[5] The residents of the valley, irrespective of the religion they professed, were constrained to throw off the Pathan yoke.[6] But without the external aid of a powerful army, it was not possible to achieve that objective.

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AFGHANS ON DECLINE

The early years of the 19th century saw the power of the Afghans on decline. The Sikhs were encroaching on their Cis-Indus territories. Kashmir valley was still a part of the Afghan Kingdom and Maharaja Ranjit Singh, the ruler at Lahore Darbar, was eager to avail himself of an opportunity to snatch that fine province from the infidels. But then arrived an opportunity when Pandit Birbal Dhar, Revenue Collector of Kashmir, himself escaped to Lahore and urged the Maharaja to drive away the Afghans from Kashmir. The Sikh forces led by Missar Dewan Chand and properly guided by Birbal Dhar successfully invaded the valley in 1819. The conquest of Kashmir was significant addition to the united Sikh kingdom. The Governor Azam Khan alone had collected Rs. 2 crores from Kashmir within six years. It, therefore, soon became the richest province in terms of revenue receipts of the Sikh Kingdom, next only to Multan.[7]

SIKH ADMINISTRATION

(Industry and Revenue)

The Sikhs administered Kashmir through their Nazims (Governors) and Revenue Farmers. The revenue of Kashmir was farmed out to the Revenue Farmers normally on yearly basis. Between 1819-1846, nine Governors were appointed by the Lahore Darbar and, one of them, Dewan Moti Ram, occupied the office twice. Many European travellers and adventurers visited Kashmir during the Sikh rule and left the accounts of their travels, which shed light on the political and socio-economic conditions of the Kashmiris, under the Sikhs.

The Valley, under the Sikhs, was still in the middle ages in respect of economic and social conditions, behavior and attitudes. The land was fertile with plenty of water, and its agricultural output was in abundance in normal years [8]. Kashmiris were hard working and were well known for high skill in various arts and crafts. Nearly 37 per cent of the valley population was dependant on industry. The figure appears larger when compared with any other province of Sikh Kingdom. Annual Shawl goods producton alone was nearly Rs. 55,00,000. Despite above facts, the industry workers and the cultivators led life below poverty line. For nearly three months a year, during winter, the poor Kashmiris had to live on wild fruit and vegetables. The Government hardly granted permission to the residents of the valley to leave their territory, especially after the great famine of 1833, which reduced its population, by 25 per cent. Migration of tillers and the industry labour would severely affect the State revenues. Natural calamities after 1828 and especially the horrible famine of 1833 completely shattered valley's economy.

As regards the land tenure and the revenue collection, the entire confusing and defective system was inherited from the Afghans. Traditionally, the proprietary rights of the land vested in the Government. The cultivator, like a servant, employed on contract, could be removed and evicted, at any time, without assigning any reasons whatsoever[9]. Above all, the Government gave the contract of collection of entire revenue to an individual normally on yearly basis. Such Revenue Farmers and Contractors were obviously always in a much hurry to amass as much wealth as possible during the short period of collection granted by the State Chief. The system appears unscientific and full of glaring lapses.

The trade in paddy, the main food of the Kashmiris, was a State monopoly. The revenue authorities collected land revenue not in cash but in kind i.e. grain. To benefit the urban population in Srinagar, the Governor fixed the prices of the grains and ordered rationing. This food policy did keep the prices of the foodgrains low and also

financially helped the city population only while the majority of the rural population continued to be in the grip of poverty, year after year. Such a system was not in vogue anywhere in India. The unjust system caused havoc to the poor Kashmiris during famine and other calamities and hit the trade adversely.[10] The production and distribution of saffron[11] and silk, like paddy, being state monopoly, would breed corruption among State officials while Lahore Darbar felt satisfied on receiving its share of Kashmir revenue, after paying necessary recurring and non-recurring expenses. Means of communications being poor and ruled from Lahore, the Central Capital, and Maharaja's inability to pay even single visit to Kashmir, due to his pre-occupations at Lahore, the Valley continued to be a colony firstly of the Afghans and then of the Sikhs.

The Kashmiris welcomed the rule of Ranjit Singh as it freed them from the chain of slavery in addition to putting a complete halt to the 'wealth drain'. New rule brought, on the whole, mental and financial relief to the natives.

NATURAL CALAMITY

(State help)

During each natural calamity and distress, the Sikh Government rose to the occasion, checked migration of poor Kashmiris and took effective steps regularly to improve the economic conditions of the population. Foodgrains were distributed either free of costs or on nominal rates. To encourage agricultural production, the State started new benevolent schemes such as distributing seeds of high quality foodgrains and vegetables direct to the tillers etc. Saffron, being a costly item, and in much demand, received more attention. The authorities planned its cultivation beyond Pampur town. Small scale industries and self-employed Kashmiris received special consideration from the ruler. Small Shawl weavers and petty shawl loom proprietors were helped with state loans to run their business independently and without any oppression from big employers and industrialists. In an unprecedented move, the last Sikh Governor helped the oppressed employees engaged in the Shawl industry by ordering higher wages and also a bonus of one rupee per worker despite not having any appreciable increase in paddy during these years. Opening of trade centres in major towns of India by Kashmiri traders not only made them economically sound but also motivated them for voluntary, peaceful and gradual integration with the rest of the country.

