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PROTECTING WOMEN? THE ROLE OF GENDER IN HUMANITARIAN INTERVENTION

 Maxwell Downman

SOAS University, United Kingdom

634049@soas.ac.uk +44 (0) 77 131 13265

Abstract: *Humanitarian Intervention has become a hotly debated topic in International Relations, given its nascence and institutionalization since the end of the Cold War, and has drawn criticism from a variety of IR theories. However, critical feminist IR analysis on Humanitarian Intervention is often lacking in mainstream literature. Consequently, this paper asks whether humanitarian intervention actually protects women, in what ways is humanitarian intervention gendered, and whether feminism should engage or oppose it at an international level. In doing so this paper applies a novel theoretical approach on n already rich discourse. This paper finds that humanitarian intervention in its current form fails to protect women, due to its gendered construction. However, this is not inherent and thus a reimagining of humanitarian intervention with reference to feminist theory could successfully advance the rights of women.*

Keywords: *Feminism, Gender, Humanitarian Intervention, Humanitarianism, Responsibility to Protect.*

INTRODUCTION

This paper seeks to analyze humanitarian intervention from a gender perspective and asks whether it protects women. For the purposes of this paper humanitarian intervention refers to the intervention by the international community in conflicts and crises based on humanitarian values and human rights, thus intervention covers both United Nations Peacekeeping Operations[1] and post-conflict state building, as well as the more overtly militaristic forms of interventions grounded in the Responsibility to Protect Doctrine,[2] and also action by coalitions of the willing. I argue that humanitarian intervention as currently conceptualized fails to protect women, due to its gendered construction, and thus often leads to the trampling of women's rights. However, a reimagining of humanitarian intervention that incorporates a gender perspective could advance the rights of women. Therefore, despite its

myriad failings, feminism should constructively engage with future humanitarian intervention.

This paper begins with a discussion of feminist scholars' interaction with humanitarian intervention before discussing the ways in which it is a gendered construct. I then outline how because the principle of humanitarian intervention is based in a gendered discourse of security and human rights, that results in women not being protected and excluded from praxis. Subsequently I discuss how a consideration of gender and a reimagining of human rights could advance a more holistic notion of human rights. Thus despite the critique that humanitarian intervention has a neoliberal neo-imperial patriarchal agenda grounded in the "politics of violence and exclusion" (Orford 2003: p.218) it should nevertheless be engaged with. Arguing within a feminist paradigm, while an international system grounded in such 'solidarism' currently does not advance women's rights, it holds more potential to do so compared to one based on the weak normative 'pluralism' associated with non-intervention.3

FEMINIST INTERACTION WITH HUMANITARIAN INTERVENTION

Feminism provides an interesting lens through which to consider and critique humanitarian intervention, asking both how it affects and involves women but also to what extent is it a gendered social construction (Stamnes 2013: p.14). Feminist theorists, while often excluded from mainstream security discourse, reflect on humanitarian intervention, and security more broadly, from a wide-range of perspectives (Goldstein 2001: p.38-57). They frequently consider women's inclusion in the military, how conflict affects women in unique ways and how women can proactively contribute to peace (*ibid*). Such scholars often argue that humanitarian intervention, while currently failing to protect women, could advance women's issues if gender and women were further mainstreamed into practice (Hall and Shepherd 2013; Karlsrud and Solhjell 2013; Lito 2013; Skjelsbæk 2013; Stamnes 2013). Others, considering gender in conflict as "fluid, contextual, and arbitrary" (Goldstein 2001: p.49), look at how gender is used to create male-female dichotomies that influence power relations and study how these "notions of gender impact both our actions and thought" (Stamnes 2013:15). Such theorists often draw from a wide range of theories, from constructivism to critical theories such as post-colonialism, in order to expand our understanding of security from a realist paradigm (Orford 2002/2003; Cudd 2013; Kyle 2013; Charlesworth 2008/2010; Charlesworth and Chinkin 2000). These more 'radical' views scathingly critique the notion

that militarized models of intervention relying on masculine identities can contribute to peace and security (Orford 2003: p.187-219; Kyle 2013: p.264; Cudd 2013: p.369).

These conflicting views appear opposed. Consequently, we are left with broad agreement on humanitarian intervention's current failings to account for both gender and the concerns of women, but debate over whether humanitarian intervention can ever serve the purpose of women. As Orford notes, women are often invited to participate in interventionist projects, but their criticisms of the gendered construction of the international system are rarely welcomed (2003: p.56-7). Thus feminist theory sits precariously within the security discourse, often in contention with itself. On the one hand feminists are criticized for approaching security un-objectively with a ubiquitous agenda, but on the other hand they are critiqued for engaging with a structurally unjust system based on a gendered hierarchy (Charlesworth 2010: p.236; Charlesworth and Chinkin 2000: p.21).

