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COMBATING DRUG ABUSE WITH EDUCATION

Dr. SANDEEP SAWHNEY*

World Health Organisation (WHO) defines drug addiction as 'a state of periodic or chronic intoxication deterimental to the individual and society produced by the repeated consumption of a drug (natural or synthetic)'. The drug addiction includes over powering the desire to take the drug and obtain it by any means, tendency to increase the dose and sometimes physical dependence on the effects of the drugs.

World Health Orgnisation considers it a serious disease. The problem of drug addiction is gigantic in proportion and complex in nature. It gets further complicated by the following facts:

Available data from all over the world reveal that there is a spiraling trend in the misuse of drugs and alcohol. However, data available on the problem is not very reliable and hence the true magnitude of the problem is often underestimated. No country in the world is free from the serious problems arising from the abuse of psychoactive drugs.Drug misuse or abuse is a pervasive phenomenon and millions of Indians are dependent on alcohol, cannabis and opiates, says a report publishd jointly by the UN Office on drug and Crime and Ministry of Social justice, India (Kumar, 2004). The Report is based on the National Household survery covering 40,000 men and youth mainly. According to the estimates on survey, in India 62.5 million people use alcohol, 8.75 million use cannabis, 2 millon use opiates, and 0.6 million use sedatives and hypntics. 17 percent to 26 percent of these people can be classified as dependent users who need urgent treatment. About 25 percent of users of opiates and cannabis are very likely to seek treatment, while about one in six people who drink alcohol are likely to do so (Kumar, 2004:329).

Use of drug in India is not a new phenomeon. Interestingly, it has a mythical past and also a long history of nearly ten thousand years. Poppy was known to man in pre-historic of nearly ten thousand years. Records show that opiates have been used for at least 8,000 years for their pain – relieving properties.There has been a long tradition of consuming Charas (Hemp) and Ganja (*Cannabis satura*) in India. It even has the religious sanction. There has been a cultural practice to offer Bhang to guests at the time of certain festivals and social ceremonies. Such pseudo religious traditional sanction for the use of cannabis in many part of the country has existed for centuries. Cannabis products were traditionally available in the country while opium seems to have been introduced by foreign traders during the 19th Century. In Indian largescale cultivation of opium was started by the British to offset their trade Imbalance with China on whom they depend for their tea imports.

During the last few decades or so, Herion, Pethidine, Morphine, Mandrax, Fortwin, LSD, etc. have been introduced to the Indian drug scenario. These synthetic derivative drugs are now the hardest forms of addiction in India, Heroin being the most popular at present.

These days, an indigenous array of drug lords has emerged in Pakistan, Afghanistan, Nepal, Burma, Thailand, and India. Lured by the astronomical profits involved in

processing of raw opium into Heroin, they have increasingly eliminated the European middlemen with the result that more and more people are being lured into the trap.

In the process of developing preventive and rehabilitative approaches to combat the massive problem arising out of drug abuse in India in general, and Punjab in particular, there are series of problems to be attended to on a priority basis. For example, which section of the population is the main consumer of drugs? Which are the main drugs prevalent in the state? How easily these drugs are available? What are the main sources of drug supply, especially amongst innocent sections of society? What are the major strategies of promoting the consumption in the community?

The first Step for prevention involves reducing the availbility of drugs and preventing the initiation of drug by introducing educational programmes for those who are affected. One of the main causes of drug addiction is easy availability of drugs, hence the first and foremost action should be taken immediately to stop the illegal supply of drugs by smugglers, peddlers and shopkeepers, especially chemists, by the strict implementation of existing laws by the police. The majority of the chemist shops especially in rural areas are unlicensed. These are required to be closed with immediate effect.Action should be taken against those chemists who sell banned drugs to addicts without prescription. The community should boycott them socially. Connivance of drug inspector and other health officials should be dealt with severely.

Mere building of treatment centres is not going to be enough, as millions of drug users in the community will have to be motivated and encouraged to come forward to seek treatment. It has been found that people have many misconceptions about the problem. Therefore, it is very important to make them aware about the unhealthy effects of drugs on individuals as well as on the society. This will help in preventing the new entry to the world of drugs. It can be done by making the drug addiction and its evil effects as part of curriculum in schools and colleges and also through seminars, special lectures, camps, rallies, and religious gathering during festivals. People should also be made aware of the existing facilities to deal with the drug addicts where NGOs can also play vital role.The efforts should be made to change the mind set of the society and the government so that they take drug addiction as a social problem rather than individual or family problem. If the community is sensitive and aware of the consequences of the problem, then they would treat the drug addicts as patients and deal with them sympathetically. Further, they would not allow illegal sale of drugs in their residential areas or in the market located in their vicinity. Here, community policing has to play an important role. But this could happen only when police have people friendly attitude. The police have to change its present mental set up towards public. For this, there is need to identify dedicated officers who should be posted at key positions in order to fight the menace of drugs. The state police may create a special task force at the district and state level for dealing with drug related crimes. Rather, the Police should work jointly with public towards the eradiction of the problem. Joint action can lead to positive results.

The early diagnosis is a pre-requisite for prompt and effective intervention. For dealing with the problem there is need to start at the grassroot level and in this context all the drug

addicts shoud be identified and registered at the street level in a city as well as in the village. Here, people themselves have to take care of their follow members and should not depend on the government. A street level committee of some well meaning persons should be formed for the identification of addicts and their families. In short, a data bank of drug addicts having all the details about their history and drug behaviour pattern should be prepared immediately to deal with the problem. In the first instance, various categories (hardcore addicts, moderate addicts and fresh addicts) of addicts should be made and accordingly they should be treated and rehabilitated. The committee should monitor the progress of all addicts regularly and religiously. Similarly, various types of drug addicts should also be identified at all levels i.e. educational institutions (Schools, colleges, Universities), institutes, offices and any other work areas to deal with them scientifically and sympathetically.(Ravinder Singh Sandhu,2009)

Setting up of helplines accompanied by active back – up support by mental health specialists and social workers would ensure timely and efficient assistance to those in need. More de-addiction centres should be provided at block level so that more persons from rural areas may avail these services at cheaper rates. Such programmes should be launched to get the addicted persons back in the main stream. These programmes should be affordable by poor people as well.

To engage the youth in purposeful way and to channelize their energies, there is need to encourage youth clubs, sports clubs and other related activites in which they can express their talents at community level in the rural as well as in the urban areas.

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STUDY OF AGGRESSION AMONG SENIOR SECONDARY STUDENTS

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ABSTRACT

Behavior Problem of daily occurrence is that of aggression in children. Some degree of aggression or violence, physical or verbal is not unusual or abnormal.

It is observed from different kinds of media- radio, television and newspapers that hostility and aggression are perhaps the most common forms of interaction between people in today's society. Aggressive behaviour that learners exhibit in secondary schools is a concern of everyone. Due to global industrial and technological development, there comes the aggression as integral component of personality and because of this, the so called modern man is hampering the development of society as a whole. Hence, there arises the strongly felt need to check it at the earliest.

AGGRESSION

The term aggression comes from the Latin word 'aggressio' which means attack. Aggression, in its broadest sense, is behavior, or a disposition that is forceful hostile or attacking. It may occur either in relation or without provocation .Aggression is a type of behavior not an emotion, need or motivation. It must be distinguished from emotions which may or may not underlie it.

According to Andorson, C.A. and Bushman, B.J. (2002), Behavior directed towards another individual carried out with the proximate (immediate) intent to cause harm.

OPERATIONAL DEFINITIONS OF TERMS

The key terms used in the study are operationally defined as under:-

AGGRESSION

According to Rosenzweig (1975) that Aggression should be understood to encompass all kinds of assertive behaviour enacted by the organism to deal with stress. It reveals that modes of aggression can be taken as an index of ego strength.

Ooi et al (2006) examined the impact of the quality of parent –child attachment on aggression social stress and self esteem in a clinical sample of 91 boys with disruptive behaviour disorders ranging from 8 to 12 years of age .These boys were included in the study if they were found to exhibit various aggressive and antisocial behaviour such as getting into fights ,telling lies and teasing others. The results revealed that quality of parent –child attachment significantly predicted parent –rated aggression ,social stress and self esteem high quality of parent –child attachment was associated with lower level of self esteem .The results emphasized the importance of parent child attachment on boys behavioural and emotional outcomes.

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JUSTIFICATON OF THE STUDY

The world is changing rapidly. Every change demands on our ability to adjust and also skill in dealing with aggression, frustration and conflicts. When a person feels much pressurized under these ever increasing materialistic wants, he tries to cope up with such pressures with the help of necessary guidance services. Therefore family, school and society shows the path to get along successfully with other people as well as meet the demands of changing life styles. A well adjusted person is adjudged as a symbol of progress as he develops social usefulness in himself as well as others.

With global industrial and technological development, there comes the aggression as integral component of personality and because of this, the so called modern man is hampering the development of society as a whole. Hence, there arises the strongly felt need to check it at the earliest.

OBJECTIVES OF THE STUDY

1. To study the difference of aggression between general category and scheduled category among senior secondary students.
2. To study the difference of aggression between government and private schools among senior secondary students.
3. To study the difference of aggression between male and female among senior secondary students.

HYPOTHESES OF THE STUDY

1. There exists no significant difference of aggression between general category and scheduled category among senior secondary students.
2. There exists no significant difference of aggression between government and private among senior secondary students.
3. There exists no significant difference of aggression between male and female among senior secondary students.

Hypothesis No.1

There exists no significant difference of aggression between general category and scheduled category among senior secondary students.

Table 1 : Showing Mean, Standard Deviation, Standard error, t-value and Level of significance for the measure of aggression between general category and scheduled category among senior secondary students (N=100)

Category	N	Mean	S.D.	$S.E_D$	t-value	Level of significance
General category students	100	71.7	9.3	1.41	1.20	Insignificant Difference at both levels
Scheduled category Students	100	73.4	10.65			

Table 1 shows that there is insignificant difference in the mean scores of aggression between general category and scheduled category among senior secondary students. The calculated t-value is 1.20, the tabulated t-values at 0.01 level and 0.05 levels are 2.58 and 1.96 respectively. Since the calculated value is less than the tabulated value at both the levels of significance. So the value is insignificant at both levels of significance. This indicates that there is insignificant mean difference between general category and scheduled category among senior secondary students.

Hypothesis No.2

There exists no significant difference of aggression between government and private among senior secondary students.

Table 2 : Showing Mean, Standard Deviation, Standard error, t-value and Level of significance for the measure of aggression between govt. and private among senior secondary students (N=100)

School	N	Mean	S.D.	S.E$_D$	t-value	Level of significance
Govt. School students	100	72.7	9.03	14.2	0.05	Insignificant Difference at both levels
Private school students	100	71.9	11.01			

Table 2 shows that there is insignificant difference in the mean scores of aggression between govt. school students and private school students among senior secondary students. The calculated t-value is 0.05, the tabulated t-values at 0.01 level and 0.05 levels are 2.58 and 1.96 respectively. Since the calculated value is less than the tabulated value at both the levels of significance. So the value is insignificant at both levels of significance. This indicates that there is insignificant mean difference govt. school students and private school students among senior secondary students.

Hypothesis No.3

There exists no significant difference of aggression between male and female among senior secondary students.

Table 3 : Showing Mean, Standard Deviation, Standard error , t-value and Level of significance for the measure of aggression between male and female among senior secondary students (N=100)

Group	N	Mean	S.D.	S.E$_D$	t-value	Level of significance
Male Students	100	73.7	10	1.45	1.24	Insignificant Difference at both levels
Female students	100	71.9	10.5			

Table 3 shows that there is insignificant difference in the mean scores of aggression between general category and scheduled category among senior secondary students. The calculated t-value is 1.24, the tabulated t-values at 0.01 level and 0.05 levels are 2.58 and 1.96 respectively. Since the calculated value is less than the tabulated value at both the levels of significance. So the value is insignificant at both levels of significance. This indicates that there is insignificant mean difference between male students and female students among senior secondary students.

MAJOR FINDINGS

1. There was insignificant difference of aggression between general category and scheduled category among senior secondary students.

2. There was insignificant difference of aggression between government and private among senior secondary students.

3. There was insignificant difference of aggression between male and female among senior secondary students.

CONCLUSION

In the light of analysis and interpretations of data following conclusion were drawn from sample taken   in the present study.

It was found that there is insignificant difference of aggression between government and private and male and female senior secondary students.

EDUCATIONAL IMPLICATIONS

1. Encourage literate media: Read emotionally literate books to your children. Take them to emotionally literate films and plays. Avoid stories containing lot of violence and cruelty, unless they make a clear moral statement about anger and how to deal with it in a good way.

2. Teachers should deal patiently with their students. Educating children takes time, but once they have learned, the lesson will stick. Teachers should repeat their lessons over and over in a consistent manner and be sure to live what you preach.

3. Parents should try their best to understand the needs, motives and urges of their children and help them to channelize their energy in position actions.

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EACH CHILD IN THE CLASS MATTERS

Dr. SAVNEET

ABSTRACT

Despite the reality that many millions of individuals face the challenges of learning disabilities every day, there remains widespread confusion and misinformation about the nature and impact of LD. Lack of accurate information about LD increases the risk of stigmatization as well as the possibility of lowered expectations and missed opportunities in school, the workplace and the community.

Learning disabilities are both real and permanent. Yet some people never discover that learning disabilities are responsible for lifelong difficulties in such areas as reading, math, written expression and in comprehension. Others aren't identified as having LD until they are adults. To better facilitate moving successfully from school to college and careers, transition planning needs to be improved. The main objective of this paper is to understand learning disabilities, create parental awareness and try to develop strategies considering the wellbeing of individuals with LD as society changes, instructional technologies being adopted and assistive technologies being introduced. Each of these will influence the reality of individuals with LD, and the implications for research, practice and public policy must be considered from the perspectives of those who live with LD in an increasingly complex world.

Key words: Learning disability, Well being

INTRODUCTION:

Shrishti, a bubbly and friendly girl loved to play with dolls, would participate in dramatics, would sing beautifully. But when it came to classroom she was a totally different child who was not able to read, or comprehend the written or printed language, was unable to write and spell even the simple words. As a result parents and teachers thought her to be a careless child who would not pay attention to the instructions as she seemed to be dreaming in her own world. She was ridiculed and scolded each day for getting zeros in all the tests. No amount of cajoling or persuasion improved her performance. By the time she was 10 years old she had very low self-esteem, would avoid going to school and had no friends. A meeting with a counsellor changed everything. She was diagnosed with dyslexia. Proper interventions at the right stage both the parents and school authorities helped her a lot. At present she is pursuing her degree in Psychology and wants to be a therapist.

Every child is special, with unique combinations of abilities and needs that affect learning. And all children deserve the opportunity to learn in ways that make the most of their strengths and help them overcome their weaknesses.

A major contemporary concern that has strong motivational power for governments and social organizations the world over is the well-being of future generations. This has

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manifested in an awakening of interests in the very young child both in the developed as well as developing countries. Though the society has always been sentimentally interested in improving the environment and the lot of disadvantaged children, yet the practical support for planned intervention programmers is a recent phenomenon.

The normal tendency is to attribute various developmental deficits and behavior problems to heredity, which are in fact a consequence of poor and unfavorable environment, before or shortly after a child is born. If early stimulation and care is provided to such children, many of their developmental anomalies can be reduced and they can grow satisfactorily.

The field of learning disabilities is identified, proposed and defined area of exceptionality by (Kirk 1963). In every classroom there are a number of students who don't fully benefit from a regular program of instruction. These perplexing children are wrongly called lazy, unmotivated, stubborn, not trying to work, dumb etc.

Specific learning disabilities are group of non- behavioral disorders manifested by significant unexpected, specific and persistent difficulties in the acquisition and use of efficient reading(dyslexia), writing(dysgraphia) or mathematical(dyscalculia)abilities despite conventional instruction, intact senses, normal intelligence, proper motivation and adequate sociocultural opportunity.

Learning disability needs to be suspected by school authorities early, when the child is in primary school (class standards I-IV), and conclusively diagnosed at least by the age of 8 years for corrective measures.

According to Karande and Kulkarni (2005) many children with Learning disabilities often remain undiagnosed because of a general lack of awareness leading to chronic poor school performance, class detention and even dropping out of school. The implementation by the Government of India of the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) since 1 st April 2010 becomes quite significant. This Act makes education free and compulsory to all children of India in the 6-14 years age group, and it states that no child shall be held back, expelled or required to pass a board examination until completion of class standard VIII. (Macdonnel et al.1997). This act ensures that children at a young age do not experience class detention. It is known that class detention can lead to severe emotional stress in children, loss of self-esteem and behavioral problems such as withdrawn behavior or even aggression. On the one hand, the RTE Act overall is indeed a great step forward as it will ensure that all children in the 6-14 years age group in our country, irrespective of their economic background, will now be able to attend school. On the other hand, it may inadvertently cause great disservice to the educational needs of children with learning disorders.

In the recent years, people from various fields have begun to take interest in researching in the field of Specific Learning Disability. Psychologists, Physicians, Scientists started exploring in this area; neurological system of the Specific Learning Disability people, the structure of their brain, and identification process and better understanding of learning disability.

Implementation of educational intervention will enable parents to help their children

overcome this hidden disability and become well-adjusted individuals as they mature into adulthood. Once parents are empowered with this core knowledge about specific learning disabilities right from the time of its diagnosis in their child, they would not only accept the diagnosis but also begin remedial education from a special educator without further delay and continue it for an adequate time period.

Over the years during interactions with parents it has been found that they did not have adequate knowledge about specific learning disability and its management. Most parents (1) did not accept the diagnosis of the problem in their child, (2) had not begun remedial education but instead employed a regular teacher (having no training in remediation) to give private tuitions, (3) discontinued remedial education within a few weeks or months for lack of perceived benefit and (4) refused to avail provisions for their child as availing the options would have restricted future career options .

Parental awareness of specific learning disorder being a lifelong disorder would also empower them to guide their child select an appropriate career for adult life.

Educationists and teachers conducting research in the field is still in its infancy level perhaps this situation prevails because of the inadequate knowledge in the area and lack of training. In the present, 12th Five Year Plan India concentrates on Inclusive Growth in the education. Specific Learning Disabilities is one among the categories under inclusion in the mainstream and requires attaining inclusive growth. When we talk about inclusion of, Specific Learning Disabilities lot of question arises: Are the teachers prepared to handle the Specific Learning Disabilities ? Are the teachers trained to teach Specific Learning Disabilities ?

Saravanabhavan and Saravanabhavan (2010) claim that the teachers have limited knowledge of Specific Learning Disabilities. The Bachelor of Education (B.Ed.) training programme for teachers in India does not have any special module to identify learning disabilities in children and address them (Chatterjee and Madhusree, 2009). Lack of trained personnel has consistently been one of the many obstacles to the provision of services to children with disabilities in India. (Saravanabhavan and Saravanabhavan, 2010).

It is hoped that future progress in genetics will allow identification of genetic markers for risk of learning disabilities in children. Children with specific learning disorders who continue to experience academic failure in spite of remediation and provisions need to attend special schools accredited by the National Institute of Open Schooling (NIOS) , an autonomous organization by the Ministry of Human resource Development, Government of India.(Karande and Kulkarni,2005).

The immediate educational need to overcome learning disability is to have innovative teaching that will improve the student's visual perception, auditory perception, language skills, neuropsychological integration and performance. The methods one uses for remediation should be decided on the basis of a detailed study of student's deficits and strengths. Teachers need to be trained with special skills to handle and identify these children with this hidden disability. Assessment tools , interpretation of assessment should

be done by the trained officials. More research needs to be done in this field so that this hidden disability does not become a lifelong handicap.

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SELF CONCEPT AMONG STUDENT WITH LEARNING DISABILITY

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The self-concept is beneath ones skin which affects a person's behavior, as well as the power of decision making and also the ability to understand and perceive the world in their own unique style. Self-concept helps us in knowing ourselves a little better and gives us a better understanding of the following concepts.

(Stanovich et al.1998**)** found that students with learning disabilities are commonly assumed to have poorer self-concepts than normally achieving students. A number of studies have examined students with learning disabilities in various settings of special education in order to determine whether special education placement has an effect on children's self-concept.

According to Rogers (1986), "the self-concept, or self-structure, may be thought of as an organised configuration of perceptions of the self which are entirely conscious."

Aho (1996) divided general self-concept into three dimensions:

1. Real self-concept portrays the ways an individual perceives and describes him. It consists of both categories and attributions.

2. Ideal self-concept portrays the image of what kind of person the individual wants to or hopes to be. It presents a standard for comparison or a goal to reach for. Ideal self-concept is an internal pressure to change and develop.

3. Normative self-concept portrays an individual's own perception of how he is evaluated and described by other people and what the others expect from him. Normative self-concept is an external pressure to conform, adjust and develop according to expectations.