The centuries old practices of 'Begar' (free and forced labour) did continue but, in certain cases, the State authorities did pay for the forced labour. It is on official record that some crafts-men, royal saddle makers, lamp men, tailors etc. were exempted from poll tax in lieu of their services to the State.[12]

The main sources of income to the Government were land revenue which amounted to ¾ of the land produce, taxes on imports and exports, on crafts and industries and other minor fees and taxes. Receipts from various sources, such as land, customs and excise, trades, mines, minerals, mint and fees from administrative posts in different years varied considerably. For instance the revenue during 1819-1820 (Ist year of Sikh rule in Kashmir) was Rs. 48,00,000; during 1821-1822 Rs. 41,00,000; and during 1836-37 Rs. 31,92,823/8/-.[13]

It is clear that revenue receipts of Rs. 48 lakhs for the year 1819-1820 were less than that of the year 1809 by Rs. 17 Lakhs (when Afghan Government collected Rs. 65 lakhs). The additional taxes on Shawl industry compelled shawl loom owners to close nearly 10,000 shops during 1820 and 1821. This brought decrease in the stamp duty and as a whole the revenue receipts for the year 1821-1822 recorded decrease of

seven lakhs. The figures for the year 1822-1823 again rose to Rs. 45,00,000 but these figures again receded by five lakhs in 1826-1827. Erthquake of 1828 followed by cholera epidemic took more than 1,00,000 lives. This was further followed by famine, due to out of season, heavy snow-fall. Huge number of people including 13,000 Shawl weavers died out of hunger. All these factors threw the revenue system out of gear and thus revenue receipts for these years fell considerably. In 1835, scarcely any revenue could be collected while Lahore Darbar demanded Rs. 23 lakhs as revenue but it could not be collected and ultimately the Darbar demanded Rs. 18 lakhs. But even this could not be deposited in the Central treasury. The Governor Mian Singh took keen interest in the agricultural and industrial growth. Consequently, the revenue of Kashmir, for the year 1836-1837, was farmed to him for Rs. 33,53,989 and 10 annas and he was able to collect Rs. 31,92,823 and 8 annas.

Next to land revenue, the most important source of income to the State was the stamp duty on shawls.[14] It was charged on shawls before they were taken out of the factory. The net income from it during 1818-1819 was Rs. 9 lakhs while in 1839 it was just Rs. 5,70,000. Custom duties were levied on all incoming and out-going commodities. In the year 1834, the Valley was dotted with 27 such customs check posts and the number was raised to 42 within next 3 years. In most of the cases, these posts were located on the main Trade routes and were called 'Guzarrat'. The mode of collection was regulated by 'Ain Guzarrat'. The duties levied at internal customs houses were less than those levied at the frontier. Goods meant for European countries were charged even higher than those for the rest of India.

Articles such as Wine, Charas, Bhang and Tobacco wee subjected to 'Abkari' (Excise duties). Poll tax, Mines, Mint and Zaraqazaia (tax on marriage and divorce) also contributed to the State exchequer. Other articles of revenue were Mahal Shingaras (water nuts), Fisheries, Saffron, Vegetables grown on Dull lake, House tax, Land under direct cultivation of the Government and also tax on sale and purchase of horses and other beasts of burden.

As regards the financial involvement of the Government, it appears that the estimated expenditure of Rs. 5,00,000 on Army and Forts, as worked out by Hugal and Cunningham, was nearly correct. The total financial involvement of the Government might have been Rs. 10 lakhs (Rs. 5 lakhs on army, Rs. 1 lakh as salary of the Governor, Rs. 2 lakhs on religious establishment and Rs. 2 lakhs as non-recurring)[15].

REVENUE RECEIPTS

The sources of revenue, both major and minor with the taxation system, under reference, may appear crude to a modern observer but allowing a due concession for the conditions in which it had been worked out, there is hardly any justification for such an impression. The secular Government of Maharaja Ranjit Singh, being truly a national Government, money merely changed hands. If it was taken in one hand, it was returned with the other, so that the wealth of the country remained with the people of the State themselves. It was, in fact, not exported abroad unlike earlier Afghan or latter British arrangements. And, therefore, the revenue system, even if it appears strict and harsh, was quite tolerable and benevolent, in the real sense.

Since the state was militaristic in character, most of the Governors were military men. It was Maharaja Ranjit Singh's policy to tamper as little as possible with the existing laws and usages. The form of punishment viz., imprisonment, mutilation, so frequently practiced by the Afghans, was being rarely resorted to. Crime, in any form, was normally absent among the Kashmiris themselves.

STATE EDUCATION AND ECONOMY

The system of education was tradiditonal[16]. Land grants and stipends were provided to the educational institutions and their managements, from the especially created 'Dharamarth' Department. Maharaja's rule, as per contemporary authentic writings and historical facts, was fairly impartial in dealing with different communities. They never discriminated against any group on religious grounds nor unlike Muslim predecessors, did they try to convert the Muslim population. Hazrat Bal was repaired at Government expenses and furthermore its entire staff was on the pay roll of the State 'Dharamarth' Department. Free religious gathering and independent worship, except for a few early years, when banned for security reasons, was granted and treated as fundamental right of every person. Restriction on 'Satee', banned by the Muslim rulers, was lifted. Hindu holymen who visited the holy shrine of Amar Nath were provided with free ration and cash advances by the State to meet their journey expenses.

During this period, when Medieval age was bidding farewell, the Sikh administrators encouraged travellers to visit the valley. Consequently, many Europeans visited the valley and made detailed study of her people,its agriculture and industry. They provide useful data for research scholars. It was during this very period when Capt. C. Wade prepared the first historical map of Kashmir and presented it to the Emperor Ranjit Singh. With positive economic development, in sight, during the years under study, the Kashmiris appeared gradually coming above 'poverty line'. Leaving behind the age old superstitions, feelings of generations old slavery and inferiority complex, and especially the set isolation, on their part, the people and their picturesque valley came closer to the modern world providing attraction to the outside visitors and businessmen, in general, and the tourists, in particular; thus layng the firm foundation for the present full fledged Department of Tourism which, being a major source of revenue, truly forms the backbone of Kashmir's economy.

CONCLUSION

It is a historical fact that Afghan administrative system was a depressing catalogue of tyrannies. The simple satisfaction that the Afghans were also Muslims, ruling the Muslim-majority valley, could not be a panacea for hunger and fright with which the Kashmiris had been seized.[17] As a matter of fact, in the valley, what the public needed most was freedom of movement, recognition of talent and merit, human touch in State administration, end of religious persecution and economic exploitation, opening large avenues of employment, trade and finally provision of necessaries of life. The labour, the majority of Kashmir's population, chiefly required warm places to move and earn livelihood during some bitter winter months, in a year. Indeed, under the secular and benevolent despotic Lahore Darbar rule, their prospects appeared quite positive and encouraging.

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EDUCATIOAL PHILOSOPHY OF BHIMRAO AMBEDKAR WITH REFERENCE TO HIS PRESPICTIVE ON THE WELFARE OF DEPRIVED SECTION OF THE SOCIETY

*Ms. Neha Sabharwal

ABSTRACT

Ambedkar was well known as social scientist and became a philosopher and a statesman by practice and vocation. He is known for his social, religious and political thoughts with special reference to its impact on under-privileged class. Bhimrao Ambedkar was a political leader. He had an eventful and active life.

Introduction

Dr. Bhimrao Ramji Ambedkar also known as Babasaheb Ambedkar, was an Indian jurist, politician and social reformer who inspired the modern Buddhist movement and campaigned against social discrimination of India, striving for equal social rights for Dalits, Women and Labour. He was independent India's first Law Minister and the principal architect of the constitution of India.

Brief Life Sketch

Ambedkar was born on 14th April, 1891 in a low cast `Mahar' in Maho of Maharashtra state. His father's name was Ramji Sakpal and the name of his mother was Bhima Bai. His father was an army man in British Indian Army. His childhood name was Bhim. He was the fourteenth child of his parents. When he was only two years old his father retired from service. After that they all settled at Dopli in the Konkar region of Bombay Presidency.

Belonging to the Kabir Panth, his father encouraged his children to read the Hindu classics. Ambedkar was also under the influence of 'Kabir Bhakti Culture'. Bhimrao passed his first standard at the age of five at Dopli and later joined school at Satara in 1900. During his school days, Ambedkar faced many humiliating experiences, because of his low caste. He was made to sit away from other children. All this made him realize what the stigma of untouchability meant. One Brahmin teacher named Ambedkar in the Satara High School loved Bhimrao, started calling him 'Ambedkar'.

For higher studies Ambedkar went to Columbia University. His stay at Columbia University changed his life. His mental vision and intellectual abilities were broadened as well as his development by his education abroad at Columbia University. He passed his MA exam in June 1915 majoring in Economics, with Sociology, History, Philosophy and Anthropology as other subjects of study; he presented a thesis 'Ancient Indian Commerce'. In 1916 he offered another MA thesis, 'National Dividend of India - A Historic and Analytical Study'. He was awarded the degree of Doctor of Philosophy by the University. Ambedkar worked for the upliftment of the Dalits also. His aim was to establish a powerful state on the foundation of unity and equity. He wanted to release the lower caste from the bondages of slavery.