Learning Disability

Learning disabilities are real. They affect the brain's ability to receive, process, store, respond to and communicate information. Learning Disability is a group of disorders; it's not a single disorder. People with Learning Disability are of average or above-average intelligence but still struggle to acquire skills that impact their performance in school, at home, in the community and in the workplace. Learning disabilities are lifelong, and the sooner they are recognized and identified, the sooner steps can be taken to circumvent or overcome the challenges they present. Children with learning disabilities are found across all ages, socio-economic levels and races. Problems of these children may range from mild to severe, professionals; parents all others involved in this area continue to invest efforts to seek more knowledge about the nature and interventions of learning disabilities for enhancing academic success children with learning disability. Children with learning disability are found nearly in every classroom. These children have average or above-average intelligence. Learning disability also means a great discrepancy between the

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child's ability and achievement. There is a great difference between the child's expected performance and actual performance.

The issue of defining learning disabilities has generated significant and ongoing controversy. The term "learning disability" does not exist in DSM-IV, but it has been added to **DSM-V**. The **DSM-V** does not limit learning disorders to a particular diagnosis such as reading, mathematics and written expression. Instead, it is a single diagnosis criterion describing drawbacks in general academic skills and includes detailed specifies for the areas of reading, mathematics, and written expression.

SELF-CONCEPT AND LEARNING DISABILITY

For a number of reasons, one might expect that children referred to special class would have negative global, social, and, especially, school-related, academic self-concepts. First of all, it is generally the case that children classified as learning disabled have at some point experienced considerable failure and negative competence feedback at school. These experiences are likely being internalised and represented in a more negative view of self.

Prout, Marcal, and Marcal (1992) concluded from the findings of their meta-analysis that children and adolescents with Learning Disability self-report in more negative directions when compared to Non-Learning Disability children. Student with Learning Disabilities are commonly assumed to demonstrate more negative self-concepts than non-disabled, normally achieving students. Students perceived themselves to be much more academically competent in the resource room than compared with normally achieving peers.

REVIEW OF LITERATURE

The area being investigated in this study is self-concept of students with Learning Disability.. When considering students with Learning Disabilities, it is important to weigh their self-concept in a different manner, understanding different social factors that come into play. There are many facets to self-concept, and coping with a learning disability has an influence on a student's quality of life. For both students with Learning Disabilities and students who have not been diagnosed with Learning Disabilities, positive parental involvement can directly influence a student's self-concept.

Ochoa et al. (2007) found a link between open communication between parents and adolescents. A positive academic self-concept is related to a positive family self-concept. Positive family communication is the key in helping adolescents maintain a positive self-concept and high self-esteem.

Moller et al. (2009) emphasized the importance on academic self-concept in relation to learning, when considering students with learning disabilities. Additionally shown was that when students with a learning disability are in an inclusive classroom, they are more apt to set themselves unrealistic goals. This will more often than not result in negative effects on their academic self-concept as well as emotional well-being.

According to Nelson and Jason (2012) The empirical literature investigating eight

inclusion criteria were developed to evaluate this literature and led to the inclusion of 22 studies. Results indicated that adults with learning disabilities reported lower general self-concept than did adults without learning disabilities.

SIGNIFICANCE OF THE STUDY

This study has lot of significance for the researcher in particular and the community in general to know and understand the self-concept of the learning disable students and how they feel about oneself in a social setting. It will bring out silent notions and expressions in the children in society. It will be relevant in schools and at home for counselling of these children.

A child's self-concept affects how he sees and reacts to situations. For example, a child with a healthy self-concept asks a friend to play and his friend says no. He might think to himself, "Okay, Johnny doesn't want to play now, I will ask someone else." On the other hand, a child with an unhealthy self-concept might interpret the situation differently and think, "Johnny hates me." In another situation, a child with an unhealthy self-concept receives a bad grade on a test. He might think, "I'm stupid," while a child with a healthy self-concept who receives the same grade might think, "I need to study harder for the next test."

A healthy self-concept is the foundation for the positive development and over-all well-being of a child. When a child has a healthy self-concept, he sees himself as being loved, loving, and valuable. A child with a healthy self-concept is also better able to reach his full potential. He does better in school. He is better able to set goals for himself and make decisions. He is more willing to learn new things and try new activities. With a healthy self-concept, a child has better relationships with family members and friends. He can control his behavior and get along with others.

Learning-disabled children often need support around assimilating both positive and negative characteristics in to their self-image. While much time is spent helping learning-disabled children master academic skills, teachers and family should also be working on improving self-esteem through recognition and appreciation of their areas of strength. Some ideas for those who work with these specially abled children: Help the child feel special and appreciated. There is research that shows that the presence of at least one adult who makes a child feel special and appreciated leads to greater resilience and hopefulness in the child. Children feel special when their efforts are appreciated, when adults notice what makes them different in a positive light and when adults carve out special time to spend with the child.

OBJECTIVES OF STUDY

1. To investigate the self-concept of students with Learning Disabilities.
2. To compare the self-concept of boys and girls with Learning Disabilities.
3. To study the family self-concept of students with Learning Disabilities.

HYPOTHESIS

The current study aims at investigating the following hypotheses:

1. Students with learning disabilities would have a lower self-concept than their peers without learning disabilities in general education classes.

2. Family self-concept may coincide with the self-concept of students with Learning Disability

METHOD AND PROCEDURE

The present research work entitled **"A self concept among students with learning disabilities".**is a descriptive type of study which describe the self concept of students with learning disability.

SAMPLE OF THE STUDY

In research of the present kind, it is impossible to study the whole population for which the problem is investigated. Hence the present research had to resort to sampling. For the purpose 30 students (15 girls and 15 boys) between 10-15 age groups with learning disabilities from schools of Chandigarh is randomly selected.

RESEARCH TOOLS

The present study, measures the self-concept of students with learning disability a standardized test Children's Self Concept Scale by Dr.S.P.Ahluwalia (2012) is used by the investigator.

The present scale has been prepared after the well-known Piers-Harris, children's self-concept scale (1969). The test contains eighty items in all with 'yes' or 'no' responses. It includes 16 lie items to detect whether the children and adolescents have filled it accurately or not. It is a verbal paper-pencil test. The six sub-scales which are included in the self-concept scale are considered to be important in the psychological world of childhood and adolescence. The names of these sub-scales are:

1. Behaviour
2. Intellectual and school status
3. Physical appearance and attributes
4. Anxiety
5. Popularity
6. Happiness and satisfaction

The scale items are scored in a positive or negative direction to reflect the evaluation dimension. A high on the scale is presumed to indicate a favourable self-concept, which is interchangeably with the term "self-esteem" or "self regard".

DATA COLLECTION

The investigator used the Children Self-Concept Scale by Dr. S.P Ahluwalia to measure the self-concept of the students with learning disabilities. It includes 80 questions that helped the researcher to qualitatively find out, the meaning, the perception and the status of self-concept among students with learning disabilities. Investigator administered the test personally. The responses were collected and analysis was done to find out the self-

concept among students with learning disability and its effectiveness in their day-to-day studies. The test was explained; distribution was done with the help of the teacher.

STATISTICAL TECHNIQUES

The following techniques are used: -

- Descriptive statistical techniques used namely mean, standard deviation and t-test for all the responses obtained.

DATA ANALYSIS, RESULTS AND DISCUSSION

In the present study, the data was collected by administering a standardized children's self-concept scale by Dr S.P. Ahluwalia to find out the self concept of children with learning disabilities, who were selected from the random schools of UT Chandigarh were tabulated and have been discussed.

Table 1 : Raw Scores, z-score, grade and level of self-concept of students with Learning Disability

Total Number of Students	Raw Score	Z- Score	Grade	Level of self-Concept
30	45.2	-1.29	F	Low

The total *raw score is 45.2* by referencing the manual the z-score came out to be

-1.29 and the *grade* fall in the category *F* showing the *low* level of self-concept of students with learning disability.

Table 2: Raw score, z-score, grade and level of self-concept of boys with Learning Disability

Total Numb er of Boys	Raw score	Z- score	Grade	Level of self concept
15	41.06	-1.63	F	Low

According to table 2 the total raw score of *boys* is *41.06* by referencing the manual z score *is -1.63* which falls in the category *F*, which depicts the *low* level of self-concept of boys with Learning Disabilities

Table 3: Shows the raw score, z-score, grade and level of self-concept of girls with Learning Disability

Total Number of Girls	Raw score	Z- score	Grade	Level of self - concept
15	49.3	-0.96	E	Average

According to table.3 the total raw score of *girls* is 49.3 by referencing the manual z score is *-0.96* which falls in the category *E*, which depicts the *Average* level of self-concept of boys with Learning Disabilities.

Table 4 : Mean, Standard Deviation, Degree of Freedom and t-test of total students with Learning Disabilities

Mean	Standard Deviation	Degree of Freedom	T-test
45.2	**8.87**	**29**	**0.04**

According to table 4 the *mean* is *45.2*, *standard deviation* is *8.87* and the *degree of freedom* is 29, the *t-value* at 0.05 level is 2.04 and at 0.01 level the value is 2.76 the obtained t-value is less than table values on both levels of significance i.e. at 0.05 level and 0.01 level of significance. Thus, the null hypothesis is accepted. So it may be said that there is no difference between boys and girls with regard to their Self-Concept.

- The first hypothesis which stated that students with learning disabilities would have a lower self-concept than their peers without learning disabilities in general education classes is proven correct in this study. The results of the present study are in line with the study of **Zeleke, Seleshi, (Jun 2004**) In an attempt to test the assumption that children with learning disabilities have deficient self-concepts, a number of studies have compared the self-concepts of students with learning disabilities and their normally achieving peers. Results indicated that the academic self-concept of learning disabled students is more negative than that of their normally achieving peers.

- The second hypothesis that states family self-concept may coincide with the self-concept of students with Learning Disability according to the answers given by the students it is clearly visible that the family's self-concept plays a crucial role in determining the self-concept of students with Learning Disabilities. The results of the study conducted are in accordance to the study of **Ochoa, Lopez, and Emler (2007)** as they found a link between open communication between parents and adolescents. A positive academic self-concept is related to a positive family self-concept. Positive family communication is the key in helping adolescents maintain a positive self-concept and high self-esteem

SUMMARY AND CONCLUSION

Learning disability is a disorder which can be remedied using appropriate instructional strategies. The early identification helps in remedial teaching and building self-esteem, self-image and self-concept. The present study indicates that children with learning disability have lower self-concept as compared to normal achieving peers. Realizing the importance of self-concept and its relationship with social relation, a multidisciplinary approach is required to initiate appropriate interventions in building self-esteem and teaching learning disabled child. Thus the learning disabled child can be mainstreamed

effectively.

Suggestions for Further Studies

The present study is not much comprehensive and exhaustive There are some limitations in the design. Though the awareness on psycho-social impact of self-esteem in children with learning disability is not new to the learners and education of the west, it's practically new to those in India. So it needs modification to suit the same in alternative schools and importantly the mainstream schools by further research.

Some suggestions of further research are given below:

➢ The respondents' included in the study were students with learning disabilities of the age group 10 to 15 years, studying alternative schools of Chandigarh. This can be repeated and the researchers can conduct research on the same topic by including different age groups in the organization and may also conduct a comparative study on Alternative schools and mainstream schools.

➢ The research had its limitations regarding the sample design selected for the research. The study could be replicated on a larger sample with suitable sample design, giving adequate coverage to different variables like gender, area of location, first generation learners. The present study confirms the effectiveness of alternative schools for students with Learning Disabilities. Hence the scope of modules, programs, and guided inquiry lessons in the field of alternative schooling may be studied in a wider perspective.

➢ Keeping in mind the present study the curriculum for the alternative as well as the mainstream schools can be designed.

Implications of the Study

➢ As family plays a major role in building self-esteem of an individual, teachers could set off an individual family based intervention which helps to understand the family dynamics and the relationship among the family members, especially the relationship of the parents and with the parents and among the siblings.

➢ Educators could apply the group family based intervention and this helps the group enabled parents to identify the psychosocial problems generated in the family because of children's learning disability. The emotional aspects in the family can be effectively dealt with.

➢ The group facilitates the parents to understand the need of mutual emotional support to deal with the learning disability of the child. It also clarifies the in appropriate emotional reactions.

➢ Special Educators can bring about awareness on the genetic and clinical features of the disorder, which would help the parents to get rid of their anxiety.

➢ Specially designed programs to be included in the day to day curriculum to boost the self-esteem and self-concept of children especially of 10-15 years of age as they tend to show low self-esteem and self-concept.

➢ A reward system to be developed in the school, which will motivate and reinforce self-confidence and build more positive behavior with others.

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ORGANIZATIONAL COMMITMENT AMONG COLLEGE TEACHERS IN RELATION TO THEIR SOCIAL ADJUSTMENT

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ABSTRACT

The study aimed to examine the Organizational Commitment among College teachers in Relation to their Social Adjustment. There were two variables in the study namely Organizational Commitment and Social Adjustment. Tools used in this study were Organizational Commitment Scale (OCS) by Dr. Anukool M. Hyde, Rishu Roy (2006) & Social Adjustment Scale by Dr. Devendra Singh Sisodia, Ms. Rachna Khandelwal(1971). Data was collected by a sample of 200 college teachers of Ludhiana District (100 male and 100 female) out of which 100 teachers were from Govt. colleges and 100 teachers were from private colleges of Ludhiana district. The data was analyzed by employing descriptive statistics like Mean, Median, Mode, SD, t-ratio and coefficient of correlation. It was analyzed that Govt. and private college teachers differ significantly from each other in their organizational commitment. It was further found that male and female college teachers differ significantly from each other in their social adjustment. It was further found that Government and private college teachers differ significantly in their social adjustment at 0.05 level of confidence. Significant relationship has been found between organizational commitment and social adjustment of college teachers.

KEYWORDS: Organizational Commitment, Social Adjustment.

INTRODUCTION: Teaching is one of the oldest and respectable professions in the world. No other personality can have an influence more profound than that of a teacher. A teacher plays a vital role in building up a character that of a teacher. In ancient teaching was termed as the noblest of all professions and people used to follow of all the teachings of their teacher without any arguments on many fronts. In the present times, the role of teacher is changing due to advancements on the fronts. Therefore, educational organizations such as schools, colleges and universities require individuals who are committed to their professions and well-being of students. The vitality of all educational organizations lies in the willingness of teachers to contribute to the development of the organizations. The National Policy on Education 1986 has rightly remarked, the status of the teacher reflects the socio-cultural ethos of a society; it is in the context that today a teacher occupies a unique and significant place in any society. Organizational commitment of teacher is the key factor influencing the teaching-learning process. Hence the investigation will try to find out the organizational commitment of teacher educator in relation to their social adjustment.

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ORGANIZATION

An organization is a deliberate arrangement of people to accomplish some specific purpose. A social unit of people systematically structured and managed to meet a need to collective goals on a continuing basis. All organization have management structure that determines the relation between functions and positions and subdivided roles, responsibilities and authority to carry out defined tasks.

An organization represents a group of people work together for the achievement of common objective. An organization comes into existence when there are a number of persons in communication and relationship to each other and are willing to contribute towards a common endeavor.

TYPES OF ORGANIGATION

As organization may of two type:-

1. **Formal Organization: -** Formal bearing a definite organization refers to the structure of well-defined jobs, each measure authority, responsibility and accountability.

2. **Informal Organization: -** Informal organization refers to relationship between people in the organization based on personal attitudes, emotions and prejudices, likes and dislikes.

COMMITMENT

Commitment is the act of binding yourself (intellectually or emotionally) to a course of action. Commitment is what transforms the promise into reality. It is the words that speak boldly of your intensions and the actions which speak louder than the words. According to **Northcraft and Neale (1996), "**Commitment is an attitude reflecting an employee's loyalty to the organization and an ongoing process through which organization members express their concern for the organization and its continued success and well-being."

TYPES OF COMMITMENT

1. **Affective Commitment:-**It is the teacher's positive emotional attachment to school for learning of the students. A teacher, who is effectively committed, strongly identifies with the goals of the schools and desires to remain a part of it because he/she "wants to".

2. **Normative Commitment:-**It is the teacher's perceived obligation to remain in the school or to stay because of the feelings of obligation. The individual commits to and remain with an organization because of feeling of obligation.

3. **Continuous Commitment:-**The teacher commits to the school because he/she perceive high costs of losing his/her job, including economic costs and social costs that would be incurred. The employee remains a member of organization because he/she "has to"**.**

ORGANIZATIONAL COMMITMENT

Organizational commitment can be considered to be affective responses or attitudes

which link or attach an employee to the organization. As an attitude, organizational commitment is most often defined as a member of a particular organization, a willingness to exert high levels of effort on behalf of the organization and a definite belief in and acceptance of values and goals of the organization.

According to **Buchanan (1974), "**It is willingness of an employee to exert high levels of efforts on the behalf of organization, further he indicated that commitment is the organizational professional role and has wide attention on recent organizational behavior literature.**"**He further defined commitment as being a psychological bond between an individual (the employee) and the organization.**" Mowday (1979), says "**Organizational commitment is a degree of an individual's relation and experiences as a sense of loyalty towards one's organization. In addition to loyalty, organizational commitment encompasses an individual's willing to extend effort in order to furnish an organization's goals and the degree of alignment the organization has with the goals and the values of the individual.**"**The three characteristics of organizational commitment, identified by **Mowday et al (1982)** are:-

1. A strong desire to remain the members of the organization.

2. A strong belief in and acceptance of the values and goals of the organization.

3. A readiness to exert considerable efforts on the behalf of the organization.

Organizational commitment can be contrasted with other work-related attitude, such as job satisfaction, defined as a employee's feeling about their job and organizational identification, defined as the degree to which an employee experience a 'sense of oneness' with their organization. Thus, organizational commitment is an important of the teacher's psychological state because teachers who l for experience high organizational commitment engage in many behaviors, such as citizenship activities and high job performance, which are believed to be beneficial for the educational organization.

ADJUSTMENT

Adjustment is a process of maintaining a balance between the needs physical, social and the circumstances that influence the satisfaction of these needs adjustment is a continuous process which produces a more harmonious relationship between the person and his environment. It is process of directing one's efforts towards 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.

According to **Gates and Jersild(1970),**A adjustment a continual process in which a person varies his behavior to produce a more harmonious relationship between himself and his environment.**"**

Aspects of Adjustment

Health Adjustment- One is said to be adjusted with regard to one's health and physical development. If a child's physical development and abilities are conformity with those of his age mates and he does not feel any difficulty in his progress due to some defects or in-

capabilities in his physical organs he enjoys full opportunities to being adjusted.

Emotional Adjustment- Emotional plays a leading role in one's adjustment to self and his environment. An individual is said to be emotionally adjusted if he is able to express his emotions in a proper way at a proper time. It requires one's balanced emotional development and proper training in the outlet of emotion.

Educational Adjustment- Whereas in the adjustment of adult, their occupation plays a great role, the school environment cast its influence over the adjustment of the children and adolescent how far a child is satisfied with school building, its discipline, time table, co-curricular activities, method of teaching, class and social mates, teachers and head of the institutions, is completely and in the pattern of this total adjustment.

Social Adjustment- How far one is adjusted can be ascertained by one's social adjustment adaptability to the social environment. Social adjustment requires to development of social qualities and virtue in an individual. It also requires that one should be social enough to live in harmony with one's social being and feel responsibility and obligation towards one's follow being, society and county.

SOCIAL ADJUSTMENT

There are many types of adjustment i.e. health adjustment, emotional adjustment, home adjustment, occupational adjustment, social adjustment. How far social adjustment is concerned it is social adjustment 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.**"**

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 to re-adjustment with new environment and there is remarkable mobility in the process of social adjustment.

Characteristics of social adjustment

Social adjustment is the constant interaction between a person and his social environment.

Harmonious relationship between individual, their social adjustment The individual meets demands either by adapting, modifying previous ways of doing or facing the challenges. He has to face the problems than running away from them.

Satisfactory adoption to the demands of day to day life Social adjustment will help the individual to change his way of life according to demands of the situation and gives strength and ability to bring about the necessary changes in the social environment.

Social adjustment is universal It is observed in all societies and all fields of social life.

It may be a conscious/ unconscious activity To adjust in the society, the individual morals, traditions etc. from birth to death in conscious and unconscious manners to adjust and accommodate to the need and demands of self and society.

Social adjustment is a continuous process Individual birth to death has to adjust one way or the other the individuals who are able to adjust themselves to changing situations in their social environment can live a harmonious ,happy and contended life.

Social adjustment is a two-way process It is a process of fitting self in to available circumstances, but also the process of changing the circumstances to fit one's own needs in majority of cases, adjustment is a compromise between the extremes.

Social adjustment is a directing process Social adjustment is a process of directing one's efforts towards modification of behavior and attitude.

Social adjustment is a help the individual Social adjustment is a process of helping the individual to change his social environment or his outlook.

REVIEW OF RELATED LITERATURE

"*Practically all human knowledge can be found in book and libraries. Unlike other animals that must start as new life with new generation, man built upon the accumulated and accorded knowledge of the past.*"

Anari (2012) investigated the relationship between emotional intelligence, job satisfaction and organizational commitment and examined the role of gender and age on the three variables. A positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment and between job satisfaction and organizational commitment was found. The study reported that there were no significant differences among high-school teachers of different genders and ages concerning their job satisfaction and organizational commitment. But concerning emotional intelligence, the females reported significantly higher emotional intelligence, but the results showed no age differences among the participants.