Ambedkar was an elected member of the Constituent Assembly of India. He was elected in the drafting committee and ultimately, elected its Chairman. He was included in the first cabinet of the independent India as the Law Minister. He resigned

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in September, 1951 from Nehru's cabinet owing to differences with him. In March, 1952, he was elected to the Rajya Sabha.

Ambedkar was an economist by his basic study. In 1919, he earned his Doctorate in Economics at the Columbia University, U.S.A. He submitted many memos and statements to the Government which indicate his deep insights into India's Economic problems. Ambedkar believed that the thrust of strategy for India's economic development should be on eradication of poverty, elimination of inequalities and on ending exploitation of the masses. To represent the Dalits Ambedkar had established the independent labour party. He argued that the wages of labourers should be in the first claim of any enterprise.

Ambedkar had started moving away from Hinduism in 1935 itself when he had publicly declared that he was not going to die as Hindu. In 1944, during a visit to Madras, Ambedkar had spoken about `Rationalism in India, Revolution and Counter-Revolution'. It found expression in his talk to Buddhist Association in 1951 and was to form the basis of a book named *Revolution and counter-Revolution in Ancient India*, which remained unpublished during his life. Meanwhile on 24th May, 1956, Ambedkar formally announced on the day of Buddha Jayanti that he would embrace Buddhism in October, 1956. The actual conversion took place in Nagpur, on 14th October, 1956.

After a life full of struggle and good works, he passed away in his sleep on 06th December, 1956. He would be known as Dalit Masiha in the times present and the times to come. Struggle was a part of Babasaheb's life as he had to work hard for everything he achieved. While he is remembered for his relentless crusade for a new social order, the Indian nation shall always remain indebted to him for giving us a Constitution that defines our core values as a nation. In 1990, Ambedkar was posthumously conferred with the Bharat Ratna, India's highest civilian award. Ambedkar's legacy includes numerous memorials and depictions in popular culture

Educational View's

Education is a revolution. According to Bhimrao Ambedkar, "Education is that which makes men fearless, teaches unity, make them understand their birth-rights and teachers men to struggle and fight for the freedom".

Bhimrao Ambedkar was an inspiration for the teacher as well as the taught. He had the opinion that, incomplete to education does not benefit. So the student should study completely with interest and enthusiasm. After his M.S. and Ph.D. degree in Sidhartha College of Bombay, he worked as an economics lecturer. For the financially poor students, he was a great inspiration. He wrote many books such as: 'Caste of India' 1916, 'The Problem of Rupee', 1923.

According to Bhimrao, teaching and good-studies depends upon the method of teaching. He called excursion method a unique method of teaching. With this method student gets practical knowledge with which a student can touch a real life part. He favoured the lecture method in classroom. Excursion method provided practical knowledge to the students.

According to Bhimrao Ambedkar, general education might be given up to matriculation standard to girl students as well as male students. He strongly supplied the women education. He advised them to be aware and educated. He was in the favour of compulsory education to women. Education made available to women in the society is the only way to made developments in the society. He made new hostels for women.

Education creates the feeling of right, duty and self-respect. According to Bhimrao Ambedkar, we can develop society through adult education by giving knowledge in the villages, who are demised from school education. He wanted to gave practical knowledge as well as technical education which are job oriented. He stressed upon higher education and maximum impartation of the practical knowledge.

Ambedkar's view was that, youth must be actively involved in the volunteer services by using their energies in the welfare works. Bhimrao favoured coeducation at secondary and higher level. He wanted to developed youth's interest in social activities. He wanted the education which could be helpful in the cooperative environment.

Welfare of the Deprived ection of the Society

Bhimrao himself belongs to an under-privileged or weaker section of the society. He knows the pain the humiliation by which the weaker-section of the society suffered from. He did a life-long struggle for the Dalits, community to safeguard effectively their rights. He is the architect of the Indian Constitution. In the constitution, the numerous faceguards to the untouchables were enshrined.

Furthermore, being born an untouchable, Ambedkar suffered many social disabilities in his life inspite of his higher education. To realize his vision of a casteless society by liberating the Dalits from their centuries-old enslavement, he also advocated inter-caste marriage and religious conversation. On Buddha Jayanti Day, in 1956 he embraced Buddhism, taking with him about five lakh followers from the Hindu fold. He also willed to guarantee the Dalits protection from the atrocities of upper castes. His life is the story of a man whose name shines like a pole star in the sky of Dalit history.