Zilli and Zahoor (2012) conducted a study on organizational commitment among male and female teachers which mainly aimed at comparing their organizational commitment. It was hypothesized that female teachers would have greater affective, normative and continuance commitment as compared to male teachers. The data were analyzed using descriptive and inferential statistics. The results revealed that the female teachers possessed significantly higher level of organizational commitment than their male counterparts.

STATEMENT OF THE PROBLEM

 "ORGANIZATIONAL COMMITMENT AMONG COLLEGE TEACHERS IN RELATION TO THEIR SOCIAL ADJUSTMENT "

OBJECTIVES OF THE STUDY

1. To find out the difference in organizational commitment of Government and Private

college teachers.

2. To find out the difference in social adjustment of Government and private college teachers.

3. To find out the difference in organizational commitment of Male and female college teachers.

4. To find out the difference in social adjustment of Male and female college teachers.

5. To study the relationship between organizational commitment and social adjustment of college teachers.

HYPOTHESES

1. There exists no significant difference in organizational commitment of government and private college teacher.

2. There exists no significant difference in social adjustment of government and private college teachers.

3. There exists no significant difference in organizational commitment of Male and female college teachers.

4. There exists no significant difference in social adjustment of Male and female college teachers.

5. There exists significant relationship between organizational commitment and social adjustment of college teachers.

NEED AND SIGNIFICANCE OF THE STUDY

This study will explore the nature of the adjustment problems faced by the college teachers of Ludhiana districts in their regular life. So it will help those teachers to develop more effective adjustment according to the situations. The study will also help in explore the causes of problems and help to provide remedies and treatment for better organizational commitment for the teachers. In Ludhiana district, very few studies have been conducted in this field that's why investigator took this problem. The study will definitely help the college teachers in solving problems related to their social adjustment as well as organizational commitment

OPERATIONAL DEFINITIONS

Organizational Commitment

Organizational commitment is an individual's psychological bond to the organization including a sense of job-involvement, loyalty and a belief in the values of the organization.

Social Adjustment

Social adjustment means those types of relationships which involve the accommodation of the individual to circumstances in his environment for the satisfaction of his needs or motivates.

DESCRIPTION OF SAMPLE

The sampling frame comprised of college teachers. I view of the objective of present study,

the investigator collected data from the college teachers (District Ludhiana. A sample of 200 college teachers was obtained from which 100 male and 100 female, 100 from Government College and 100 from private colleges. Purposive method of sampling was used for the selection of colleges.

200 College Teachers

100 Government   **100 Private**

50 Male Female   **50 Female**   **50 Male**   **50**
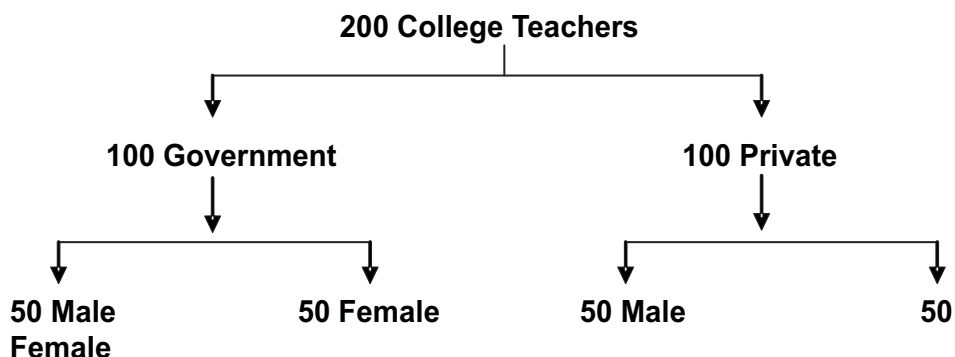
DELIMITATIONS OF THE STUDY

1. The study was delimited to government and private college teachers only.

2. The study was delimited to 200 college teachers only.

3. The study was delimited to 100 government college teachers (50 male & 50 female) and 100 private (50 male & 50 female teachers) college teachers only.

4. The study was delimited to the college teachers of Ludhiana district only.

TOOLS USED:

1. Organizational Commitment Scale (OCS)By Dr. Anukool M. Hyde, Rishu Roy (2006)

2. Social Adjustment Scale by Dr. Devendra Singh Sisodia, Ms. Rachna Khandelwal(1971).

COLLECTION OF DATA

For the fulfillment of the requirement of the study investigator personally visited different colleges of Ludhiana District. Permission and co-operation was sought from the head of the institutions for securing data. Efforts were made to establish rapport with teachers, before administering the tools. The college teachers were told that the results of the test would be kept strictly confidential so that they could mark their views freely and frankly. Both the tools were completed in one sitting with interval in between. After administering tools, the response sheets were scored, according to directions givens in the manuals.

STATISTICAL TECHNIQUES USED:

Mean, Median, Mode, Standard Deviation, t-test & product moment method of correlation was used.

ANALYSIS AND INTERPRETATION

In order to screen the data for meaningful purpose and to test the hypotheses, the data

was analyzed with the help of various statistical techniques. An attempt has been made to relate the outcome of the analysis to the framed hypotheses so as to arrive at meaningful conclusions. Objective wise analysis is as follows:

Table 1: Significance of difference in the Organizational Commitment of Govt. and Private College Teachers

Category	N	Mean	S.D.	t-ratio
Govt. College Teachers	100	112.18	8.10	3.57
Private College Teachers	100	120.78	7.95	

Significant at 0.05 and 0.01 level

Bar Graph showing significance of difference in Organizational Commitment of Govt. and Private College Teachers.
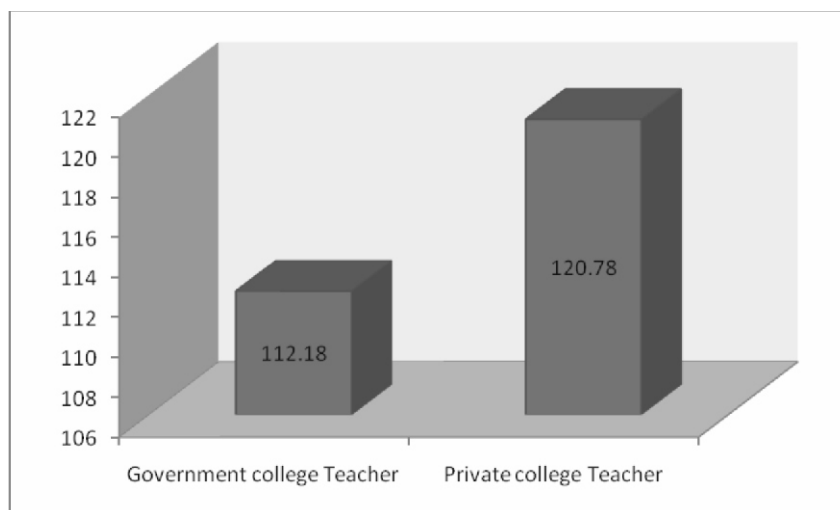
Mean value and Standard Deviation of Organizational Commitment of Govt. and Private College Teacher is 112.18 and 120.78 respectively. Mean value and Standard Deviation Organizational Commitment of Govt. and Private College Teachers is 8.10 and 7.95 respectively.

Further the calculated t-value is 3.57, which is greater than the table value of 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance.

Thus it is concluded that Organizational Commitment of Govt. and Private College Teachers do not differ significantly from each other. Hence, hypothesis which states that 'There will be no significant difference Organizational Commitment of Govt. and Private

College Teachers' is rejected.

Table 2: Significance of difference in the Social Adjustment of Govt. and Private College Teachers.

Category	N	Mean	S.D.	t-ratio
Govt. College Teachers	100	142.18	8.10	3.17
Private College Teachers	100	155.20	7.95	

Significant at 0.05 and 0.01 level

Bar Graph Showing significance of difference in Social Adjustment of Govt. and Private College Teachers
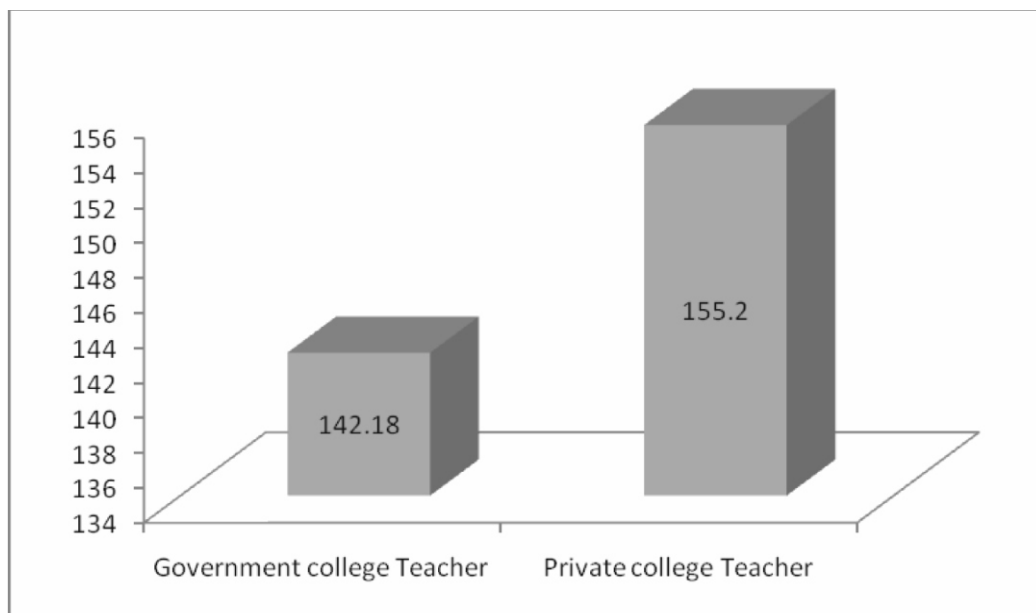
Mean value and Standard Deviation of Social Adjustment of Govt. and Private College Teacher is 142.18 and 155.20 respectively. Mean value and Standard Deviation Social Adjustment of Govt. and Private College Teachers is 8.10 and 7.95 respectively.

Further the calculated t-value is 3.17, which is greater than the table value of 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance.

Thus it is concluded that Social Adjustment of Govt. and Private College Teachers do not differ significantly from each other.

Hence, hypothesis which states that 'There will be no significant difference Social Adjustment of Govt. and Private College Teachers' is rejected.

Table 3: Significance of difference in the Organizational Commitment of Male and Female College Teachers

Category	N	Mean	S.D.	t-ratio
Govt. College Teachers	100	116.22	18.15	0.72
Private College Teachers	100	118.29	14.98	

Not significant at 0.05 and 0.01 level

Bar Graph Showing significance of difference in Organizational Commitment of Male and Female College Teachers

Mean value and Standard Deviation of Organizational Commitment of Male and Female College Teacher is 116.22 and 118.29 respectively. Mean value and Standard Deviation Organizational Commitment of Govt. and Private College Teachers is 18.15 and 14.98 respectively.

Further the calculated t-value is 0.72, which is less than the table value of 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance.

Thus it is concluded that Organizational Commitment of Male and Female College Teachers do not differ significantly from each other.

Hence, hypothesis which states that 'There will be no significant difference Organizational Commitment of Male and Female College Teachers' is accepted.

Table 4: Significance of difference in the Social Adjustment of Male and Female College Teachers

Category	N	Mean	S.D.	t-ratio
Govt. College Teachers	100	154.07	8.17	0.22
Private College Teachers	100	154.23	9.83	

Not significant at 0.05 and 0.01 level

Bar Graph Showing significance of difference in Social Adjustment Male and Female College Teachers

Mean value and Standard Deviation of Social Adjustment of Male and Female College Teacher is 154.07 and 154.23 respectively. Mean value and Standard Deviation Social Adjustment of Male and Female College Teachers is 8.17 and 9.83 respectively.

Further the calculated t-value is 0.22, which is less than the table value of 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance.

Thus it is concluded that Social Adjustment of Male and Female College Teachers do not differ significantly from each other.
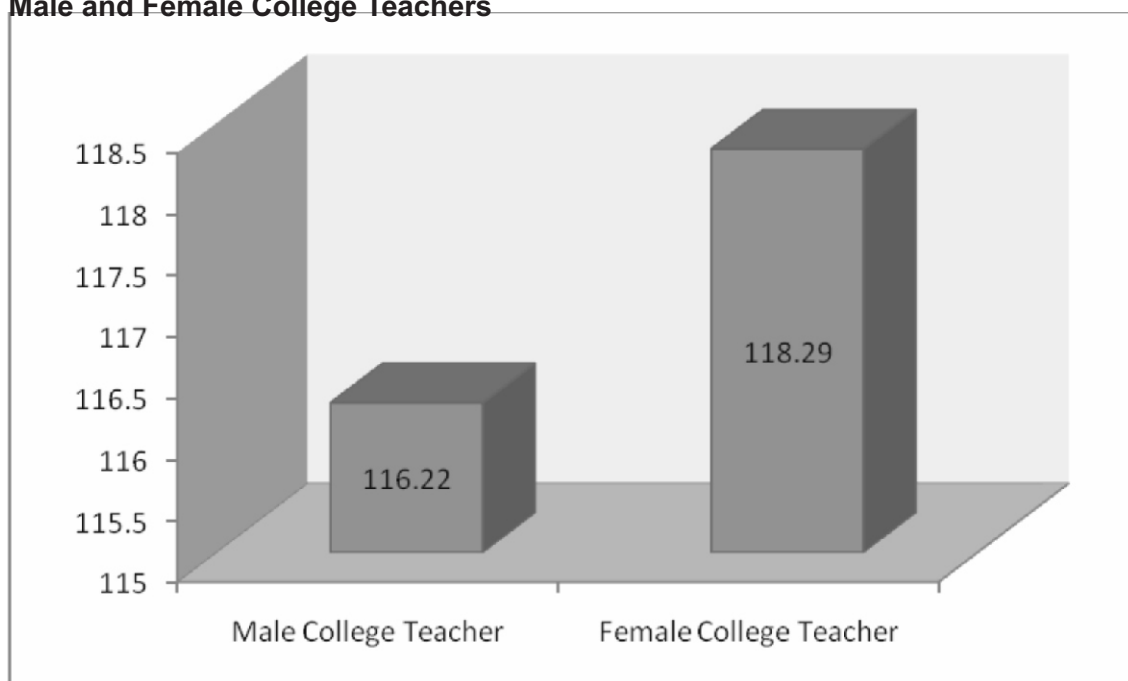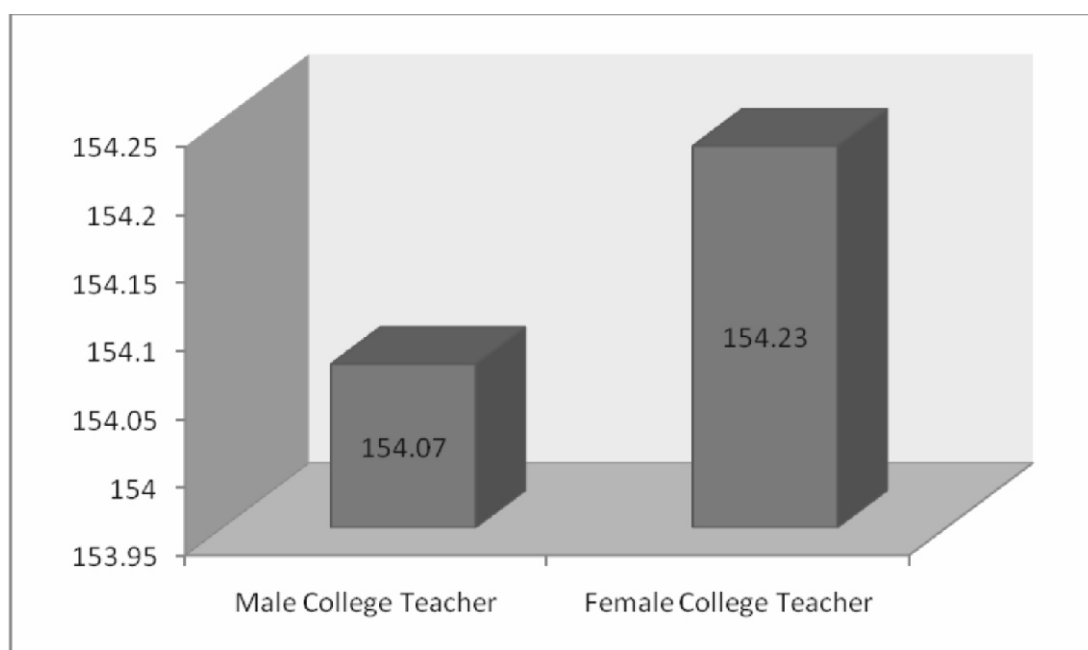
Hence, hypothesis which states that 'There will be no significant difference Social Adjustment of Male and Female College Teachers' is accepted.

Table 5: Coefficient of Correlation between Organizational Commitment and Social Adjustment of College teachers.

	Organizational Commitment	Social Adjustment
N	200	200
R	0.758	

From table 5, it is found that the coefficient of correlation between Organizational Commitment and Social Adjustment of College Teachers is 0.758, which is significant at 0.01 level of confidence. In this context, the null hypothesis namely, "there will be no significant relationship between Organizational Commitment and Social Adjustment of College Teachers", is accepted. The results indicated that there was a strong positive correlation Organizational Commitment and Social Adjustment of College Teachers.

CONCLUSION:

The main findings of the study are as follows:

- Govt. and private college teachers differ significantly from each other in their organizational commitment.

- Organizational commitment of government college teachers is more than the organizational commitment of private college teacher.

- Government and private college teachers differ significantly in their social adjustment at 0.05 level of confidence.

- Social adjustment of government college teachers is significantly less than the social adjustment of private college teachers.

- Male and female college teachers differ significantly from each other of their social adjustment.

- Organizational commitment of male college teachers is less than of organizational commitment of female college teachers.

- Male and female college teachers differ significantly in their social adjustment.

- Social adjustment of female college teachers is significantly more than the social adjustment of female college teachers.

- Significant relationship has been found between organizational commitment and social adjustment of college teachers.

SUGGESTIONS FOR FURTHER RESEARCH

Research is a continuous process. When one problem is solved, other crops up and when new problem are solved, it in turn tends to indicate still more problems needing explorations. After completing his own piece of research, every investigator feels tempted to himself to suggest new problem of search, particularly relating to the own piece of work. Therefore the present study opens up certain avenues for further research which are briefly listed below:

1. The present study was conducted on a sample 200 college teachers. A similar study may be conducted on a large sample for broader generalization.

2. The research on the variables of organizational commitment and social adjustment may be conducted on the teachers teaching at college level.

3. Organizational commitment can also be studied in relation to some other variable such as teaching aptitude and personality traits etc.

4. A comparative study may be conducted on the variables of organizational commitment and social adjustment of pre-service and in service teachers.

5. The present study was conducted on the sample of Government and private college teachers. The similar study may be conducted on the other institutions or colleges like Medical colleges, engineering colleges etc.

6. The present study was confined to District Ludhiana only. A similar study may be conducted in other cities and district of the state.

EDUCATIONAL IMPLICATIONS

The most outstanding characteristics of any research, that is must contribute something new to the development of the area concerned. The present study has its implications for Government and private college teachers.

As the present study reveals that there exists a significant difference in organizational commitment of Government and private college teachers and there exists a significant difference in social adjustment of Government and private college teachers. The study also reveals that there exists significant relationship between organizational commitment and social adjustment of college teachers.

Teachers emotional intelligence affects their own and the pupil's behavior, the ability to build up sound relationships with the pupils, their style of teaching and their perceptions and expectations of themselves as teacher and of children as learners. The central place of the teacher as an agent influencing the development of emotional intelligence of the student is emphasized with teachers own emotional intelligence which is strongly associated with the type of expectations about pupils.

The finding of the present study may form a part of refresher courses, seminar, and workshops for in-Service College teachers and efforts should be made to develop their positive emotional intelligence. So, present study helps the teacher to know about their abilities, potentialities, and help them to develop these potentialities, abilities so they can perform their roles effectively.

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PSYCHOLOGICAL WELL BEING OF PROSPECTIVE TEACHERS IN RELATION TO THEIR PSYCHOLOGICAL DISTRESS

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ABSTRACT

The objectives of the present study were to explore a self-report measure for psychological well-being and to investigate the relationships between psychological well being and psychological distress among a sample of prospective teachers. The sample included 90 prospective teachers selected randomly from rural and urban areas. The findings revealed that rural prospective teachers had a higher level of psychological well being as compared to their urban counterparts. Also both these variables were found to be negatively correlated.

INTRODUCTION

The goal of teacher education is to train knowledgeable, competent, and professional teachers equipped to care for the nation's future citizens. Unfortunately, studies suggest the current educational process may have an inadvertent negative effect on students' mental health, with a high frequency of depression, anxiety, and stress among prospective teachers. Psychological distress is a major problem of present era especially for students. Therefore, mental health of the student population deserves our special attention because not only do prospective teachers have to deal with the academic demands and heavy workloads associated with pursuing a higher education but they also have to face a wide myriad of personal, academic and social challenges in this critical and often transitional period of one's life. Therefore there is a need to enhance psychological well being and develop positive attitudes for better fulfillment of goal and achievement among prospective teachers.

Psychological well-being indicates physical and mental wellness. Sinha (1990) has stated that psychological well-being is difficult to define. It has been taken to consist of discomfort or

desirability and from any disturbance of mental functions. It is a somewhat malleable concept which has to do with people's feelings about everyday life activities. Such feelings may range from negative mental states or psychological strains such as anxiety, depression, frustration, emotional exhaustion unhappiness, dissatisfaction to a state which has been identified as positive mental health (Jahoda, 1958; Warr, 1978). Psychological well-being is usually conceptualised as some combination of positive affective states such as happiness (the hedonic perspective) and functioning with optimal effectiveness in individual and social life (the eudaimonic perspective) (Deci & Ryan 2008). As summarised by Huppert (2009), "Psychological well-being is about lives going

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well. It is the combination of feeling good and functioning effectively." By definition therefore, people with high Psychological well-being report feeling happy, capable, well supported, satisfied with life, and so on.

Psychological distress is widely used as an indicator of the mental health. It is a non-specific psychological state characterized by feelings consistent with depressed mood or anxiety, such as feeling sad and nervous. High levels of distress may indicate more serious disorders, such as clinical depression. The existence of psychological distress has been recognized for thousands of years. Burnette and Mui (1997), conceptualized psychological distress as lack of enthusiasm, problems with sleep (trouble falling asleep or staying asleep), feeling downhearted or blue, feeling hopeless about the future, feeling emotionally bored (for example, crying easily or feeling like crying) or losing interest in things and thoughts of suicide (Weaver, 1995).

Very little research has examined psychological well-being among prospective teachers and how certain experiences may affect psychological well-being .Instead, most studies of psychological well-being have focused on adults and examined demographic and health factors that correlate with psychological well-being .A research in psychological well-being of college students has gained momentum since a long time. Studies on indicators of psychological well-being demonstrate greater anxiety (Dhillon & Jasra, 1992) and depression (Venkoba Rao, 1989; Mathur & Sen, 1989; Baum & Boxley, 1983), Lower life satisfaction (Chadha, 1991;Bhardwaj, Sen & Mathur, 1991), and more adjustment problems among the male and female college students both. (Singh & Dawra, 1983; Chandrika & Ananthraman, 1982).

OBJECTIVES

1. To compare the psychological well-being of rural and urban prospective teachers.
2. To compare the psychological distress of rural and urban prospective teachers.
3. To study the psychological well-being of prospective teachers in relation to their psychological distress.

HYPOTHESES

1. There exists no significant difference in the Psychological well-being of rural and urban prospective teachers.
2. There exists no significant difference in the Psychological distress of rural and urban prospective teachers.
3. There exists no significant difference in the Psychological well-being of prospective teachers in relation to their psychological distress.

Design of the Study

Descriptive survey method was employed to collect the data in the present study.

Sample

The sample of 90 prospective teachers was selected randomly from rural and urban areas of Punjab

Tools Used

1. Psychological Well-being Scale by Ryff (1995)
2. Psychological Distress Scale by Kessler (2003)

Results and Discussion

Table 1: *Mean Differentials in Psychological Distress of rural and urban prospective teachers*

Group	N	Mean	S.D.	t-value	Level of Significance
Prospective Teachers (Urban)	48	68.56	7.867	8.897	0.01
Prospective Teachers (Rural)	42	54.33	6.371		

The results entered in table 1 clearly indicate significant difference (t=8.897) in psychological distress of prospective teachers in urban and rural areas. Further, higher mean scores of urban prospective teachers (M=68.56) indicate that psychological distress among urban prospective teachers was significantly higher than rural prospective teachers.

Table 1: *Mean Differentials in Psychological well being of rural and urban prospective teachers*

Group	N	Mean	S.D.	t-value	Level of Significance
Prospective Teachers (Urban)	48	51.86	5.712	5.961	0.01
Prospective Teachers (Rural)	42	73.52	7.056		

The above table 2 clearly indicates that rural prospective teachers have a higher level of psychological well being as compared to their urban counterparts. Further, the significant t value indicates that urban and rural prospective teachers differ in their levels of psychological well being.

Table 1: *t-ratio between Psychological well being of prospective teachers with regard to psychological distress*

Group	N	Mean	S.D.	t-value	Level of Significance
High Psychological Distress	37	68.045	8.541	9.034	0.01
Low Psychological Distress	53	63.218	7.032		

The results entered in table 3 clearly indicate that the prospective teachers with higher psychological distress have a low psychological well being and vice versa. Further, the significant t- value between psychological distress and psychological well being indicates that these variables are negatively correlated. The higher the psychological distress, the lower is the psychological well being and vice versa.

Educational Implications

The findings of this study would help the prospective teachers to assess their psychological distress and psychological well being. The study would help in discovering various means to enhance their psychological well being. The results obtained have also practical implications for teaching, it could be beneficial to create learning environments that support psychological need satisfaction and provision of a classroom learning environment reflecting these conditions that would not only facilitate psychological well being of prospective teachers but also help in combating their psychological distress. This study does yield important implications and professional in teaching training services can benefit from the findings of this study. In sum, this study highlights the importance of supporting prospective teachers' psychological well being by creating a meaningful creating learning environment.

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LEARNING STYLE PREFERENCE AMONG PROSPECTIVE TEACHERS

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ABSTRACT

Learning is the change of behavior of the learners thorough repetition and experiences. A learning style is a method, a person use to learn .It is an individual's unique approach to learning based on his/ her strengths weaknesses and preferences. The purpose of this study is to determine the learning style preference among prospective teacher. .The study is descriptive study. The study is conducted on 120 B.Ed Students.

Key words: Learning Style, Prospective teachers

INTRODUCTION

Man has got the power of reasoning which enable him to learn things quickly, Learning is a lifelong process which pervades our life long process which previews out like from cradle to grave .Through out life we are inspired to learn more and more. Learning influences our lives at every turn. Learning helps the learner to develop cognitive, affective and psychomotor behavior. learning provides new knowledge and experiences. The responsibility of imparting knowledge revolves around the teacher who plans organizes and implements the teaching learning process. In the field the teaching learning process, a student adopt various a learning style to learn based on his/ her strengths, weaknesses and preferences. A teacher can use his individual learning style to find what study method environment and activities help the studies to learn best.

Learning

Learning is a term used in the sense of modification of behavior of the learner which occurs as a result of training or experience. With the modification in behavior, learner can do what could not be done earlier. Learning is a continuous process that commences at birth and continues till death.

Learning brings about changes in the way we act, think and feel about ourselves, other people and the world around us. Such changes may be permanent or temporary depending on our perceptions of the importance and relevance of the gained knowledge.

Hilgard (1958) defined learning as the process by which an activity originates or is changed through reacting to an encountered situation; provide that the change in activity cannot be explained on the basis of native tendencies, maturation and temporary states of organism.

Crow and Crow (1973) defined learning as the acquisition of habits, knowledge and attitudes. It evolves new ways of doing things and it is operative in an individual's attempt to overcome obstacles or to readjust to new situation. It represents progressive change in behavior.

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Crooks and Stain (1991) defined learning as a relatively enduring change in potential behavior that results from experience.

Learning Style

A learning style is the method a person uses to learn. Learning style is an individual's unique approach to learning based on his/her strengths, weaknesses and preferences.

Learning style is an individual's natural or habitual pattern of acquiring and processing information in learning situations. A core concept is that individuals differ in how they learn. Proponents of the use of learning styles in education recommend that teachers assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. A teacher can use his individual's learning style to find what study method, environment and activities help the students to learn best.

Keefe (1979) defined learning styles as the pattern of cognitive, affective and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment.

Kolb (1984) defined that learning styles are relatively stable attributes or preferences or habitual strategies used by individual learner to organize and process the information for problem solving.

Sims and Sims (1990) put forward that learning styles are typical ways a person behaves, feels and processes information in learning situation.

Debellow (1990) defined learning style as the way people absorb process and retain information.

Oxford et al. (1991) defined the learning style as the general approaches students used to learn a new subject or tackle a new problem.

Dingliang (1995) defined learning style as the way that a learner often adopts in the learning process, which includes the learning strategies that have been stabilized within a learner, the preference of some teaching stimuli and learning tendency.

Review of related studies

Uppal (2009) from her study on learning style among B.Ed. Students of Himachal Pradesh and found that male and female B.Ed. students did not appear to differ significantly with respect to their precision and dynamic learning style. Further results showed that urban and rural B.Ed. Students do not differ significantly with regard to their imaginative and analytic learning style.

Sahoo and Chandra (2013) conducted a study on the learning style of B.Ed students of IGNOU and found that independent learning style students were found to be significantly larger than that of dependent learning style students of distance mode B.Ed. trainees. Participant learning style students were found to be significantly larger than that of avoidant learning style students of distance mode B.Ed. trainees.

Mohammadi and Thaghinejad (2014) identified the most common learning styles of nursing students in Iran. Kolb's learning styles inventory was used to collect the data.

Results concluded that in order to enhance students learning, more attention has been required to different learning styles. It was also recommended for the teachers to pay more attention in student's learning styles and use appropriate teaching methods.

Objective of the study:

To find out the significant difference in visual, auditory and kinesthetic learning style preference among prospective teachers.

Hypothesis of the study.

There is no significant difference in visual, auditory and kinesthetic learning style preference among prospective teachers.

Method

The study was carried out by employing descriptive survey method of research.

Sample

The sample of the study consisted of 120 B.Ed Students selected from two colleges of education in Punjab.

Tool Used .

VAK Learning Style Scale by Cheslett & Chapman (2005)

Statically techniques used

Mean, Standard Deviation and t-test were employed for the analysis of collected data pertaining to learning style preferences.

Analysis and Interpretation of Data .

Table -1 gives the calculated statistics for the comparison of visual, auditory and kinesthetic learning style preferences of prospective teachers.

Learning style Preference	Mean	SD	T-ratio	Significance
Visual	15.28	2.345	0.973	NS
Auditory	15.50	2.167	2.367	Significant
Kinesthetic	16.60	2.03	0.755	NS

Significance = Significance at 0.05 level and NS = Non Significant

The table -1 Shows that obtained 't' ratios for (0.973) kinesthetic (0.755) were found to be non- significant while auditory learning style preference (2.365) was found to be significant .

Findings

The prospective teachers have more preference towards auditory learning style than visual or kinesthetic learning style.

Educational Implications

Prospective teachers should focus on all the learning styles which may lead to long terms

benefits in teaching learning process not only to every student they will teache in future bu for themselves also.

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STUDY OF MORAL JUDGEMENT AMONG HIGH SCHOOL STUDENTS IN RELATION TO FAMILY CLIMATE

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ABSTRACT

The aim of this research is to study the moral judgement among high school students in relation to family climate. For this purpose the sample was selected from different schools of Ludhiana district. The sample consisted of 200 high school students (100 males and 100 females). Moral judgement scale (MJS) by professor Durganand Sinha and Dr. (Mrs) Meera Verma(1992) and family climate scale by Dr. Beena Shah (1989) were used to collect data. The overall result of correlation shows that their exist insignificant relationship between moral judgement and positive family climate of high school students and significant relationship between moral judgement and negative family climate of high school students. No gender differences were found on the basis of moral judgement.

Key Words: Moral Judgement, Family Climate

INTRODUCTION

Morality is the supreme essence of a civilized society which distinguishes men from animals. The word 'moral' comes from the latin word "mos" which means custom, practice, rule, a way of accomplishing things. Therefore, it has come to mean, "belonging to manner and conduct of men", pertaining to right and wrong, good in conduct'. It is the sum total of an individual's way of behaving that is judged through person's ethical rightness or wrongness (Sinha and Verma 1992). Morality is inferred from a person's intrinsically motivated resistance to temptation and also accepts prevailing standards of morality of the specific society (Kohlberg 1964). Piaget (1928, 1932) was the first psychologist who interpreted the child's concept of moral rules or values. According to him moral values play an important role in shaping the personality development of the child. Freud (1933) considered superego as the moral commander of the personality and emphasized its observing, judging and punishing aspects.

According to him superego is the ethical arm of personality that consists of conscience and ego ideal. He also exposed the effective dimensions of morality and also threw light on the dark corners of personality out of which morality grows. Kohlberg (1968) also described general structure and moral thought.

MORAL JUDGEMENT

The ability to make moral judgement play an important role in the moral development. Moral judgement involves a cognitive capacity to define situations in terms of rights and duties. it is the ability to evaluate the situations and moral issues as right or wrong keeping in view the knowledge of moral standards (Verma 1976). Moral judgement is the insight to see the relationship between an abstract principle and concrete cases. At the same time it requires moral insight or the ability to look for the common features of apparently different

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situations and the capacity to judge them as right or wrong.

Most philosophers agree upon that moral judgements are the judgements of the good and right in action. Piaget and his followers (1965) have found six types of moral judgements which appeared in the children of different age groups.

1. **Intentionality in Judgement :** Young children tend to judge an act in terms of its consequences and not in terms of intentions.

2. **Relativism in Judgement :** The young child views an act as being either totally right or totally wrong and things that every one views it in the same way, while the older child is able to recognize that there can be more than one perspective on moral value in one situation.

3. **Independence of Sanctions :** The young child judge an act as bad because it will elicit punishment while the older child says that an act is bad because it violated a rule and does harm to others and soon.

4. **Use of Reciprocity :** Young children show selfish and concrete reciprocity in their judgement and say hit him back.

5. **Use of punishment as restitution and reform :** Young children advocate severe painful punishment after stories of misdeed. Older children favour milder punishment leading to restitution of the victim and to reformation of the culprit.

6. **Naturalist view of misfortune :** Six to seven year old children view physical accident and misfortunes as punishment willed by God or by natural objects.

These dimensions suggest that the ability of moral judgement passes through a development phase which follows a progressive increase from judging in terms of external physical consequences to judging in terms of internal purposes, norms and values.

According to Good (1959) Moral judgement is a judgement involving choice among principle policies or action and involving also some criterion of right conduct. The judgement may involve choice among or resolution of conflicting principles of morality.

According to Verma (1975) Moral judgement means power to distinguish right from wrong. Good from bad, judging moral seriousness of various acts.

According to Singh (1983) Moral judgement is passed upon all kinds of actions, but only upon conduct but conduct or willed actions has two aspects. It involves external and internal factor.

Moral judgement is a by product of child's general social experiences. It is also the result of complex and interactive process of many psychological, cognitive and emotional factors. A large part of that mature balance of judgement which sees individual rights of others and the relationship of one's own present behaviour to one's own future well being is called moral judgement. Moral judgement is the quality of the child being moral, Psychologists, Educators and sociologists all agree that family influence happen to be the most significant influence on child's moral development. It all depends on the conduct and behaviour of parents and elders whose actions and attitudes are initiated by children go well with saying - examples are better than percept. Development of moral values and

judgement is a function of interaction between many fact as these factors may be divided into two

1)   Personal Factors

2)   Environmental Factors

(1)   Personal factors :

(a) Age

(b) Intelligence

(c) Sex factor

(2)   Environment factor

(a) Family climate

(b) School

(c) Community.

FAMILY CLIMATE

Family plays a significant role in all round development of a child. Parent-child interaction and parents way to deal with their children, develop certain attitudes among their children towards their home environment. Family is the first social institution and occupies foremost place where the foundations stone regarding the character of a child is laid down. The word 'family' has been taken from the Roman word 'Famulus' meaning a 'servant'. Family is an enduring association of parent and offsprings whose primary function is the socialization of the child and satisfaction of the members. A family is a child's first experience of relationships generally occurring within the family. Family is the fundamental group of society which provides the natural environment for the growth and well being of all its members, particularly children. The word 'Climate' is a more comprehensive one. It includes within itself the word 'environment'. The human element around the child is called 'Environment'. It embraces the social, physical & emotional activities of the family. All these combined together constitute the word 'Family Climate'. Climate is preventing condition or set of attitudes in human affairs. So, family climate usually refers to the environment, both physical and emotional and the state of the family whether it is good, bad, dysfunctional etc (Knapp 1993).

According to Frank (1965) Family climate means variations in children lives and adjustment due to treatment they receive from families.

According to Tiwari et al; (1981) Family is the most important socialization agent that influence the child's life.

According to Shah (2001) Family climate means an interpersonal relationship between parents and child. It includes parent's attitude towards child as perceived by him.

So, parents involvement in value education begins long before the schooling of the child and home becomes one of the main agencies to be involved when planning any value education programme in school, because most of values are imbided by the family. Hoffman (1982) found that mothers seem to play a most important role than fathers in the

moral development. It is absolutely necessary that school work with parents to inculcate the value judgement among the students. Parents must always be conscious that the best value teaching will be given by examples. So, they must set high standards for their child. Parents should not impose values on children rather inspire to have them.

REVIEW OF RELATED LITERATURE

Bhargava (1986) explored that home environment was a significant predictor of moral judgement with respect to socio-economic status, mother acceptance, father acceptance, mother avoidance and moral attitude of parents. Kallilal (1989) conducted a study on moral decisions and actions of young adult in actual dilemmas and found that the women's dilemmas generally involved self-perceived personal, strong emotions and concern with their survival whereas the man's dilemmas were less personal and emotional. Shah Beena (1989) conducted a study on adolescent's social adjustment the effect of family climate. It revealed the family climate does not effect one's social adjustment. Gill (1994) found that children of high age group (10-11) years were higher on moral judgement. Children of lower age group (8-9) year were lower on moral judgement, Significant difference between boys and girls of same age group was also observed. Kang, T.K. and Thakur, S. (2004) studied the relationship between parenting and development of moral values and judgement. It was found that good parenting plays a vital role in the development of healthy moral values and judgement. Sherry (2006) investigated the impact of family environment on self-actualization and found that there is very low but negative relationship between control area of family environment and self actualization. It indicates that if control in family environment is high the individual will have low self-actualization. Dhull, I. and Malhotra, T. (2013) in their study suggested that creative slimulation, cognitive encouragement and acceptance have positive and significant correlation with the development of moral values reasoning of children but permissiveness, rejection and control were found to be inversely and significantly correlated with the development of moral reasoning of children at concrete operational stage of cognitive development.

STATEMENT OF THE PROBLEM

STUDY OF MORAL JUDGEMENT AMONG HIGH SCHOOL STUDENTS IN RELATION TO FAMILY CLIMATE

OBJECTIVES

1.   To study the level of moral judgement among high school students.

2.   To study the family climate of high school students.

3.   To find out the relationship between moral judgement and positive family climate of high school students.

4.   To find out the relationship between moral judgement and negative family climate of high school students

5.   To ascertain the difference in the moral judgement of male and female students.

HYPOTHESES

1. There exists a significant relationship between moral judgement and positive family climate of high school students.

2. There exist a significant relationship between moral judgement and negative family climate of high school students.

3. The exists a significant difference in the moral judgement of male and female students.

NEED AND IMPORTANCE OF THE STUDY

Morality signifies a code of ethical principles which are essential for leading a noble life. Moral values are important for the life of an individual. Morality is the base on which character is formed. In the present preview of modernization and westernisation, the erosion of values is observed in the society. Education is becoming day by day more or less materialistic and old value tradition of spiritualism are being slowly given up. Students have lost the purpose of life and they fail to distinguish between appearance and reality. All this happen due to lack of proper guidance and neglect of inculcation of positive values among the students.

The role of family in the development of child's personality and moral values is very crucial. We must develop a good family environment which nourish the intellectual, social, mental, moral values in the child. It is said that the mother of the child is the first teacher and the family is the first school. This is true that all round development of a child can't be accomplished without the cooperation of family. Like a school, a family is also multi-dimensional. Depending upon the socio – economic status, education of parents, profession of father and mother, the structure of family i.e. joint or nuclear etc., the atmosphere of the family determine to a large extent the achievement of the moral values in a child. In family we feel a special bond which give us the feeling of security, oneness, love and affection. A child spends about six hours of the day in the school and rest of the time he spends in the home. But now a days both the parents are working. The parents do not have the time for their children. Children do not get the love and affection of their grandparents and this has resulted in the erosion of values among students. Children at present age are definitely much more exposed than the past to the outer world through powerful mass media particularly television which could act as a viable instrument in bringing changes in children's moral values and moral judgement. Adolescence is perhaps the critical period for the formation of moral values. Therefore, it is all the more important to find out the directional changes taking place in the moral development of our children. The study will help parents in becoming aware of the importance of their concern, approval, encouragement and affective relationship in inculcating moral values and moral judgment among the children.

DESIGN OF THE STUDY

The present study "Study of Moral Judgement among high school students in relation to

Family climate" is descriptive in nature therefore the method applied in the present study is descriptive and of survey type. It is a method of collecting responses representing a specific population. It is collected through standardized tests. It goes beyond mere gathering of facts. It therefore, gives a brief description of tools and techniques used in the collection, analysis and interpretation of the data. It also points out statistical techniques used in the analysis and interpretation of the data.