Ambedkar is one of the modem thinkers of the 20 Century who gave a new direction to the society. His place in society is the same as was of Kabir in the middle age. As Kabir was ready to establish coordination between Hindus and Muslims and with his speeches guided the ill directed people of the society, in the same way Ambedkar laid great emphasis on Hindu organisation. He began a new era in the society by criticising vehemently the prevalent untouchability, ill feelings created by religion, intolerable customs and traditions and class system of the then society and providing the feelings of self-confidence, self-reliance, self-consciousness, equality and liberty in the backward and downtrodden people of the society. "If Ambedkar had not presented the problems of the down-trodden in the right direction, the Policy adopted in Indian politics at that time could not have been cleared at all and the down-trodden could have remained in the name of 'Harijan' as they were before.

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EDUCATIONAL PHILOSOPHY OF SANT KABIR AND ITS RELEVANCE IN MODERN INDIAN EDUCATION SYSTEM

*PAVANJOT KAUR

ABSTRACT

Sant Kabir was an educationalist with high aims and ideals. He emphasised on the need for india to develop a national spirit to take its place among the nations of the world and to develop educational methods founded on Indian ideals. He became the founder of Modern Education under the name of the society for promotion of Modern Education. He brought a new spirit in the country and worked tirelessly for the promotion of education.

KEYWORDS: *Sant Kabir, Educational Thoughts, Modern Indian Education*

Human life is a very complicated process. In the very beginning its only concern was safety and satisfaction of hunger. As the time passed the life of man became complicated and a lot of problems were faced. Time to time such questions were tried to be solved with the help of education and philosophy. Education is that process which leads and guides us truly on the path of life in various spheres of human being. It is a lighthouse for the passengers who might deviate on the path of life. It is a lifelong and continuous process of cognition. One goes on learning whole life and, in fact, learning from such real life experience is called education. Education tries to spread knowledge in the normal walk of life to make it more and more sophisticated, easy, logical and true in every sense. It is the education which teaches us proper meaning of life, proper behavior and way of life. Society as a whole goes on changing, researching and modifying its structure, behavior, way and walk of life as well as its life philosophy continuously through the education.

Kabir suggested that True God is with the person who is on the path of righteousness, considered all creatures on earth as his own self, and who is passively detached from the affairs of the world. To know God, suggested Kabir, meditate with the mantra Rāma, Rāma.

Early life

The years of Kabir's birth and death are unclear. Some historians favor 1398–1448 as the period Kabir lived, while others favor 1440–1518.Kabir's family is believed to have lived in the locality of Kabir Chaura in Varanasi. Kabīr ma□ha , a ma□ha located in the back alleys of Kabir Chaura, celebrates his life and times. Accompanying the property is a house named Nīrū□īlā which houses Niru and Nima's graves.

Poetry

Kabir's poems were in vernacular Hindi, borrowing from various dialects including Avadhi, Braj, and Bhojpuri.They cover various aspects of life and call for a loving devotion for God.Kabir composed his verses with simple Hindi words. Most of his work were concerned with devotion, mysticism and discipline. Where spring, the lord of seasons reigneth, there the unstruck music sounds of itself, There the streams of light flow in all directions, few are the men who can cross to that shore!There, where millions of Krishnas stand with hands folded, Where millions of Vishnus bow their

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heads, where millions of <u>Brahmas</u> are reading the Vedas,Where millions of <u>Shivas</u> are lost in contemplation, where millions of <u>Indras</u> dwell in the sky, Where the demi-gods and the munis are unnumbered, where millions of <u>Saraswatis</u>, goddess of music play the vina,There is my Lord self-revealed, and the scent of sandal and flowers dwells in those deeps.

Kabir and his followers named his verbally composed poems of wisdom as "bāṇīs" (utterances). These include songs and couplets, called variously dohe, śalokā (Sanskrit:ślokā), or sākhī (Sanskrit: sākşī). The latter term means "witness", implying the poems to be evidence of the Truth.

Authenticity

Numerous poems are attributed to Kabir, but scholars now doubt the authenticity of many songs credited to him. <u>Rabindranath Tagore</u>'s English translation and compilation One Hundred Poems of Kabir was first published in 1915, and has been a classic reprinted and widely circulated particularly in the West. Scholars believe only six of its hundred poems are authentic, and they have questioned whether Tagore introduced then prevalent theological perspectives onto Kabir, as he translated poems in early 20th century that he presumed to be of Kabir's. The unauthentic poems, nevertheless belong to the <u>Bhakti movement</u> in medieval India, and may be by admirers of Kabir who lived later.

Philosophy

Some commentators suggest Kabir's philosophy to be a syncretic synthesis of Hinduism and Islam, but scholars widely state that this is false and a misunderstanding of Kabir. He adopted their terminology and concepts, but vigorously criticized them both. He questioned the need for any holy book, as stated in Kabir Granthavali as follows:Many scholars interpret Kabir's philosophy to be questioning the need for religion, rather than attempting to propose either Hindu-Muslim unity or an independent synthesis of a new religious tradition. Kabir rejected the hypocrisy and misguided rituals evident in various religious practices of his day, including those in Islam and Hinduism.

Influence of Islam

Lorenzen in his review of Kabir philosophy and poetry writes, "The extent to which Kabir borrowed elements from Islam is controversial. Most recent scholars have argued that he simply rejected Islam and took almost all his ideas and beliefs from the Hindu tradition. Contemporary Kabir Panth sadhus make roughly the same argument. Most of the vocabulary used in his songs and verses is borrowed directly from the Hindu tradition. Nonetheless it is hard not to see the influence of Islam in his insistence on devotion to a single God, a god Kabir most often calls Ram".

Persecution and social impact

The legends about Kabir describe him as the underdog who nevertheless is victorious in trials by a Sultan, a Brahmin, a merchant, a god or a goddess. The ideological messages in the legends appealed to the poor and oppressed. According to David Lorenzen, legends about Kabir reflect a "protest against social discrimination and economic exploitation", they present the perspective of the poor and powerless, not the rich and powerful. However, many scholars doubt that these legends of persecution are authentic, point to the lack of any corroborating evidence, consider it unlikely that a Muslim Sultan would take orders from Hindu Brahmins or Kabir's own

mother demanded that the Sultan punish Kabir, and question the historicity of the legends on Kabir

Legacy

Kabir's literature legacy was championed by two of his disciples, Bhāgodās and Dharmadās. Songs of Kabir were collected by Kshitimohan Sen from mendicants across India; these were then translated to English by Rabindranath Tagore. New English translations of Songs of Kabir is done by Arvind Krishna Mehrotra ."It is Mehrotra who has succeeded in capturing the ferocity and improvisational energy of Kabir's poetry".

Kabir and the Guru Granth Sahib

Kabir's verses were incorporated into Adi Granth, the scripture of Sikhism, with verses attributed to Kabir constituting the largest non-Sikh contribution.

Some scholars state Kabir's ideas were one of the many influence son Guru Nanak, who went on to found Sikhism in the fifteenth century. Other Sikh scholars disagree, stating there are differences between the views and practices of Kabir .

Kabir's poetry today

There are several allusions to Kabir's poetry in mainstream Indian film music. The title song of the Sufi fusion band Indian Ocean's album Hindi is an energetic rendering of Kabir's famous poem "The intricately woven blanket", with influences from Indian folk, Sufi traditions and progressive rock.Noted classical singer, late Kumar Gandharva, is widely recognized for his wonderful rendering of Kabir's poetry.

Life History of Kabir Das

Siddhapeeth Kabirchaura Math Mulgadi and his Tradition:

Kabirchaura Math Mulgadi is the home, historical work place and meditation place of the Saint-Shiromani Kabir Das. He was the only saint of his type, known as the "Sab Santan Sartaj". It is considered as; the history of humanity is worthless without Kabirchaura Math Mulgadi just like all the saints are valueless without Saint Kabir. Kabirchaura Math Mulgadi has its own affluent traditions and effective history. It is the home of Kabir as well as the courageous vidyapith for all the saints. The Indian saints of the Madhyakalin India got their spiritual education form this place. It has been proved in the history of human tradition that it is not necessary to go to the Himalaya for the deep meditation, but it can be done by living in the society. Kabir Das himself was the ideal indication of this. He is the real indication of the Bhakti, living together with the normal human being life. He showed the way of free Bhakti to the people instead of worshiping stone. History witnessed that the tradition of here give the reputation and recognition to all the saints.

The used things of the Kabir as well as other saints of his tradition are still kept safe and secure in the Kabir Math. The weaving machine, khadau, rudraksh garland (got from his Guru Swami Ramanand), rust free trident and the other entire thing used by the Kabir someday are available at the Kabir Math.

Historical well:

A historical well is here at the Kabir Math, the water of which is considered as mixed with the Amrit Ras of his Sadhana. It was first guessed by the great Pandit Sarvanand from the south India. He came here for arguing with the Kabir and felt thirsty. He drunk water and ask for address of Kabir from the kamali. Kamali told him the address but in but in the form of dohe of Kabir Das.

Kabir Das Contribution to the Country

Saint Kabir Das, a Bhakti and Sufi movement saint of the medieval India, is extensively for his Bhakti movement in the North India. His life cycle is centered in the region of Kashi (also known as the Banaras or Varanasi). He was heriditarically related to the weaving occupation and cast of Julaha. His immense contribution towards the Bhakti Movement in India is considered as a pioneered one along with the Farid, Ravidas and Namdev. He was a saint of combined mystical nature (Nath tradition, Sufism, bhakti) which made him of a distinctive religion of his own. He said that the path of sufferings is the real love and life.