SAMPLE OF THE STUDY

A sample of 200 high school students (100 males and females) from different schools of Ludhiana district was taken for the present study.

DELIMITATIONS

1. The present study was restricted to Ludhiana district only.

2. Only 200 high school students (100 males and 100 females) were selected for the present study.

TOOLS USED

The following tools were used for the collection of data :

1. Moral Judgement Scale (MJS) by **Professor Durganand Sinha** and **Dr. (Mrs.) Meera Varma**. (1992).

2. Family Climate Scale by **Dr. Beena Shah**(1989).

STATISTICAL TECHNIQUES USED

1. Mean, median, standard deviation coefficient of correlation and t-test was employed for the analysis of data.

2. Graphical representation was done wherever required.

ANALYSIS OF DATA AND DISCUSSION OF RESULTS

SECTION – I

COEFFICIENT OF CORELATION(R)

Table 1 Showing coefficient of correlation between moral judgement and positive family climate

Variable	N	r
Positive Family Climate	154	0.093

  **Significant at 0.05 level

Table 1.1 shows that the coefficient of correlation 'r' between moral judgement and positive family climate is 0.093 which is positive and non significant at both the level of significance Thus, hypotheses stating that there exist a significant relationship between moral judgement and positive family climate of high school students stand rejected.

Table 2 Showing coefficient of correlation between moral judgement and negative family climate.

Variable	N	r
Negative Family Climate	46	0.287

**Significant at 0.05 level

Table 2.1 shows that the coefficient of correlation 'r' between moral judgement and negtive family climate is 0.287 which is positive and significant at 0.05 level of significance. This may be attributed to the role of other factors in the development of moral values among children. We know both family and school environment plays an important role in inculcating values among the students. In home we feel special bond which give us the feeling of security, oneness, love and affection. So we can say that family forms protected relationship between the parents and the children. A child spend about six hours a day in the school and the rest of the time he spend in the home but now a days both the parents are working. The parents don't have the time for the children. Moreover nowadays nuclear family system has replaced the joint family system. Children do no get love and affection of the grandparents and this has resulted in the erosions of values among the students. Children at present age are definitely much more exposed than the past to the outer world through powerful mass media particularly television which could act as a viable instrument in bringing changes in children's moral values and moral judgment. Thus hypotheses II states that their exist a significant relationship between moral judgement and negative family climate of high school student stand accepted.

SECTION - II

SIGNIFICANCE OF DIFFERENCE OF MEANS

To investigate the significance of difference between the means, if any, of moral judgement of 200 high school students (males and females), the variables were assessed in terms of their scores in the test in the variable and t-test was employed.

Table 3 Showing significance of the difference between total mean scores of moral judgement of high school students (males and females) N=200

| Group	N	Mean	SD	SE_m	t-value
Male	100	19.50	8.932	0.893	0.553
Female	100	20.16	7.901	0.790	

**significant at .05 level

Table 3.1 revealed that the mean scores of moral judgement of high school students (males and females) as 19.50 and 20.16 respectively and their standard deviation as 8.932 and 7.901 respectively. The t-ratio is 0.553 with df = 198 which is non significant at

0.05 level of confidence. This revealed that a non significant difference exists between mean scores of moral judgement of male and female students.

Therefore the hypothesis 3 stating that there exists a significant difference in moral judgement of male and female students stand rejected.

Fig.3.1 Showing significance of the difference between total mean scores of moral judgement of high school students (male and female)N=200
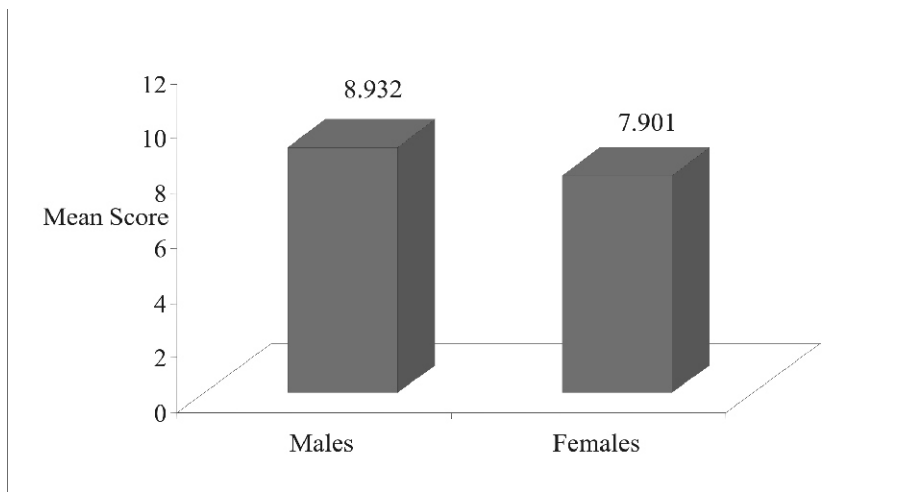
CONCLUSIONS

1.   The overall result of corealation shows that their exist a insignificant relationship moral judgement and positive family climate of high school students.

2.   The overall result of correlation shows that their exist a significant relationship between moral judgement and negative family climate of high school students.

3.   No gender differences were found on the basis of moral judgement scores

EDUCATIONAL IMPLICATIONS

The present study reveals that family climate significantly effect a moral judgement of students So the present study will help the parents, teachers and counselors in the following ways-

1.   Now a days both parents are working. The parents do not have the time for the children moreover nowadays nuclear family system has replaced the joint family system. Children do not get love and affection of the grand parents and this has resulted in the erosion of values among the children. This study will help the parents in providing proper family climate so that the children can become more morally developed.

2.   Children at present age are more exposed to outer world through powerful mass media which act as powerful tool in bringing changes in moral values. So it is all more important to find out the directional changes taking place in the moral values and the moral judgement of the children. Due to media there is a need to provide

conducive family climate to the students so that they can become more morally developed and good human beings.

SUGGESTIONS FOR FURTHER RESEARCH

Research is an unending process, always inspiring the people to explore further and deeper. But the limitation of time, money and other resource restrict the researcher to delimit its area to a greater extent. Therefore the present study opens up certain avenues for further research which are briefly listed below:

1. A similar study with a large sample and at different levels can be conducted to make the findings more reliable.

2. Similar studies should be replicated in different states to study the regional variations.

3. Research can be done showing the effect of moral judgement and family climate on the personality development of adolescents.

4. Apart from family climate there are other factors like intelligence area(Rural or Urban), Socio-economic status, social environment etc. which are responsible for the moral values of adolescents and can be explored.

5. A comparative study of moral judgement of school and college senior students can also be undertaken.

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TECHNOLOGY: A RED-HOT TREND IN EDUCATION

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ABSTRACT

Education is an area which is undergoing major restructuring due to the increased use of internet, online learning and networking technologies etc. Present era is regarded as the technological era. With the advancement of technology new techniques, methods and equipments are developed. Technology has brought innovations in the teaching learning process. Teaching and learning is no more dependent on traditional methods and environment. Technology dependence in all walks of life has necessitated putting more emphasis on the presence and use of network technologies in classroom settings. Teachers employ many methods and means using technology for the improvement of learning. Teachers' attitude towards networking technology influences the outcomes of students. The way teachers behave with the students, the style they adopt to handle students influenced the achievement of their students. Teachers' positive attitude towards handling and using networking technology adds to students positive outcomes. Internet is a great platform for different networking technologies. Educational technology can empower teachers and learners, promote change and foster the development of twenty-first century skills. Student learning and achievement have been affected when the teaching and learning processes are enhanced by educational technology. Technology continues to evolve and digital devices have become integral to the evolution of higher education, it's encouraging to see the positive impact on learning outcomes as students utilize advanced devices and digital course materials to streamline and improve their learning environment.

Technological innovation is an important aspect of teaching and learning in the 21st century. Technology infuses classrooms with digital learning tools…expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning (Marzilli et al., 2014). Education is an area which is undergoing major restructuring due to the increased use of internet, online learning and networking technologies etc. Networking technology is defined as a medium to connect people without any geographical restrictions and time limitations. It plays a significant role in facilitating communication and has the potential to reach out to more learners by minimizing time and space constraints. Such network technologies include computer programming, business technology, computer based accounting, graphics, internet, the computer technology itself, and a wide variety of industrial technology programs. Networking technologies have played a crucial role to educate people and the most important benefit of these technologies is the easiness of accessing the study material anytime, anywhere and any size of learning. There are many methods and means applied in the process of learning through network technologies such as audio cassettes, video tapes, compact discs, film slide, computer etc.

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Internet is a great platform for different networking technologies. In the past, if people want to gather what they learn, they may probably choose to publish a book. But now, collaboration platform like Wiki can help. By using Wiki, every internet user can participate in editing an encyclopedia. The information of this encyclopedia can be updated very frequently and thus can be very up-to-date. As internet use increases and innovative internet applications are utilized, more of one's daily activities are influenced by technology.

Use of technology in the classroom is increasing. With the advancement of internet, students can now sit in front of a computer which is connected to the internet to collaborate with each other. By using Google Docs, students can share their work within the group. For example, they can share their information searched and every people involved can view it. And more importantly, all authorized people have the right to edit the document and also lot of great features (e.g. version control and concurrent update). Therefore, it is much more convenient as they can work together. They don't have to gather before they can work. Ewing-Taylor (1999) found that every year more universities and colleges are deciding to implement completely web-based classes. Kaplan (2003) stated that experts estimate that within the next year, software and services for web-based classes will surpass $1 billion. Lavooy and Palmer (2003) revealed that a technologically-enhanced class environment resulted in a greater cooperative group dynamic without any prompting from the instructor.

As students grow up in a world of rapidly shifting technology options, much of their time is spent on online interactions through social media channels. NSSE (2012) reported that today's college students use social media (e.g., Facebook, Twitter, LinkedIn, Google+, etc.) most often to connect with friends and family (89%) and to a lesser degree for educational purposes such as planning study sessions (28%), completing assignments and projects (33%), and communicating with faculty or advisors (15%). Social media has a great effect on people's lives and millions of students are spending many hours for social networking sites like Facebook, Twitter, Youtube. Although millions of students are using these Web 2.0 tools worldwide, there hasn't been much research regarding the educational use of social networking. It was found out that students have a very positive attitude towards the use of Facebook activity as a supplement to language classroom, but traditional classroom based language learning still remains a backbone for language education (Omer. Eren, 2012). Facebook can be very useful as an educational tool. Students' attitudes towards such an activity are mostly positive. Students welcomed using social networking site as a supplementary to the curriculum. Most students showed that they love spending time on Facebook and exercises, videos and other sharing in group are useful for improving their language skills (Mazer et al., 2007). Although there is not much study considering the academic use of Facebook, educators are becoming aware of the possibilities for reaching students with learning materials via Facebook (Bosch, 2009). Teachers considering applying such an activity in their classrooms need to be sensitive in some points. First of all, learning goals must be defined clearly. That will allow group members what to do and share for the relevant activity. Also, use of native language should

be avoided. Otherwise, the teacher might find himself/herself in the middle of severe quarrels among students for trivial matters.

Despite the widespread use of social media by students and its increased use by instructors, very little empirical evidence is available concerning the impact of social media use on student learning and engagement. Analyses of Twitter communications showed that students and faculty were both highly engaged in the learning process in ways that transcended traditional classroom activities. Twitter can be used as an educational tool to help engage students and to mobilize faculty into a more active and participatory role. (Junco et.al., 2010).

Teachers and students depend largely on these networking technologies to interact online or for distant education. These technologies allow teachers to post course outlines, assignments, tests, quizzes, and also assess or evaluate students' performance. With the availability of these technologies, students staying in rural or remote areas who do not have access to educational institutions, also have an opportunity to complete their qualifications. Limitations like – family, work, children, etc. are also overcome by these networking technologies. Teachers and students can collaborate with each other without wasting time. Andriole, Lytle & Monsanto (1995) stated that Drexel University explored the effect of technology on the student-instructor interaction as 75% of the participants had more communication with fellow students and with the instructor than in a conventional course. 73% learnt more in asynchronous-learning, network-based courses than they would have expected to learn in a conventional course. Social networking has been shown to influence professor-student relationships. While some believe that virtual interactions between students and their professors nurtures the professor-student relationship, one recent study reports that 40% of college students and 30% of faculty believe it is inappropriate for professors to interact with students on social networking sites (Malesky & Peters, 2012). Communication between faculty and students is becoming more social with nearly 18% of students having received materials from their professor via Facebook. Professors are also relying more on technology for delivering class announcements and assignments. 84% of students have received class syllabus online through the post by professors and 78% of students have received class news and updates from their professors via campus systems, such as learning management systems or student portals.

High-quality education and technology have the power to change the world by developing the human talent required to seize the opportunities that arise from global change. Cisco's Global Education group helps governments and institutions worldwide achieve their education 3.0 vision through the use of technology and the development of the higher-order capabilities required in 21st century learners. Video Conferencing with the help of the high speed internet proves to be the effective networking devise. Video, as a fundamental agent in the process of education transformation, facilitates collaboration, accommodates for different learning styles, increases engagement and excitement among students, helps maximize school and university resources, and improves learning outcomes. The impact of video and multimedia technologies in educational outcomes is a

field of ongoing research. Skills in the cognitive domain revolve around knowledge, comprehension, and critical thinking regarding a particular topic—and there is no shortage of literature exploring how video supports cognitive development and improves academic performance.

Teachers' attitudes and perceptions regarding the technologies affect learners' learning. Findings revealed that teachers from Saudi Arabia and the United States note positive educational benefits in using technology, but that there is also a discrepancy between how teachers are prepared to use technology and in the availability of technology in their classrooms. And unfortunately, most teachers seem to lack the time needed to learn to use and apply technology in meaningful ways into the curriculum (Alharbi, 2013). So, attitude and will power of the teachers towards technology use matters a lot. With the development of Multimedia and networking as well as their extensive application in educational field, the learning environment extends beyond the classroom and establishing an E-learning culture is seen as essential to the future of higher education and the facilitation of lifelong learning. Faculty members at the College of Basic Education in Kuwait are fully ready for e learning implementation (Alajmi, 2010). Teachers' motivation and training is the most important factor in E-Learning (Keramati et. Al., 2011). The results of the study revealed that teachers have positive attitude towards the use of Internet technology. They use this technology frequently for preparing lectures, presentations, handouts, giving feedback to students, checking students' assignments, communication with students, searching conferences and publishing papers. However, lack of hardware, lack of training, lack of quality software, power failure and lack of technical support were main barriers in the effective use of this technology (Safdar et. al).

There are several management systems, like open educational resources (OERs), massive open online courses (MOOCs), that have various benefits of online learning. These online courses have allowed easy access for the people who have more rigid work schedule and need to study further. The availability of these courses anytime and anywhere has brought about a great advantage for the people who were working or were busy with their families and had to limit their academic career. But, today, the most important concern is the way teachers use these networking technologies to teach and the way students use these technologies to study, also known as "pedagogy". Teachers have played a very important role in creating these online courses, and even breaking it down into smaller chapters so students can have a better understanding of the course material. The teachers' availability online and answering questions or concerns raised by students have also helped these networking technologies to emerge more successfully. By posting various assignments that require researching and interacting with the fellow students, teachers have also been successful in creating social interaction between students, where they discuss the researches, or any questions/ concerns, or experiences.

The continuous requirement of increasing knowledge requires the use of the online resources by students as the time span of their semester is not enough to provide complete awareness of the courses they are doing. Moreover, the critical thinking required to complete the assignments and the skills required in the society today also emphasize

on the use of these online technologies. Not only at the college level, but students need to enhance their knowledge while they are applying for job after college, in order to compete with the work environment that they get recruited for. Also, with the emerging technologies – tablets, smart phones, social media, the students are well prone to the use of these online networking resources available.

To discuss this furthermore, mentioned below are the various management styles or techniques towards networking technologies followed by teachers to enhance the ability of students.

➢ BLENDED LEARNING

As the name suggests, blended learning includes both on-campus and online courses. Also known as hybrid classroom, it allows teachers to post the course material on the networking site before entering the class, which in turn allows students to read and understand the course material before-hand. The on-campus class then allows an interaction between teacher and students based on that material, where teachers clears off any questions that students would have, rather than teaching them on-campus, which saves time for discussing material in a more effective way.

➢ USE OF MULTIMEDIA AND OPEN EDUCATION RESOURCES

Multimedia like YouTube videos – TED Talks, Khan Academy provide online videos based on educational resources including short videos on a topic, simulations or other useful virtual educational tours. This further provides opens access to people living in remote areas and those who are working and need flexible timings for study. The courses are recorded in a lecture form and the videos are posted online, which is also cost effective. This type of technique is vastly used by people who do not enroll themselves in colleges rather they just want some knowledge on certain course.

➢ ONLINE INSTRUCTOR

Also known as a live classroom, it allows the lectures to be delivered online through online media. The course outline is designed in the same manner as a regular on-campus classroom and based on the material to be presented; teacher will post a video and go live with the students with that particular material. The material is posted ahead of live session, so students get time to read and understand. This type of networking technique allows choice of place to the students. There is also an interaction between teachers and students, where teacher can provide answers to the questions of the students, hence leading to a face to face interaction between teacher and student through live media.

➢ VIRTUAL LEARNING ENVIRONMENT

This technology is widely in use by the colleges and universities worldwide. The course material and outline are all posted on the website or blackboard, including all lecture notes, presentations, assignments, quizzes, tests, for a particular

semester. The course is further divided into parts, lectures, for per day to be delivered by the teacher. The teachers are not available online in this scenario, but there is an online discussion room that allows teachers and students to access and ask questions or provide answers or also to discuss and share any further information. Teachers post all the latest information including student assessments on the blackboard.

Information technology literacy is the key to today's empowerment and education is the best foundation for it. (Ezziane.Z, 2007). Online interaction can be used to enhance learning, especially for students who tend to be reserved in the classroom setting. In developing online courses, we should realize that some courses may be more challenging to Students who persist in the online environment. Course developers of such courses need to carefully analyze what are the specific subjects that may hinder persistence and supplement instruction with face-to-face consulting, advising, or tutoring.

Educational technologies motivate the students to get more involved in learning activities through which they become more active and more interested in learning. Moreover, adopting such technologies can enhance teachers' communication with the students, reduce the teaching pressure caused by the course material preparation and make the lecture material available at the time of the discussion. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational. The content must be accurate, timely, stimulating, and pertinent to the student's current and future needs. The method or process must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering. Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis. The best teachers are capable of maximizing the learning potential of every student in their class. They understand that the key to unlocking student potential by developing positive teacher student relationships.

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VALUE BASED EDUCATION: NEED OF THE HOUR

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ABSTRACT

Education is important in any country since it promotes the knowledge, skills, habits, and values. The learning does not solely come from the teacher. Hence the educator for the child is both the teacher and his peer group. The social values have been diminishing over the past few decades. Future growth in any country depends on its youth. Unfortunately, youth is getting increasingly inclined towards violence, social evils, drug addicted and lack of respect towards world around them. We ourselves are to be blamed for this. Our existing environment including family system, education system and media including newspapers, T.V. etc is presenting them a skewed picture. Youth see that men with values are suffering in life. Value education builds character which is beneficial for growth of both the individual youth and the society in general. It influences our decision making in life and helps us grow by building healthy relationships in society. People who become great statesmen, sports persons or business entrepreneurs have certain things in common. They are all vigilant about their surroundings. They all know how best to use what they have. They all believe in hard work and in doing things which are good for the society. Creation of such values in our youth is the end product of value Education. An attempt is made in this paper to discuss the value based education is the need of the present scenario.

Keywords: *Value Education, healthy relationships, Vigilant.*

INTRODUCTION

Value education means inculcating in the children a sense of humanism, a deep concern for the well-being of others and the nation. This can be accomplished only when instill in the children a deep feeling of commitment to the values that would build this country and bring back to the people pride in the work that brings order, security and assured progress. Through we like to develop the social, moral, aesthetic and spiritual sides of a person which are often undermined in formal education. Value education teaches us to preserve whatever is good and worthwhile in what we have inherited from our culture. It helps us to accept respect the attitude and behavior of those who differ from us. Value education does not mean value imposition or indoctrination (Venkataiah, 2007).

'Knowledge without values is not only useless but is dangerous too for the society'

Students, the future saviours of our society, are getting increasingly inclined towards violence, social evil and lack of respect towards world around them. Today, education has a very limited purpose for the students. Their only aim is to get good marks in the examinations and to use their marks sheets for getting good jobs. They get mere bookish knowledge required for passing the examination and do not develop any value for upliftment of the society. Inspite of high education, students today are losing morality. Their

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respect for teachers, parents, and society in general is vanishing. Vision of our students has become defective. They only look towards their right but have no regard for their duties. Unemployment and underemployment is leading to frustration and unrest in our youth. Most of the problems today in our country are created not by the uneducated but by the educated youth. Seeing the acts of violence committed by young people all around us, we wonder if the parents and teachers have forgotten their duties towards present youth. They are expected to teach the youngsters as to how to deal with various situations in life. But from the behavior of our youth, it can be inferred that they have not been properly taught the lessons on social living in their childhood. Otherwise, teenagers cannot become cold blooded murderers or the rapists or throw acid on another person's face. These crimes are increasing day by day by our present youth. This confirms that the parents and teachers to-day are neglecting the important duties of embedding social values in our teenagers.