Religion of Kabir Das

According to the Kabir Das, real religion is a way of life the people live it and not made by the people own. According to him the work is worship and responsibility is like religion. He said that live your life, do responsibilities and do hard work to make your life eternal. Never go away from the responsibilities of the life like having Sanyasa. He appreciated and valued the family life which is the real meaning of life. It is also mentioned in the Vedas that living life by leaving home and responsibilities is not the real dharma. Living as a householder is also a great and real Sanyasa. Just like, Nirguna sadhus who live a family life work hard for their daily routine bread as well as chant the name of God. He has given the people an authentic fact about what is the religion of human beings the one should have. Such preaches of him has helped the common people to understand the mystery of life very easily.

Kabir Das: A Hindu or a Muslim

It is considered that after the death of Kabir Das, Hindus and Muslims had claimed for getting the dead body of Kabir Das. Both of them wanted to do the funeral of dead body of the Kabir Das according to their own customs and traditions. Hindus stated that they want to burn the body as he was a Hindu and Muslims said that they want to bury under the Mohammedan rites as he was a Muslim.

But, when they removed the sheet from the dead body they found only some flowers at that place. They distributed the flower between each other and completed the funeral according to their own traditions and customs. It is also considered that when they were fighting, the spirit of Kabir das came to them and said that, "I was neither a Hindu nor a Mohammedan. I was both. I was nothing. I was all. I discern God in both. There is no Hindu and no Mussalman. To him who is free from delusion, Hindu and Mussalman are the same. Remove the shroud and behold the miracle!"

God of Kabir Das

His Guru Ramanand has given him the name of Lord Rama as a guru-mantra which he had interpreted in his own way. He was devoted to the Nirguna Bhakti and not to the Saguna Bhakti like his Guru. His Rama was an absolute pure Satchitananda, not the son of Dasharatha or king of Ayodhya as he said "Dasaratha ke ghar na janmey, yee chal Maya keenha." He was greatly influenced by the Buddhas and the Siddhas over Islamic tradition. According to him, "Nirguna Nama japahu rey Bhaiya, Avigati Ki gati Lakhi Na Jaiya."

Death of Kabir Das

Kabir Das, a Sufi poet of 15th century, it is believed that he had chosen his own place of death, Magahar, which is located about 240 km away from Lucknow. He has chosen this place to die in order to remove the fairy tale (myth) from the people mind. Those days, it was considered that the one who takes his last breathes and die in the region

of Magahar, would never get place in heaven as well as take birth of donkey in the next life.

Kabir Das: A Mystic Poet

A great mystic poet, Kabir Das, is one of the leading spiritual poets in Indian who has given his philosophical ideas to promote the lives of people. His philosophy of oneness in God and Karma as a real Dharma has changed the mind of people towards goodness. His love and devotion towards the God fulfill the concept of both Hindu Bhakti and Muslim Sufi.It is considered that he was from the Hindu Brahmin family but espoused by the Muslim weavers without child, Niru and Nimma. He was founded by them into the pond of Lahartara (in Kashi) lying at a huge lotus leaf. At that time there was a lot of disagreement between orthodox Hindu and Muslim people which was the main focus of Kabir Das to resolve that issue by his dohas or couplets.

Professionally he never attended classes but he was very knowledgeable and mystic person. He wrote his couplets and dohas in the formal language which was greatly spoken at that time which includes the Braj, Avadhi and Bhojpuri as well. He wrote a lot of dohas, couplets and books of stories based on the social barriers.

Works of Kabir Das

The books written by the Kabir Das are generally the collections of dohas and songs. The total works are seventy two including some of the important and well known works are Rekhtas, Kabir Bijak, the Suknidhan, Mangal, Vasant, Sabdas, Sakhis and Holy Agams.

The writing style and language of the Kabir Das is very simple and beautiful. He had written his dohas very boldly and naturally which are full of meanings and significance. He wrote from the depth of his heart. He has compressed the sense of whole world in his simple dohas and couplet. His sayings are beyond compare and inspiring.

Birth Place of Kabir Das

It is the great pond where Saint Kabir was found by the Neeru and Neema. It is located at the Saint Kabir Math Lahartara in the Kashi.It is the Saint Kabir Math located in the Lahartara Varanasi. What a great building of the peace and real education. Saints from all over the world come here to get the real education.

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INSTRUCTION FOR AUTHORS

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EDITORSPEAK

Researchers, for long, have linked cancer with our food habit. The highest prevalence of cancer of food pipe (esophagus) is found in China and Punjab. In both areas, people take very hot food and, in most instances, no dessert. International Agency for Research on Cancer reported that drinking of too hot coffee too often leads to ulcer in food pipe, a precancerous lesion. Again, knowingly or unknowingly, we ingest various chemicals daily which may cause cancer. Some of these carcinogenic compounds are part of daily urban food habits. Avoiding the following most dangerous foods may diminish the incidence of cancer.