VALUE EDUCATION IN INDIA

India is the motherland of many noble souls who had brought laurels to themselves and to their country all over the world. Unfortunately, we have forgotten the principles of spirituality and are taking to wrong paths. We see greed & violence everywhere. Everything is full of pollution these days. What to talk of polluted water and air, even the love in family is getting polluted. Values are those characteristics in human beings that provide them motivation and guidance throughout their lives. These values are not the property of any religion or any philosophy or any nation. These values are universal in nature and produce behavior which is beneficial both to the individual and to the society. These are the essence of healthy relationships and are essential for growth in any country. These values influence our thoughts and actions and motivate us to progress on a right path. These values contribute towards all round development of society and the country. The prosperity of any country depends on its men of enlightenment and character. Such Values like morality, righteous conduct, ethics, honesty, Prem, Ahimsa, brotherhood etc can be engraved in young minds through teaching of some specially crafted and socially important supplementary subjects like:

- Spiritual Education
- Environment protection Education
- Primary health Education
- Indian Culture & Spirituality
- Life stories of enlightened soul in Indian History

DEGRADATION OF VALUE EDUCATION

Value education has become a matter of top priority not only at national level but also at the global level. It was expected that with metaphysical richness the human life will become more peaceful than ever before. Without value education one's vision remains restricted to oneself only. It is the value education which develops the competence of recognizing the

universality of human aims and aspirations. Value education gives directions for the efforts to build a universal culture of humanity (Mundase, 2014).

The question arises as to why our youth is lacking 'values' today. The answer is simple and loud. Our present Education system, our family system and our present society, they all have misguided priorities. They all are, inadvertently, neglecting spiritual values. Today we have hundreds of recognized universities and thousands of colleges in India which are producing lakhs of graduates every year. The Government pats its back by opening more and more of schools/colleges. It is not giving due attention to quality of education being imparted (Debey,2007). Today students are taught that 'All is well that ends well' As such our youth today care only about the end results and give no importance to means. They are taught that everything is fair in love and war. As a result we find that our youth is not bothering much about laws of society. Today, students acquire some high degrees and become egoistic in the society. The success of education is measured today with wealth and power acquired through education. None seems to be concerned about value creation through education. Our children are getting deprived of value education in their early life also when their hearts are pure and brains are fully receptive. That is the time when the imparted education leaves permanent mark in the life of persons. Through value education is important at any stage of life, still its efficacy is much more when given in the early stages of life. Practically all schools in India have no interest in subject on spiritual education. They seem to be concerned only in teaching few languages and subjects of History, Geography & Science. Schools today feel pride in adopting computer based education and to be branded as smart schools. None wants to be branded 'Gurukul type' by adopting teaching in spiritual values. Second blame goes to parents. Carried away by their blind love for their children, they blindly accept whatever their children do without bothering to correct them. Parents are, inadvertently, neglecting their responsibility of developing right attitudes and behaviour in their children. In the past, family was the first institution where children learnt about the culture and traditions of their nation through stories about great sages, saints and heroes of the past. Today, the only worry of the parents is to prepare their children for entry into some reputed school in their area. Thirdly, our society is also equally responsible in spoiling its youth. Society respects only those persons who display their wealth and power. Persons with social values are being totally ignored. Our media and the cinema are always presenting us the stories which show that men with values are suffering in life. No one is caring to teach the excellence of Indian Culture and spirituality. Our representatives in municipal Corporations, State Assemblies and Parliament are supposed to put up a model role. But what they project is a clear picture of our degraded social values.

Value is a relative term. It has different meaning for different people at different time and place. But there are some values for ever; they do not change (Kumar, 2013). Value education has never been out of style. It is very relevant in almost all the fields concerning human activity. We have outstanding doctors who are in to organ robbery, brilliant engineers whose bridges collapses soon after their bills are passed, accountants who rob government treasury by manipulation, civil servants who rule as emperors, politicians with

fake promises. All of them are the best educated and trained but their intellectual dishonesty is horrifying (Aneja, 2014). Hence, the need of development of moral values is very significant. Some important needs have been mentioned below:

1. Preparing Our Children for Future Roles in Society: Knowledge gained in school is only one goal of education. The primary goals of education should be enabling students to gain knowledge and moral values. Our kids will need both in preparing themselves to be good parents and citizens in society.

2. Many Parents aren't Teaching Moral Values: If all parents were teaching their children moral values in the home, it would not be necessary for the schools to do this work. The sad fact is that a lot of kids are not learning from their parents the difference between right and wrong. This is because most mothers and fathers in their busy work days spend only a few hours with their children. In many families there is only one parent and no other role models for kids to follow:

3. There is Too Much Violence and Dishonesty in Society: Every day students are exposed to violence, dishonesty, and other social problems in the media and the real world. How many times have we heard about school shootings? What about other times when students are caught cheating on exams? Then, too, we read about bullying in school and fights between gangs. If moral values were taught in schools, we would have fewer of these problems.

4. To Counter Bad Influences in Society: Unfortunately, many of the role models of young people are setting bad examples. These bad examples range from sexual promiscuity, degrading of women, advocacy of violence, and the condoning of dishonesty in order to succeed.

5. Moral Values Will Stick with You for Life: The significant of moral values in our life is very important. Moral values teach us what is right or wrong. Thus, we can conduct our life in a right direction. We can understand what is good or evil. This type of learning helps us to conduct our life morally in this world.

ROLE OF VALUE EDUCATION

Value education helps oneself and one's relation with society. Value education makes one peaceful and by his personality, he adds peace to society. Individual and society supplement each other (Geetha, 2007). Value Education provides motivation and guidance to our youngsters. It builds character which is beneficial for growth of both the individual and the society in general. It influences our decision-making in life and helps us to build healthy relationships in society. The prosperity of a country depends on its men of enlightenment and character. At present, education is merely job oriented. It may secure you a job but it cannot guide you to lead your life (Debey,2007). Education must teach a person what life is and what its goal is. It must purify the heart and clarify the vision. It must promote virtues to raise the moral, spiritual and social standards of the educated. The problem and failure of managements is all because of prejudices, biases, subjectivity- all this is taken care by being appreciative of the prepositions of spirituality as taught by our great philosophers. There is need to stress on culture and spirituality in our management

courses. In uncertain situations where one does not know where the economy is headed, whether one would have a job or not tomorrow, one needs internal cohesion, external resilience and ability to operate beyond personal interests. All these can be derived from lessons in spirituality. When there is uncertainty and a lot of negativity around, then value education channelizes energy into positive direction. It gives individuals a great sense of purpose and inculcates a sense of discipline. People who become great statesmen, sports-person or successful business entrepreneurs have certain things in common. They all have firm faith in their culture and are all vigilant about their surroundings. They all know how best to use their energies. They all believe in hard-work and in doing things which are good for the society. Creation of such 'values' in our youth is the end product of value education. Just before the start of 21st century, several important changes had occurred in the human life all over the world which redefined human ways of life and brought corresponding changes in social values (Sridhar, 2001). Exponential developments in tele-communication and information technology has reduced the world into a global village and has thus highlighted wide disparities among people in different areas. This phenomenon of globalization has given rise to issues of justice, equality, freedom and human rights etc. In last about half a century, the people have become highly materialistic. Every individual today is concerned about collecting lots of money and materialistic comforts. The world today is over-exploiting all natural resources without bothering about the own future generations. Deforestation, water and air pollution, excessive use of natural fuels and other resources is result of this human greed. This has given rise to another social responsibility of 'environment protection', thus scope of value education today has widened to cover both the spiritual and the social values. These values are not cosmetic requirements of present human race. These are essential for peaceful living and sustainable growth in the world.

CONCLUSION

Today the education system, not only in India but in all countries, has taken the wrong turn. No single person is responsible for this situation. Parents have failed to bring up their children properly. The nation's leaders do not set them a good example. Even teachers have failed in their responsibilities. The student of today is concerned with acquiring wealth, strength and position, but not good qualities. Education is meant to enable one to acquire what are good qualities. Education is not intended merely to stuff the brain with information. It has to transform the heart and make it pure. This sacred truth has been forgotten. When we have exemplary parents, exemplary leaders and ideal teachers, students will be ideal students, who are selfless, pure-hearted and innocent by nature, are being dragged into politics, their minds are getting fill with bitterness and hatred and their hearts are getting polluted (Hossain, 2015). Things are on the move now and we must join this movement as responsible parents, teachers, students, social workers and Government planners in our own interest. It is not sufficient to introduce' Value Education' as a subject. We must also create a true value based environment in the schools/colleges and the society. Our co-ordinated efforts are bound to give us fruit during our own life span-fruit of shining world. Thus, the value based education is the need of the hour to inculcate

the values among students.

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POVERTY AND MUSLIMS OF INDIA WITH SPECIAL REFERENCE TO MILLENNIUM DEVELOPMENT GOALS

LAKSHMI DEVI*

ABSTRACT

The United Nations Millennium Development Goals (MDGs) are eight goals that UN Member States had agreed to achieve by 2015. The United Nations Millennium Declaration, signed in September 2000, committed world leaders to combat poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women. The MDGs are derived from this Declaration. Each MDG has indicators to monitor its progress from 1990 levels. The MDGs sought to ensure a time-bound accelerated pace of development in areas identified for immediate attention. India is home to vast diversities of castes, tribes, communities, religions, languages, customs and living styles. Several of these traits form heterogeneous societies and it is important to evaluate group-specific performances in assessing the achievements. This paper looks at the performance of India's Muslim population and assesses the plausibility of meeting these MDGs by the target year.

Keywords: MDGs, NISSO, PHCR, NFHS-2, poverty, Development, Muslims.

Introduction

The United Nations Millennium Development Goals (MDGs) were stipulated as eight goals that the Member States had agreed to achieve by the year 2015. The United Nations Millennium Declaration, signed in September 2000, committed world leaders to decrease poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women. The MDGs derived from this Declaration set targets for 2015 and delineated certain specific, measurable indicators to monitor progress from the status of the 1990 levels. The MDGs helped focus on critical development issues, which in turn led the governments at national and state levels to plan better and implement more intensive policies and programmes (Thorat and Gupta, 2009). With the deadline set at 2015, the MDGs seek to ensure a time-bound accelerated pace of development in areas identified for immediate attention. In India, it is necessary to assess the progress in meeting the stated objectives and targets (Fazal, 2013). India has diversities of castes, tribes, communities, religions, languages, customs and living styles. Most of these traits are present in most Indian communities making them heterogeneous societies having several differences which should be borne in mind. The MDGs have, however, been criticized for ignoring specific vulnerabilities being faced by minorities in the form of collective deprivation, which impacts upon their life through access to welfare schemes, modern education, employment opportunities and political offices. Similarly, prevailing conditions of injustice, insecurity and social exclusion against religious minorities like the Muslims

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might adversely affect the nation's capability to meet MDG goals. Muslims have not been considered to be active participants nor generators of economic growth (Lennox, 2010; Fazal, 2013).

The MDGs eight goals are mutually inter-dependent. Therefore, the attainment of one goal leads consequently to the success of other goals and vice versa. For example poverty impacts upon a nutritious diet and consequent results in poor health. Further they are also not in a position to seek appropriate health care facilities. As a result, this affects their work output and financial well-being. Further, they cannot get the required education which is an essential factor of development. Thus, overall the vicious cycle of poverty has them in a tenacious grip.

Status of poverty in India

The first set of MDGs aimed at reducing extreme poverty by half between the period 1990 to 2015. The aim was to also bring down by 50 per cent the population suffering from national hunger in the same period. Extreme poverty was recognized as the proportion of population living below the point of earning a dollar a day. The indicators for measuring success were determined as: the percentage of population earning below USD 1 $ a day (later increased to USD 1.25 $ a day); the poverty gap ratio (i.e. the difference between the poverty line and the actual income or consumption of the poor); and the share of the poorest quintile in national consumption.

In India, however, the standards for measuring poverty were debatable on the fixing of the percentage of population living below the official poverty line (Mari Bhat and Zaviera, 2005; Fazal, 2013). The official poverty estimates released by the Planning Commission (Tendulkar methodology) based on the NSSO Survey on Household Consumer Expenditure 2011-12 reveals that, the all-India Poverty Head Count Ratio (PHCR) declined by 15 per centage points from 37.2% in 2004-05 to 21.9% in 2011-12. A significant decline in poverty ratio was observed in both rural and urban areas during this period because the rural poverty head count ratio declined by 16 percentage points from 41.8% to 25.7% and urban poverty declined by 12 per cent age points from 25.7% to 13.7%. Although, the nation has shown considerable improvement in poverty reduction, alarmingly still, 1 in every 5 persons in India is below the national poverty line. While considering the progress towards MDG target 1, the estimate of PHCR at the national level was at 47.8% for 1990 whereas the country is required to achieve a PHCR level of 23.9% by 2015 in order to meet the MDG target. Commendably with a faster decline in PHCR i.e. annual decline of 1.9 percentage points during 2004-12, compared to 0.7 percentage points during 1993-2004, the country has already achieved the MDG target, which is a notable achievement. As per the 2011 Census, in India, 69% of its population lives in rural areas. The Census 2011 population results and the latest poverty head count ratio (2011-12) shows that, out of the 270 million poor people of India, 81% (217 millions) are rural (MDG India country Report, 2014).

Status of Poverty among Muslims of India

India has the second largest Muslim population in the world after Indonesia. According to

the Census of India, 2001, out of the total population of India of about 1029 million, 138 million (14%) were Muslims. Geographically scattered all over India, it is not only in Jammu & Kashmir and in Lakshadweep that they constitute a majority but they are highly noticeable along the entire length and breadth of the country. The majority of Indian Muslims are ethnically Indian since they are the descendants of Indians who had converted to Islam centuries ago (Siddiqui, Hussain and Hannan, 2011).

Muslim society in India is particularly divided into two sections - the Ashrafs and the non-Ashrafs. The Ashrafs represent the upper social strata and comprise a hierarchy of the four castes: the Sayyads, the Sheikhs, the Mughals and the Pathans, in that order. The Ashrafs are the upper caste Muslims who claim foreign descent and thereby consider themselves superior, while the non-Asrafs are mostly lower caste converts and therefore inferior. The non-Asrafs are either artisans or belong to occupational castes and have not changed their original customs to any marked degree (Bhatty, 1975, 1976).

Matter for The Government of India constituted the Sachar Committee, in 2005, for preparing a Report on the social, economic and educational status of the Muslims in India. The Committee report presented in November 2006 virtually propelled the entire Muslim community to the centre of the development debate. The Sachar Committee Report (SCR) outlined the status of Muslims across most parts of India, reporting that as a community they were highly impoverished and suffered from debilitating illiteracy, astronomical drop-out rates, depleting asset base, below average work participation and lack of stable and secure employment. Their situation is further compounded by limited access to government schemes and programmes, poor access to credit flow from public banks and other financial institutions and a meagre share in public employment. Regional variations notwithstanding, Muslims, have performed a shade better than the Scheduled Castes and Tribes (SCs/STs) on most indices of development, while they lag behind the Other Backward Classes (OBCs).

Education and the Persistence of Poverty among Muslims

According to Hassan [2014] poverty and education have a well-established correlation. The literacy rate according to Census 2001, among Muslims was 59.1% and was below the National average of 65.1% while other SRCs were at 70.8%. According to the Sachar report one in almost every three Muslim-dominated villages, does not have a school. However, there is a strong desire for education among Muslim women and girls to educate themselves. Current research indicates that poverty and financial constraints prevent Muslim girls from accessing modern secular education. A sizeable section among the Muslims is Urdu-speaking, but the infrastructure to teach Urdu is very dismal. The madrasas and traditional institutions for imparting religious instructions to women and children are also inadequate in giving the requisite information and education required to this particular segment of this singularly marginalized community. Even after recommendations by various committees, no considerable action has been taken by successive governments to improve the situation vis-à-vis teaching in Urdu medium. The situation of primary level teaching in the Urdu in states like UP, Jharkhand, Andhra Pradesh and Bihar is pathetic. Although in comparison, states like Karnataka and

Maharashtra had done better (Sachar Report, 2006).

Employment and Poverty Equation

Muslims show a relatively high share of workers engaged in self-employment activities. This is particularly true for urban areas and especially for women workers. Almost sixty per cent of the women are self employed with very few in the formal sector. Among employed women, the largest proportion worked as wage workers. Also the conditions of work were more precarious for Muslims in the informal sector and they had no job security while other people also suffer several problems in the informal sector but the situation of Muslims comparatively was the worst. Muslims were mainly landless even in rural areas. The participation of Muslim workers in salaried jobs, both in the public and private sectors, was quite low. The presence of Muslims was found to be 3% in the IAS, 1.8% in the IFS and 4% in the IPS. The share of Muslims participation in security agencies was around 4% making these figures highlight the under-representation and systemic exclusion of Muslims (Sachar Report, 2006).

Health and Poverty

Health and poverty being directly proportional to each other, about 40 per cent of the Muslim-dominated villages do not have adequate health facilities. The maternal mortality rate, incidence of underweight children and anaemic mothers were comparatively higher among Muslims. Their nutritional status in terms of per capita calorie intake was also recorded as lower than the rest of the population. Health of Muslim women being directly linked to poverty is also dependant on the onset of a basic service like clean drinking water, sanitation, fighting malnutrition, anemia and a variety of diseases as also poor life expectancy. Health services among women living in Muslim localities are worse than those for women from other religious communities. The hesitation of most Muslim women to access public health facilities leads to their exploitation by private doctors. NFHS-2 data indicates that Muslims have the highest Child Sex Ratio (CSR) in comparison to any social group in India. Evidence shows that Muslim children are at slightly higher risk of malnutrition than other children. However, they are less likely to be underweight or stunted than SC/ST children. In North and East India, the rate of low birth weight babies among Muslims increased sharply between 1992–93 and 1998–99 with Muslims performing worse than the all group averages (Sachar Report, 2006; Tehreek-E-Pasmanda Muslim Samaj (TPMS), 2008).

Comparative Persistence of Poverty among Muslims in comparison to other groups

According to the Sachar Committee report poverty among Muslims in 2004-05 stood at 31 per cent, just under that for SCs/STs (i.e. 35 per cent). This was more pronounced in urban areas, where nearly half of all Muslims (44 per cent) were counted amongst the poorest, compared to the national average of 29 per cent. The Sachar report found Muslims in Uttar Pradesh, Bihar, Assam and West Bengal, to be constituting the poorest sections of the population, along with SCs and STs. These are also Muslim intensive states. In rural areas too, Muslims lag behind the national average poverty ratio of 33 per cent, against 28 per

cent overall. Similar trends have been shown in the India-Human Development Report 2011. According to the report, urban poverty is highest amongst Muslims, while rural poverty was higher than among other religious groups and, Other Backward Classes (OBCs). The rate of decline in poverty was also recorded as slowest among Muslims according to the NSSO 2007-08 data, at 23 per cent, compared to 13 per cent for Hindus as a whole.

While incidence of poverty among Muslims was marginally better than Hindus, in rural areas, at 13.3 per cent (Hindu: 14.3 per cent). Other indicators also showed similar trends with the relative deprivation of Muslims, along with SCs, STs was evident in their ownership of assets as well as seen in the Access Index of Asset Ownership across social groups was the lowest for SCs, while across religious communities it was the lowest among Muslims (in 2002–03). The monthly per capita expenditure (MPCE), based on National Sample Survey 2009-10 returns Muslims and SCs/STs among the poorest (Fazal, 2013; Hassan, 2014).

Malnutrition and Muslims

Malnutrition is an indicator of chronic hunger, associated with the health status of a people. According to the International Food Policy Research Institute report, 12 of 17 major states of India figure in the 'alarming' category of status of hunger and malnutrition (Menon et al, 2009; Hassan, 2014). It is not surprising that a third of India's adult population has a Body Mass Index (BMI) of less than 18.5 - the index number below which lies malnourishment. This condition is of critical interest especially among children and women. India has the largest number of malnourished children in the world – in fact nearly half of all children under three years of age are malnourished, the severity of such cases is twice as much as that for sub-Saharan Africa (NFHS 3; India Human Development Report, 2011). Here too Muslims suffer badly. The incidence of female malnutrition and children suffering from anaemia and stunting was above the national average among Muslims, particularly in UP, Bihar and other states having a high concentration of Muslims registered a higher incidence of anemia among Muslim children as compared to others. Also while female malnutrition has been reducing over time, it has been increasing for Muslims (Hassan, 2014).

Government Efforts for Alleviating Hunger and Poverty

Institutions addressing the issues of the poor must necessarily engage in many sectors and with several service providers. The Government of India has taken a number of initiatives towards eradicating poverty and hunger although poverty remains a major hurdle towards sustainable development in the country. The first goal of the MDG has been particularly embodied in the 10th Plan and then again in the 11th Plan that went a step further in adopting "inclusive growth" as the mantra of planned economic development in India. The 12th Plan (2012-2017) goal is to achieve "Faster, More Inclusive and Sustainable Growth" which is in conformity with the MDGs. The 12th Plan aims to reduce the Poverty Head Count Ratio (PHCR) by 10 per centage points over the preceding estimates by the end of 12th Plan that is PHCR to be reduced to 11.9% by 2017; the corresponding MDG indicator is to reduce PHCR to 20.74% by 2015.

 A number of programmes have been implemented by the Central as well as the State Governments to tackle the burden of poverty and hunger in the country like the Food Security Bill, Rashtriya Krishi Vikas Yojana (RKVY), Mahatma Gandhi National Rural Employment Scheme (MGNREGA), Indira Awas Yojana (IAY), National Rural Livelihood Mission (NRLM), National Urban livelihood Mission (NULM), Rajiv Awas Yojana (RAY), Integrated Child Development Services (ICDS) Scheme, National Rural Health Mission (NRHM), Mid- Day Meal Scheme, Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG) namely SABLA, Indira Gandhi Matritva SahyogYojna (IGMSY), Targeted Public Distribution System (TPDS), National Horticulture Mission, National Food Security Mission, Nirmal Bharat Abhiyan, National Rural Drinking Water Programme and some policies and programmes which were specifically implemented for minorities like the Prime Minister's 15-Point Derective on welfare of minorities, Maulana Azad National Fellowship for Minority Students, Modernization of Madarsa programme, etc.

Lack of Access to Government Schemes by Muslims

According to the Sachar Report [2006] it was found that Muslims are less likely to use the public distribution system for food (22%). Almost 94.9 per cent Muslims in rural areas do not receive free food grains. Only 3.2 per cent of the Muslims get subsidized loans and 1.9 per cent of the community benefits from the Antodaya Anna Yojana Scheme. Given higher participation in self-employment, availability of credit most probably is more critical but for illiterate and poverty riddled Muslims the lack of awareness and access to Government schemes is critical. They face discrimination in obtaining loans from the Jawahar Rozgar Yojana for BPL beneficiaries, loans for housing and in procuring widow pensions. They are not able to avail of reservation benefits available among OBCs as many eligible Muslim OBCs were not included in the official list, which resulted in the denial of several benefits to the community. Further, they are unable to avail their children of the benefits free uniforms at schools and college level or even the scholarships for want of appropriate caste (Sachar report, 2006). Increasing ghettoization has resulted in the absence of social services which impact upon women the most as they are hesitant to venture beyond the confines of 'safe neighborhoods' to access these facilities elsewhere. Muslim women have almost no presence in decision-making positions virtually from the Gram Panchayat to the Parliament. They also fail to find a place in the minority welfare institutions (Sachar report, 2006; TPMS, 2008).

The Sachar Committee observed that the Muslims were not only victims of poverty, but also had come to accept inequality and discrimination as their inevitable fate. A year later, the report of the Commission on Linguistic and Religious Minorities (Ranganath Misra Commission, 2007) had also reached a similar conclusion regarding the status of Muslims.

Suggestions for a Post 2015 MDG Agenda

The MDGs are a global construct that set uniform targets for countries while remaining immune to the structural make-up of such societies. The monitorable targets that were identified to be looked at aggregate populations while ignoring overall the differentials of religion, region, gender, tribe, socio-cultural or caste considerations. Thus, a country's

overall progress on certain MDGs does not necessarily indicate its distribution across its various socially excluded groups. For instance, India may seem to have made significant advances in poverty alleviation, however, its benefits have not reached the desirable levels among SCs, STs or religious minorities especially Muslims who continue to count themselves amongst the poorest. The post-MDG framework must note this limitation in the MDG scheme and make suitable amendments to ensure that the fruits of development reach the most deprived and marginalized sections of the society. One of the effective measures could be to focus on the most excluded groups within signatory countries and set monitorable targets to diminish their collective plight gradually and in a phased manner.

It is also necessary to revise the Poverty Line Index on compatability basis with the current inflation. Additionally, the high cost paid by the family for health and education, home repair and other basic amenities of water and electricity should also be featured in into the calculations.

The adoption of group-specific targets and differentiated goals necessitates the generation and maintenance of group-disaggregated development data to ensure justified monitoring of the progress. The dearth of such data is one of the major impediments in scrutinizing inequities in the distribution of power and resources across communities. To address the data deficit, the Sachar Committee, for instance, recommended the institution of the National Data Bank as an independent authority with adequate powers to access data from concerned ministries, departments and implementing agencies.

As poverty is considered the root cause of all forms of human deprivation and all other MDGs do not have such an impact, they are required to be given immediate attention all the same. It is evident that the poor MDGs status attained is indicative of the fact that it is quite impossible to achieve all the MDGs by the end of the expected time duration i.e. 2015 unless there is a strong commitment processed from not only the national governments but also from all other civil society organizations.

CONCLUSION

Poverty is not merely a function of income but is also reflective of the failure to achieve basic capabilities and forms of social inclusion, along with other social, economic, cultural, and political and security problems. If people are poor, they are unable to benefit from nutritious food and medical assistance for health related problems. Poverty also impacts upon their work performance and productivity and their educational levels will also be comparatively lower. The first MDG of poverty alleviation and eradication of hunger also plays a major role in achieving other goals. Thus, once a state fails to achieve the first goal, it will become difficult to achieve other goals. While there is general progress in India in terms of poverty reduction from the perspective of India's socially excluded communities, particularly Muslims, meeting the MDG goal- number one of poverty alleviation and hunger eradication remains a distant dream. An examination of the performance of the Indian Muslim community on the two parameters of poverty and hunger does not present a promising picture.

Lack of a group specific approach, could be the probable reason for the miserable performance of the excluded groups. Muslims being about fifteen per cent of India's population form a major component of the country's poor. Their situation is a reminder of the fact that a mere framework has little relevance if it leaves out social exclusion. India's example draws attention to the fine balance between addressing group-specific vulnerabilities and challenging common drivers of exclusion. Hence, highlighting the need for specific policy and programme interventions that target the Muslim community for accelerating their progress towards eradication of poverty and facilitating the achievement of the MDGs.

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EDUCATIONAL PHILOSOPHY OF BHIMRAO AMBEDKAR WITH REFERENCE TO HIS PERSPECTIVE OF DEVELOPMENT FOR UNDER-PRIVILEGED.

Ms. NEHA SABHARWAL*
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INTRODUCTION

God created this world and in this world there are many things like vegetables, animals, celestial bodies, plants and human beings. Everything has its own existence but the most precious and important creation is human being. Human being has skills, creativity, thinking power, reasoning power that's why it's the best creation of God. Human being has to take many decisions in life but sometimes he does not know what is wrong or right and the ability to distinguish between right or wrong. By education he can choose the right things and can take right decisions.

The word 'Philosophy- is derived from the two Greek words 'Philos' - love and 'Sophia' - wisdom, meaning thereby 'love of wisdom'. Philosophy is the most original, intellectual discipline. All arts and sciences look to philosophy for the solution of their problems 'being a mother of discipline'.

Dr Bhimrao Ambedkar was a multifaceted personality, an intellectual revolutionary, genius, great educationist and statesman of the 20th Century. He was the beacon of light, for the millions of depressed, oppressed and exploited people of India. His legacy to knowledge makes him, a socialist, historian, economist, political thinker and strategist and his educational thought would certainly help in raising the standard of education system in India.

Bhimrao was born on 14th April, 1891 in a lower caste called 'Mahar' in Maho of Maharashtra state. His father's name was Ramji Sankpal and his mother was Bhima Bai. He was an army man in British Indian Army. He was the fourteenth child of his parents. His parental village was Ambawady in the Ratna Giri district of Maharashtra.

SOCIAL REFORMER AND POLITICAL LIFE

During the First World War the movements of social reforms started. Ambedkar worked a lot for the upliftment of the weaker-section. On March 9, 1924 he convened a meeting at the Damodar Hall, Bombay for the establishment of an organization for the removal of difficulties of weaker section. Ambedkar wanted to release depressed classes from slavery. His aim was to establish a foundation of oneness and unity. He said, "Hindu society should be reorganized on two main principles - equality and absence of casteism. He proceeded "my heart leaps with joy to see that you are prepared for bunching this attach in *vinaicrftion* of your rights and honour. I have no doubt about it, but all the same, it would be proper on your part to record approval to this proposal fight after giving a deep thought to the traits and tribulations. Remember that nothing valuable in this world is achieved except by great efforts."

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CONCEPT OF EQUALITY AND AMBEDKAR AS LABOUR LEADER

Bhimrao Ambedkar struggle throughout his life against social discrimination, *longaniation* of the Dalits from the stigma of caste and untouchability. He was directly against the oppression and exploitation of women by man. His view on equality are as follows:

A man's power depends upon:

(a)   Physical heredity;

(b)   On his own efforts;

(c)   Social inheritance for endowment

Ambedkar represent the Dalits or weaker section of the society for the welfare of them he had established the Independent Labour Party. He had a great concern for labour welfare. He strongly believed that proteletariats and capitalists were the two important enemies of the working class in India. He demanded that the wages of labourers should be in the first claim of any enterprise.

ECONOMIC THOUGHTS AND IDEAS

Ambedkar regarded the basic needs of every citizen as per fundamental of any democracy. He was openly against imperialism and capitalism. His thinking was a blend of Karlmarx and Budha. He was an idealist. He perceived a progressive and rational mitigation of esteems of wealth and daring in equalities. He wanted abolition of privy purses and nationalization of banks. He was wholly in favour of socialism. He said that the protection of life and liberty by the laws and even economic liberation is utmost as compared to political and social freedom.

Dr. Ambedkar put his views before the labour commissioners of the Bombay Secretariat. His firm faith was that industrial peace is not possible by power, or free always the attitude of the owner is capitalistic and attitude of the workers is socialistic. When these press each other, the owner and the labour come opposite to each other.   If the industrialist/owner pays sufficient and reasonable wages to the workers, and provides sound and healthy work atmosphere, then two and two will not make four, they will make twenty two.

Ambedkar's concepts of State Socialism is based on two basic points.

1.   Maintenance of productive resources by the State and a just distribution of the common produce among the different people without any distinction of caste or creed.

2.   State ownership of agricultural land and key industries to meet the demands of proper state of society.

JUSTIFICATION OF THE PROBLEM

Educational philosophies of all the various thinkers of the world have attracted the attention of the researchers. Ambedkar was an unchallenged politician, unparalleled social worker and reformer versatile genius, a champion of Dalits, fearless-reporter, great

educational and an architect of Indian constitution in true sense of the term.

It is essential to know the practical utilities of education though of Ambedkar. His educational thoughts has great valuable ideas which have the relevance to the modern society. With his ideas an educational system have been incorporated directly or indirectly into the educational system of modern India.

In the constitution he induced that the education is the birth right of all. He stressed upon the technical education. Indian Govt. framed different policies and open new technical universities and colleges throughout India to provide technical education to all along with general education.

Ambedkar was well trained as social scientist and became a philosopher and a statesman by practice and vocation. Investigator has made sincere effort to study the educational contribution of Bhimrao Ambedkar and also study about his perspective of development for under-privileged, because he had worked tirelessly for uplifting, protecting, propagating the interest of the under-privileged sections of society at large.

STATEMENT OF THE PROBLEM

"EDUCATIONAL PHILOSOPHY OF BHIMRAO AMBEDKAR WITH REFERENCE TO HIS PERSPECTIVE OF DEVELOPMENT FOR UNDER-PRIVILEGED".

OBJECTIVES OF THE STUDY

1.   To study the general philosophy of Bhimrao Ambedkar.

2.   To study the educational ideas of Ambedkar.

3.   To study the prospective of development propounded by Ambedkar towards the under privileged sections of society.

4.   To study the Ambedkar's contribution to uplift the weaker section of society.

DELIMITATION OF THE STUDY

The present study is delimited to the life, general philosophy and educational thought of Ambedkar. The epicenter of the study is the educational contribution of Ambedkar and the manner in which it has influenced the lives of the under-privileged accompanied by the deep impact it has left on the development of the under-privileged.

REVIEW OF RELATED LITERATURE

Kumar (2013) explored and unprecedented work on the subject and the concept of social justice which is familiar to most Indians but one whose meaning is not always understood as it signifies a variety of government strategies designated to enhance opportunities in employment, education and political representation for under-privileged.

Zelliot (2013) has studied the thought provoking and readable work by one of the foremost scholars in dalit studies. The light is throws on the almost mythical figure of Dr. Ambedkar helps us to see where he come from and what he dreamed of. It offers a detail account of the rise of the dalit movements in Maharashtra, tracing the social context of most depressed castes in Maharashtra, the work of earlier reformers like Mahatma Gandhi, Phule and Ambedkar's own meteoric rise.

Ambedkar (2014) explored an undelivered speech written in 1936 by B.R. Ambedkar, an Indian Writer, activist, WBR Politician who fought against the country's concept of untouhability. WBR after his invitation to speak all the conference was withdrawn due to the address's unbearable "context, Ambedkar self-published 1500 copies of the speech in May, 1936.

Kapadia (2014) explored the story of the father of the Indian Constitution Dr. B.R. Ambedkar's struggle against the oppression of the Indian Caste System, the social discrimination against Dalits in India. He struggled for underprivileged sections of the Indian society and their political rights.

METHOD AND PROCEDURE

In this study philosophical method has been largely adopted because it is a theoretical research in which the educational philosophy of Bhimrao Ambedkar has been taken. The philosophical method lays stress on

1.   The logical analysis of educational concepts

2.   Adequacy of the methodology of educational research

3.   Integration of concept into a system

It also studies the application of an educational theory to educational practice.

Historical Method

This study is historical in the sense that the educational philosophy of Bhimrao Ambedkar has traced from various primary and secondary sources.

SOURCES OF RESEARCH

The investigator has collected the data and analysed the data collected and then presented the facts. The investigator consulted the two types of resources;

1.   Primary Source

2.   Secondary Source

1.   **Primary Sources**: Primary resources are fundamental to the philosophical research. It is based upon the oral and written testimony or records kept and written by actual witness of the same. Documents classified as primary-resources are constitutions, laws, letters, pictures etc.

2.   **Secondary Sources**: The investigator has consulted different works of Ambedkar which are his books, journals, bibliographies, philosophical reviews, research journals, indexes etc. A brief description of all the above different sources are enlisted at the end in the Bibliography. In the philosophical method, the investigator can't always collect data from his own observation, he gets the data from people who really witnessed or participated in the events. This data must be carefully analysed. The investigator is aware of the short comings of data which they have to deal with. It involves the dual process of establishing the validity of its contents.

The investigator collected the data from different primary and secondary source and analysed the collected data. It was selected for further discussion in research report when

the authenticity and validity of facts is once established, the investigator must indulge to the new task of interpreting these facts in the light of the problem. Investigator should interpret the data according the one's own personal innovations and norms.

EDUCATIONAL IDEAS OF BHIMRAO

Ambedkar was so fond of education that he resolved to engage in his studies with great diligence and toughness. He fought for the upliftment of the under-privileged throughout his whole life. According to Ambedkar, personality development is necessary for the good and healthy environment. In educational thoughts and philosophy of Ambedkar, a current of deep humanism is flowing which is obvious from his writings and books. He wanted that each individual should be accorded with full opportunities to attain maximum development in life.

EDUCATIONAL PROVISIONS

Ambedkar was the architect of the Indian constitution. He gave the following educational provisions:

Article 15: Prohibits the state from discrimination against any citizen on grounds of religion, race, sex, place of birth or any of them.

Article 16: There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state.

Article 21A: The state shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the state may, by law, determine.

Article 29: Envisages equal educational rights it prohibits every educational institutions run or aided by a state government to discriminate on the basis of caste, colour, language or religion.

Article 30: Provides a provision for opening of schools and their administration by minority community.

Article 45: The state shall endeavour to provide early childhood care and education for all children until they complete the age of six years.

Article 46: Promotion of educational and economic interests of scheduled castes, scheduled tribes and other weaker sections.

Article 250: Provides a provision for imparting education in the mother tongue.

BHIMRAO AND THE MEANING OF EDUCATION:

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

According to Ambedkar education should be given to every individual for national integration and world citizenship. Every individual must be linked with the national outlook among individuals and lead towards a harmonious and progressive society. He wanted to impart such kind of knowledge which could develop international outlook of the citizens. He viewed that every citizen should have knowledge of international issues. This could

only be possible through the wide structure of education.

THE AIMS OF EDUCATION

Education brings stability in the society. Through education Bhimrao Ambedkar wanted to develop the qualities of equality, brotherhood, fearlessness, freedom and justice. In his philosophy self-respect was the greatest. Good character depends upon experience and education.

According to Bhimrao, the aims of education are as follows:

➢ Education for social justice, intellectual, social and moral democracy.

➢ Freedom from oppression of caste patriarchy and its ideology.

➢ Construction of a socially just, democratic social and culture.

➢ Education as 'Sanskar' noble sensibility and critical thinking, rational dialogue.

➢ As a means to self respect

➢ Economic self reliance and self realization.

THE TEACHER TAUGHT RELATIONSHIP

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.

ROLE OF TEACHER

The teacher must be co-operative in the school as well as society. According to Bhimrao, a teacher should be a good learner and constantly speaker of knowledge by obeying truth. The teacher must have good and equal salaries. His work must be based on research and teaching.

THE METHOD OF TEACHING

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.

EDUCATIONAL CURRICULUM

The curriculum should be prepared in such a way which creates a feeling of self-dependence in students. Bhimrao wanted that the curriculum should also give the education of behaviour, experience, self expression, character as well as teaching and learning facilities. He was in the favour of vocational education to literature and progressive scientific methods. He wanted to teach the illiterates through pictures. He was in the favour of national language which establishes levity and equality of society.

VIEWS ON WOMEN'S EDUCATION

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.

VIEWS ON PRIMARY EDUCATION

Ambedkar provided free and compulsory education to the children up to the age of fourteen years. He had always given stress on primary education because he knew that primary education is the master key of higher education.

Compulsory education creates favourable effects upon the under-privileged. Due to compulsory education they will be able to get services and thus their economic standard will rise. Then the differences and untouchability will end automatically.

Ambedkar's opinion was that, everybody has got the right to receive education. The disparities in the society among different classes and man are due to lack of education to the one class and provision of belts education to the other class.

VIEWS ON ADULT EDUCATION

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.

DEMOCRACY AND EDUCATION

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

PERSPECTIVE OF DEVELOPMENT FOR THE UNDER-PRIVILEGED

Ambedkar is the Chief Architect of the Indian Constitution. He did a lot of struggle for the upliftment of under-privileged section of the society. In the preamble of the Indian Constitution, it is solemnly resolved to provide all its citizens-social, economic and political justice; Liberty of thought, expressions, belief, faith and worship; equality of opportunity and status; and Fraternity assuring of the dignity of the individual.

AMBEDKAR AND UNDER-PRIVILEGED

Bhimrao himself belongs to an under-privileged or weaker section of the society. He knew 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. He gave a prophetic statement in the constituent assembly.

"On January 25, 1950 we are going to enter into a life of contradictions. In politics we will have equality and in social and economic life, we will have inequality. We must remove this contradiction at the earliest moment, or else those who suffer from inequality will blow up the structure of political democracy which this Assembly has so laboriously built up."

Ambedkar established a 'Bahiskrit Hitkarini Sabha' on 20th July 1924 in Bombay for the upliftment of the untouchables. Its work was limited to Bombay. Its aims were:

- To establish hostels for the spread of education for the down-trodden.

- To start reading and spiritual centres for their cultural development.

- To open Industrial and Agricultural schools for their economic development.

- To start ahead the movement for eradicating untouchability.

- To change the hearts of untouchables.

- To remove the bad traditions of higher classes.

He was in the favour of human religion and democracy. He was inspired by the movement of truth and justice. Ambedkar's slogans were, "Be Educated, Organized and Agitate." In 1920 he started weekly patrika named "MOOK NAIK". It had the views about the under-privileged section of the society.

AMBEDKAR'S STRATEGIES FOR THE DEVELOPMENT OF UNDER-PRIVILEGED

Ambedkar was the only Indian, who participated in the First Round Table Conference, in London to present the views of under-privileged section of the society. He demanded for the following rights for the weaker-section:

- Equal right.
- Safeguard against differential behaviour.
- Reservation in Government Services.
- Reservation even in Assembly seats.
- A separate department of their development.
- Arrangement for fine for social boycott.
- Attention to keep the society from exploitation. He opposed to class system by burning the Manusmriti and demanded for new code of behaviour.

The work of upliftment of untouchables done by Ambedkar is important because it was done by an untouchable for the untouchables. Really Ambedkar was a great leader of all the under-privileged, exploited and suffered of the society.

Ambedkar arose as a reaction produced through his sharp experience of social dishonour in the Indian atmosphere. Ambedkar's reaction increased the demand of freedom at the level of a challenge of the new social structure. He attacked upon the class system of Manusmriti which made a great part of Hindu society.

Any leader of the under-privileged of any time did not invoke so hard as and Ambedkar did.