Colored Foods, Vegetables, Cosmetics : we eat with our eyes and nose, before we eat with our mouth. To keep vegetables appealing, many sellers use synthetic food dye containing chemicals. In vitro and animal experiments showed many of these chemicals can cause cancer. Allura Red (Red 40) is the most-used dye in candy, cosmetics, vegetable and is proved to cause cancer of Adrenal Glands in experimental mice. Other common dyes include : Brilliant Blue (causes Kidney cancer) is used in bakery, beverages and cereals; Indigo Carmine (brain tumor) in candies; Fast green (cancer of urinary bladder and testis) is cosmetics, candy and medicines; Erythrosine (Thyroid tumor) in cosmetics, candy and cherries; and Sunset Yellow (adrenal tumors) is used in gelatin, candy, desserts etc. In our villages, Metanil Yellow is still used to color jalebi. It contains Benzidene that may cause cancer.

Plant-based dyes are safer alternatives. In UK, Fanta orange soda is colored with pumpkin and carrot extracts while in many countries, it uses Red 40 and Yellow 6. In UK, McDonald's strawberry sundaes are colored only with strawberries, but with Red 40 in many other countries.

Food additives : Monosodium Glutamate (MSG) is used to enhance flavor in noodles, infant formula, low fat milk, candy, chewing gum etc. It promotes cancer growth. In 2008, experts of Netaji Subhas Chandra Bose Cancer Research Institute showed that MSG may cause stomach cancer. Aspertame is a synthetic sweetener used in soft drinks, It may cause brain tumor, leukemia and lymphoma in experimental animals. Acesulfame may also cause cancer.

Pesticide ridden foods : Pesticides are chemicals used in agriculture to protect crops against insects, fungi, weeds and other pests. They are also used to protect from vectors like mosquitoes. Residue of many pesticides in food may cause cancer like non-Hodgkin lymphoma, multiple myeloma, chronic lymphocytic leukemia, and prostate, testicular, pancreatic, lung and non-melanoma skin cancers.

Genetically Modified (GM) Food: A recent French research demonstrated that rats, when fed exclusively with GM corn, develop breast tumors, liver and kidney damages.

Vanaspati Ghee : Hydrogenated oils are made by adding hydrogen to vegetable oil to make it thicker, and to increase the shelf life. The trans-fats in these and also brominated oils are linked to breast cancer.

Bread, Cake, Bakery : Most of these contain refined white flour thatis bleached with chlorine gas. Refined flour raises blood sugar that feeds cancer cells leading to its growth and spread. Coarse flours, soya flours are preventive.

Soft drinks: These may enhance the risk of pancreatic cancer. Again, many of these contain a coloring agent, 4-methylimidazole, which increases the risk of cancer.

Sodium Benzoate in many soft drinks may react with added Vitamin-C to produce Benzene – a carcinogen.

Potato Chips, French fries : Many brands make these crispier by a chemical acrylamide, It is also found in cigarette smoke. It is carcinogenic.

Sausage, Salami, Burger, Hot-Dog: All these junk foods contain meat, ham, beckon etc., processed by smoking, salting, curing, and fermenting. These processes produce sodium nitrite and sodium nitrate – a carcinogenic compound that enhances the risk of colorectal cancer by 18%. Also most of these meats & poultry are injected with hormones like rBGH and rBST that are linked to breast cancer in women and prostate cancer in men.

Soya Milk &Tofu : They are hydrolyzed proteins containing free glutamate. Soy beans have goitrogens. It may cause thyroid cancer and breast cancer in women.

Farmed Preserved Fish (e.g. Tuna) : Farm raised fishery contain carcinogenic compound; Polychlorinated Biphenyls (PUB). Again most of these are treated with pesticides and antibiotics, which are potentially carcinogenic.

Preserved Salty food: Excess salt in food enhances Helicobacter pylori that predisposes to stomach ulcer. 5% of such stomach ulcers may turn cancerous. these foods contain sodium nitrate and sodium nitrite that, in vivo, changes into nitrosamine and nitrosamides. Both these compounds are associated with increased risk of cancer.

Refined sugar: Cancer cells consume 12 times more sugar than normal cells. They grow in acidic medium. Sugar, with pH of 6.4 provides the acidic medium for cancer cells to thrive. Also sugar causes obesity which indirectly makes the obese prone to cancer. Honey, Jaggery, Date Sugar are safer alternatives.

Containers, Utensils and bags : Plastic containers and canned foods are contaminated with Bisphenol A (BPA) and phthalates. These hormone-disruptive chemicals are linked to cancer and diabetes. Non-Stick (Teflon) pans, some non-sticky bags (e.g. for popcorn) are lined by a chemical Per-fluoro-octanoic-acid (PFOA) which may lead to cancer.

So….. look before you leap for food!!!!

Dr. AK Banerjee, Prof. (Surgery)
Editor-in-Chief