As an Untouchable Ambedkar's mind was crossed by the continued inequality and troubles of the Indian society. Making these the touching points Ambedkar touched the soul of Indian life with an ability and fearlessness. Ambedkar was one of the best leaders of India at that time and probably the highest educated man among the persons concerned with public life. Ambedkar utilized his talent to organize a potent current for the development of the under privileged. Ambedkar's efforts for the freedom of the under-privileged were very active at the time.

According to Ambedkar the base of the movement of development and the under privileged may be consciousness of the down trodden. The education gives voice to man. So, he established 'Pupils Education Society' and many schools. It was the second phase for the spread of the voice of the down-trodden pressed for centuries. 'Mook Naik' continued the campaign for the propagation of the voice of the down-trodden by publishing a fortnightly paper 'Bahiskrit Bharat'. The monthly 'Samata' and 'Prabudha Bharat' took it ahead. Ambedkar gave a space to the voice of the depressed class.

The success of these movements gave birth to a self-confidence in the depressed classes and made a notable effect in the movement of the down-trodden of National Politics. He created 'The Bahiskrit Hitkarini Sabha' for their economic and educational development. Ambedkar gave a voice for the welfare of the depressed class with his full power and talent.

Ambedkar's aim was to safeguard the interests of the Scheduled Castes. Ambedkar and his movements raised challenges. On the building of the constitution from the honour received by Ambedkar it was clear that with a grand success he faced a great challenge. Inspite of the legal rights of untouchability he tried that economic and social rights like the political rights should be added in the main chapter of fundamental rights.

At the time of making the Constitution, Ambedkar feared that the flow of the down-trodden may not vanish. So, he wanted at that time a system of political reservations until and unless untouchability was ended. After the system of central control of Constitution, Ambedkar thought over working of personnel for the upliftment of the down-trodden. He makes the under-privileged to know of their inability. He said that we can get only one power and that is political power. We have to achieve it because getting this power we can safeguard the interests of our people.

Ambedkar from social dishonour to the struggle, from the movement of religious reform to social reform, from the struggle of freedom to the honour of the administration. He made the down-trodden conscious by giving them consciousness and before becoming invisible from the whole scene he established a big stationary light pillar in the shape of the constitution.

Ambedkar was very sensitive and talented man. He saw the atmosphere of liberty and equality in the western world. Non whites in America were fighting for their right of equality. Ambedkar got inspiration not only from the West but the Western civilisation won his mind. There the development of democratic thoughts was in the shape of the successful thoughts based one equality.

AMBEDKAR'S WORK FOR THE WELFARE OF LABOURS

Dr. Ambedkar banned the agricultural works of the ladies. And made arranged maternity leave with pay. The condition of the sweepers and scavengers was the most pitiable and miserable. Municipal council behaved them in human way to keep them in pressure, tortured them so that they might not think of a better life even in the dream. Dr. Ambedkar could not see their animal like situation and he undertook for their welfare and decided to work for their upliftment. He made the authorities make acts for the welfare of the workers and amended them. They are discussed in brief below:

➢ Insurance scheme for the security of the workers.

➢ Medical facilities for the workers.

➢ The working time period of the workers was reduced from 50 hours to 56 hours, a week.

➢ To arrange compensation in case of physical loss of the workers.

➢ Acceptance of Employment Bill, so that the workers should know the service condition of their work (terms and conditions) and to ponder over the negative and positive aspects of the work.

➢ Improvement plan of slums and act against untouchability.

➢ Strike as a right of workers.

➢ Ban over the retrenchment of the workers and cheap and better residence for the workers and arranged full wages for leave.

➢ With pay maternity leave for lady workers.

➢ Ban over the agriculture works by ladies.

➢ Tried to remove unemployment.

AMBEDKAR'S PRESERVATION FOR SCHEDULED CASTE AND SCHEDULED TRIBES

Bhimrao Ambedkar, the Chief Architect of the Indian Constitution, made social justice a founding faith and incorporated humanist provisions to lift the level of the lowly scheduled castes, scheduled tribes and other weaker sections of the society to make democracy viable on equal footing for all.

The Constitution of India provides three kinds of reservation namely; (i) Job Reservation; (ii) Reservation in the admission to educational institutions, and (iii) Legislative reservation. Job reservation is given under Art. 16(1) and 16(4), 46 and 335, Reservation is Admission matters to the educational institutions is given under Art. 15(4) and 46. Political reservation has been given under Art. 330 and 332 in Lok Sabha and State Legislatures. Reservation in jobs and in admissions to the educational institutions are permanent features and no limit has been fixed in the Constitution on them. Reservation in jobs is a fundamental right of the scheduled castes and scheduled tribes under Articles 335, 46, 16(1) and 16(4).

Reservation is available to the Scheduled Castes / Scheduled Tribes from the initial stage

till retirement at all stages of promotion. It was also held that "there is reservation in selection and non-selection posts. In ABSK case the Supreme Court held that: there is reservation at the initial state as well as the stage of promotion".

Dr. Ambedkar did a lot for the upgrading of the human society. He wanted to renovate many Ahilyas, Abhimanyus and untouchables and he did also. He tried to save the society from the conflict between classes. He lived for all. He worked for all. In brief Dr. Ambedkar has describes the points in detail. And analyzed the activities of our country in an unpartial way. In this way, his economic thoughts recalls us such a serious active and attentive economist, which can never be forgotten.

EDUCATIONAL IMPLICATION OF THE STUDY

Bhimrao Ambedkar was a great politician, educationist and a social reformer. His social and educational philosophy has many great ideas which have the relevance to modern society. Self-respect, liberty, equality, fraternity are the basics of his social and educational ideas. He done a lot for the depressed classes or weaker section. He himself belongs to a lower caste. He also faced many humilities because of his lower caste. In the previous time, the weaker section of the society has no right for education, justice and social liberty. Every person belongs to under-privileged section suffers from the curse of untouchability, Bhimrao said that, untouchability is a cancer, which has spread in the society. He took the rights of education, social liberty and justice for under-privileged section in the constitution of Independent India.

SUGGESTIONS FOR FURTHER RESEARCH:

Present investigator has the following suggestions to make in light of her own experience of research.

1.   A study on Bhimrao Ambedkar's contribution to the Indian Constitution can be made.

2.   A comparative study about Bhimrao Ambedkar's and other social reformers educational ideas can be taken up.

3.   A critical analysis of Bhimrao Ambedkar social movement can be conducted.

4.   A critical evolution of Bhimrao Ambedkar's social reforms can be made.

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LEVEL OF DRUG ADDICTION AMONG EDUCATED YOUTH ADDICTS IN RELATION TO THEIR PERCEIVED LONELINESS

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ABSTRACT

he chief aim of the present study was to explore thelevel of drug addiction among educated youth addicts in relation to their perceived loneliness. Employing a survey type descriptive research, the present research included 100 educated youth addicts (50 urban and 50 rural). DAST-20 (Drug Abuse Screening Test-20) by Harvey A. Skinner, Department of Public Health Sciences, University of Toronto and Perceived Loneliness Scale (PLS-J) by Praveen Kumar Jha was used to explore the level of drug addiction and perceived loneliness of the young addicts. The result of the study indicates that most of the educated youth has substantial level of drug addiction and they are very near to severe level of drug addiction. It was concluded that the most of the sample of the study comes under category of highly not lonely and extremely not lonely. No significant difference in the level of drug addiction and perceived loneliness of rural and urban educated drug addicts was found. Further, very low, negligible negative correlation was found between level of drug addiction and perceived loneliness. So we can conclude that loneliness not have very much concern with level of drug addiction.

Key Words: Level of Drug Addiction, Perceived Loneliness, Educated Youth Addicts, Drug Addiction

Use of drugs is not a new phenomenon. It has a mythical past, a long history, a history of near ten thousand years. Poppy was known to man in the pre-historic times. Records show that opiates have been used for at least 8,000 years for their relieving properties. In present time drug addiction becomes very common among educated youth. World Health Organization considers it a serious problem. The problem of drug addiction is gigantic in proportion and complex in nature. No country in the world is free from the serious problems arising from the abuse of psychoactive drugs. The problem of drug abuse involves illicit, as well as licit and prescribed substances. In many countries, serious health problems are ascribed to the use of tobacco and alcohol products. The level of drug abuse is startling and even more frightening because of the fact that many young people are getting wired on drugs. Drugs are increasingly being abused by school and college going children.

Adulthood is the period of life when an individual gets a physical growth at the utmost level. These young and adult citizens play a vital role in the development of any country. In our country, 33.3% of the population lies in youth age or young age. Drug addiction is the one of the major problems which influences the youth and the web of relationship in our society.

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Drug abuse is increasing at very fast pace in our country. In some studies there is clear indication of significant increase in the drug taking attitude of young boys and girls during last some years.

The youth of the present time has emerged as a powerful group of our country. Therefore, it is important to develop the youth with a vision to make them educationally sound, socially useful and self dependent. Drug addiction is becoming very common among youth, particularly in those are studying in our schools, colleges and universities due to their uncertain future. It is rapidly increasing problem, day by day and many people are getting into the clutches of this problem of addiction. For the first time in the history of humanity, we faced an epidemic which attacks not only the physical body and the human development of the individual but which tends to undermine the fabric of the society.

Many of the young people start taking drugs in peer pressures or as a status symbol. After some time they want to repeat that experience again and again and become addicts. After taking drugs they feel themselves on the top of the world, but when they didn't get the drugs they feel lonely and alone. So drugs spoil their whole life day by day and also affect their health. No doubt drug has been used by mankind from the very beginning, but for medical purpose. In these days drugs are being used by our young generation for the purpose of their mental and physical satisfaction.

In the present era in spite of many sources of social media youngsters start taking drugs at large scale. All these drugs are harmful for total well being of an individual. Many addicts spend their much time under the influence of drugs and that is why they neglect their health, work, family and friends. They find it difficult to keep their job and handle their own responsibilities.

Today man gained a lot of progress in every sphere of life; even then nobody is satisfied with their life. Everyone is busy in their own life and have no time for another as well as for their own children. Children want love, affection and time from their parents so that they can express them self before them. Their parents have not any time for them, so they feel lonely and alone.

Loneliness is a prevalent experience familiar to adolescents and young adults. It is an experience which is influenced by one's whole personality, lifestyle, aspirations, thinking and experiences. Research in the area of loneliness reveals that people with low level of social skills and psychological resources are likely to experience difficulties in establishing and maintaining relationships so that is reason might feel lonely. Similarly, people with a disorganized personality can have a feeling of loneliness.

Substance abuse in young generation has assumed alarming dimensions in India. Wenche et. al. (2014), Richard (2013), Siddiqui (1992), Nadeem et. al. (2009) found in their studies that drug abuse is one of the top problems confronting by the youth. Munir, et. al. (2015) Stickley et. al. (2014) Marangoni et. al. (1989) found in their studies that loneliness is the major cause of drug addiction. Loneliness is associated with adolescent health risk behavior among boys and girls in both. The chief aim of the present study was to explore the level of drug addiction among educated youth addicts in relation to their

perceived loneliness.

OBJECTIVES

In order to verify the above cited precision, following objectives were formulated.

1. To study the level of drug addiction among educated youth.
2. To study the perceived loneliness of educated youth addicts.
3. To compare the level of drug addiction among rural and urban educated youth addicts.
4. To compare the perceived loneliness among rural and urban educated youth addicts.
5. To find out the relationship between level of drug addiction and perceived loneliness educated youth addicts.

HYPOTHESES

In the light of above cited objectives, following research hypotheses were formulated.

1. There is no significant difference in the level of addiction among rural and urban youth addicts.
2. There is no significant difference in the perceived loneliness of urban and rural educated youth addicts.
3. There is no significant relationship between the level of addiction and perceived loneliness of educated youth addicts.

METHOD AND PROCEDURE

The study was delimited to the educated youth addicted in the addiction centers and under treatment in the Hospitals of Ludhiana and Sangrur District of Punjab. The investigator intended to use the simple random sampling technique, but it could not be possible because of the non availability of the list of educated youth addicts of Ludhiana and Sangrur district. So investigator decided to prepare a list with the help of addiction centers and hospitals. Employing a survey type descriptive research, the present research included 100 educated youth addicts as sample selected randomly from a list of 567 (323 were rural and 244 were urban) educated youth addicts. The sample was further divided into 50 urban and 50 rural youth addicts.

In the present study the following standardized tools with adequate reliability and validy were employed to collect the relevant data-

➢ **DAST-20 (Drug Abuse Screening Test-20) by Harvey A. Skinner, Department of Public Health Sciences, University of Toronto** was used to study the level of addiction among youth educated addicts.

➢ **Perceived Loneliness Scale (PLS-J) by Praveen Kumar Jha** was used to explore the perceived loneliness of the young addicts of Punjab.

➢ **Information Sheet** was prepared by Researcher to get general information about educated youth addicts.

It was insured that the information will be kept secret and not disclose to anyone. It will use only for the purpose of research. After distributing the tools, the subject was asked to fill up their particulars for e.g. name of the addiction center/hospital, name, age, sex, substance use by addicts etc. after that subjects were instructed to fill up DAST-20 and Perceived Loneliness Scale. After administering the tools the response was scored according to the direction given in the manual. To have a clear and meaningful picture for interpretation of data and testing of hypotheses, the data were subjected to the following statistical techniques. Mean, Standard deviation, correlation and t- test were applied for statistical analysis of data.

RESULTS

Table No: 1. Summary of the Level of Drug Addiction among Educated Youth Addicts

Category	Range of Score	Level	N	%
None	0	Nil	0	0%
Low	1-5	Level 1	1	1%
Intermediate	6-10	Level 1 or 2	36	36%
Substantial	11-15	Level 2 or 3	60	60%
Severe	16-20	Level 3 or 4	3	3%

Table No: 1 indicate that among the sample of 100 educated addicts only one addict fall under the category of low level (Score 1-5) of addiction and that is only 1% of the sample. It was also concluded that 36 addicts were found in category of intermediate level (Score 6-10) of drug addiction and 60 and 3 respondents were found under category of Substantial (Score 11-15) and Severe level (Score 16-20) of drug addiction respectively. So we can conclude that most of the educated youth has substantial level of drug addiction and they are very much near to severe level of drug addiction.

Table No: 2. Summary of the Levels of Perceived Loneliness among Educated Youth Addicts

Level of Loneliness	N
Extremely Lonely	0
Highly Lonely	0
Above Average Level Lonely	1
Average Lonely	10
Not Lonely	11
Highly Not Lonely	29
Extremely Not Lonely	44

Table No: 2. Indicate that there was not any educated youth addict found in the level of extreme loneliness and high loneliness. It also indicates that there was only one educated youth addict found in category of above average level of loneliness. There were only 10 educated youth addicts found an average level of loneliness. It was further found that only 11 educated youth addicts were in not lonely category. In the categories of highly not lonely and extremely not lonely there were 29 and 44 educated youth addicts respectively. So it can be concluded that most of the students fall under extremely and high not Lonely Category.

Table No: 3 Significance of Difference between Level of Drug Addiction among Urban and Rural Educated Youth Addicts

Group	N	df	Mean	S.D	Level of Significance	Table value	Calculated Value
Urban Youth Addicts	50	98	11.34	2.62	0.05	1.98	0.51
Rural Youth Addicts	50		11	2.57	0.01	2.63	

Table No: 3. Reveal that the mean value of the score of urban and rural, educated youth addicts on levels of drug addiction was found 11.34 & 11 respectively. It was found that the standard deviation of urban and rural, educated youth addicts of the same variable was 2.62 & 2.57 respectively. The calculated t- ratio of the level of drug addiction among urban educated youth addicts and rural, educated youth addicts was 0.51 which was not significant at both levels i.e. 0.05 and 0.01 levels of significance. Because the table value at 0.05 and 0.01 level of confidence was higher than our calculated value. So our hypothesis "There is no significance difference in level of Drug Addiction of urban and rural educated youth addicts" remain accepted.

Table No: 4. Significance of Difference between Perceived Loneliness among Urban and Rural Educated Youth Addicts

Group	N	df	Mean	S.D	Level of Significance	Table value	Calculated Value
Urban Educated Youth Addicts	50		107.98	12.77	0.05	1.98	0.1716
Rural Educated Youth Addicts	50	98	107.52	14.07	0.01	2.63	

Table   No: 4 reveal that the mean value of urban and rural, educated youth addicts on perceived loneliness was 107.98 and 107.5 respectively. The standard deviation of urban and rural for the same variable was found 12.77 and 14.07 respectively. The calculated t-ratio of perceived loneliness among urban educated youth addicts and rural, educated

youth addicts was 0.1716 which was found not significant at both levels i.e. 0.05 and 0.01 levels of significance. So our calculated value is lower than the table value. So hypothesis, "There is no significant difference in the perceived loneliness of rural and urban youth drug addicts" remain accepted.

Table No: 5. Correlation between Level of Drug Addiction and Perceived Loneliness among Educated Youth Addicts

Variables	df	N	Mean	r
Level of Drug Addiction	98	50	11.17	-0.08
Perceived Loneliness		50	107.75	

The above stated Table No: 5 show the coefficient correlation between Level of Drug Addiction and Perceived Loneliness among educated youth addicts. The correlation between the variables was found to be -0.08 that is very close to zero correlation. That is on the negative side, but it is coming under the category of negligible correlation value. This shows that there exists a very low, negligible negative correlation between level of drug addiction and perceived loneliness. Our calculated value is lower than the table value so hypothesis "There is no significant relationship between the level of addiction and perceived loneliness of educated drug addicts" remain accepted.

CONCLUSIONS

On the basis of results and discussion following conclusions were drawn:

➢ The most of the educated youth has substantial level of drug addiction and they are very near to severe level of drug addiction.

➢ The most of educated addicts fall under category of highly not lonely and extremely not lonely. So it can be concluded that perceived loneliness have not any concern with level of drug addiction.

➢ There is no significant difference in the level of drug addiction of rural and urban educated drug addicts.

➢ There is no significant difference in the perceived loneliness of rural and urban youth drug addicts.

➢ There exists a very low, negligible negative correlation between level of drug addiction and perceived loneliness. So we can say that perceived loneliness, don't have very much concern with level of drug addiction.

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EDUCATIONAL PHILOSOPHY OF SWAMI VIVEKANANDA IN SPECIAL REFERENCE TO MODERN INDIAN EDUCATION

Dr. Raj Pal

Introduction

Swami Vivekananda was an internationalist. His philosophy represents a unique combination of the values of east and west a combination of science and spirituality. Swami Vivekananda wanted his countryman to go to England and America not as beggars but as teachers of religion.

Brief Life-Sketch

He said if we have to learn from them the methods of making ourselves happy in life, we should also teach them the methods that would make them happy for all eternity. In this way he wanted a system of education in which western science would be coupled with Vedanta. Thus we can say in the life and works of Swami Vivekananda Ruthyard kipping statement that "east is east and west is not true. This study is a limited attempt to throw some light on the synthesis of east and west in the educational philosophy of this exalted soul.

Swami Vivekananda says that it is wrong to think that we promote the development of a child. In fact, he furthers his development himself. He says, "Everyone develops according his own nature. When the time comes everyone will come to know this truth. Do you think that you can educate a child? The child will educate himself, your hob is to provide the necessary opportunity to him on his own. A plant rows itself, does the gardener grow it? He just provides the necessary environment to it, it is the plant itself that does its own growing." Thus Swami Vivekananda advocates the principle of self education. Like Frobel, he thinks that the child does its own growing like a plant and the teacher has just to function like a gardener. The teacher as to revive the knowledge already existing in the child. The child should be given reasonable freedom in order that he may engage himself in search in knowledge nothing should be imposed on the child, otherwise. Kindness will mar his development sympathy and encouragement will promote his growth.

Educational Philosophy

Swami Vivekananda considered education as the principle means for making the country prosperous, so for this he emphasized the necessity of introducing a national system of education order to me the minimum education available to all and also to inculcate the essentials of Indian culture in each and every child of the country. Swami Vivekananda wanted that education should start with the family of the child. Then it should include his village, society and the country. Gradually, with the development of

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wider understanding the child will begin to consider himself a citizen of the entire world. Thus the spirit of universal brotherhood will also develop in him automatically.

Swami Vivekananda felt quite sad at the illiteracy prevailing in the country. He wanted that every educated and rich person should contribute his share to education of the people. If one does not do it, he commits treason in eyes of Swami Vivekananda. He thought that was a national tolerate the existence of illiterate persons in the country. He rightly thought that country progress in the country. He rightly thought that the country could not progress if its millions remained illiterate. He does not want that education should be controlled by a few persons.

Vivekananda encourages that type of religious education which ensure this discover of strength- 'so ham'- within eve student. As his words remised us the truth'. All sins and all evil can be summed up in that one world weakness. It is weakness that is the motive power in all evil doing. It is weakness that is the source of all selfishness. It is weakness that makes insure others. Let them all bow what they be, let them repeat day and night what are.

Let them suck it in with their mother's milk. This idea of the strength-I am he! This is to be first head and let them think of it and out of that thought mill proceed works such as the world has never seen.

For the development of an individual, Swami Vivekananda considered religious education very necessary. But he wanted to give it a practical form. He wanted a religious education should be given in the same manner in which any other subject is taught in the school. Within religious education he wants to teach ideas of great men in various fields.

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