THE GENDERED DISCOURSE OF HUMANITARIAN INTERVENTION

Conflict and international relations are both gendered. Consequently, humanitarian intervention as the nexus of the two reproduces gendered hierarchies of power, leading to "the invisibility of women" where women should be central (Charlesworth and Chinkin 2000: p.276). Violence has traditionally been seen as masculine, meaning conflict and post-conflict reconstruction are primarily concerned with masculinised systems of power (Aoláin et. al. 2011: p.49). Often the emergence of hyper-masculinities based in aggressive manhood's lead to the sort of conflicts in which the international community intervene (2011: p.52 see also Stamnes 2013: p.26 and Goldstein 2001: p.251-83) Similarly, the international system has been described as an "international fraternity" in which patriarchal views are hegemonic and women are largely excluded (Aoláin et. al. 2011: p.50).

These gendered constructions are built on a male-female dichotomy that make a hierarchical order seem natural and simplifies many interactions in conflict. Gender is socially constructed in a way that social distinctions traditionally attributed to men or women become self-evident: thus arbitrary hierarchies are created on perceived notion of sex (Charlesworth and Chinkin 2000: p.3-4). The idea of sovereignty relies on 'masculine' qualities of objectiveness and rationality that are contrasted against 'feminine' qualities such as subjectivity and irrationality (Charlesworth 2010: p.238). Conflict is seen as the arena of men and thus humanitarian intervention's response to it is masculine, as will be further discussed. In

conflict women are imagined simply as victims, passive actors in need of 'protection', or peacemakers, whereas men are imagined as violent. This limits our understanding of the multiple roles of men and women in conflict (Aolin et. al. 2011: p.42). Charlesworth, discussing the role of women in peace-building in the Asia Pacific, shows how these preconceptions are inconsistent and deterministic resting on cultural essentialism (2008: p.351-9). Her study of peace-building shows how in certain matrilineal societies women were powerful actors able to contribute to peace processes, yet in other patriarchal societies women were structurally disempowered by gender hierarchies and excluded from peace processes (*ibid*). The simplification that women are innately peaceful acts as a foil against which violent masculinities are normalised through arguments such as "boys will be boys" (2008: p.357) and consequently skews our perception of conflict. Women engaging in violence will often be portrayed as transgressive, "*defying+ the stereotype of female helplessness and peacefulness" (Sjoberg and Gentry 2008 p.7), yet actually conflict can both empower and disempower men and women in a multitude of ways (Khalili 2011).

The gendering of violence and conflict extends beyond the role of individual men and women to the concept of humanitarian intervention itself. Hall and Shepherd discuss the way in which the "logic of protection" (2013: p.63) espoused in R2P is something that is afforded to women or feminised victims by men. R2P reinforces a gendered hierarchy in which the state is given authority, which is subsequently translated as a 'duty' and 'responsibility to protect'. It can be argued that this new conceptualisation of sovereignty, while held to be progressive, further entrenches the masculinised authority of states as the primary protector of people. This can legitimate human rights atrocities that fall short of R2P's threshold of genocide, war crimes, ethnic cleansing and crimes against humanity (2013: p.66-71 see also Bellamy 2006: p.33).

Orford (2003) develops upon this gendered notion of 'protection' arguing that the humanitarian intervention is closer to imperialism than humanitarianism and relies on a colonial and masculinised narrative of a "white knight riding to the rescue of beleaguered victims, across devastated landscapes of destruction and death" (2003: p.170). This narrative constructs the masculine protagonist of the west against the feminised suffering of the third world who need to be saved, allowing the west to overlook the ways it could have contributed

to crises and circumscribes non-military responses. Masculine is constructed against feminine; order against disorder; international against local in this problematic narrative. It presents the potential responses to humanitarian crises as either action – meaning military involvement – or inaction, once again simplifying the international communities' choices to a simple gendered dichotomy in which the masculine militarized response becomes self-evident (2003: p.84). You can see this in Weiss' argument that the UN will be powerless without military power, contrasting "active interventionism" with "fatalistic noninterventionism" (Weiss 1995: p.8), and Tesón's argument that although "rescuing others will always be onerous" we are duty bound to "rescue… victims of tyranny" (2001: p.54). In practice this has led to political logic such as Cameron's argument that "Britain could not stand by as Qadhafi slaughtered his people" (Cameron 2011). Orford extends this argument to both the genocides in the former Yugoslavia and Rwanda. In Yugoslavia she argues the IMF and World Banks restructuring of the country's political and financial institutions contributed to conditions where ethnic hatred was inflamed. In Rwanda she argues that the genocide was highly ordered and organized, upsetting the West's traditional image of chaos, and that the international community were highly present in aid and investment projects preceding the genocide. She highlights the way in which "the international community is already profoundly engaged in shaping the structure of political, social, economic, and cultural life in many states", thus "inactivity is not the alternative to intervention" and as such a gendered narrative obfuscates the wests roles in many of conflicts (2003: p.110).

This gendered "logic of protection" or "value of care" as Kyle describes it leads to short-sighted military interventions (2013: p.263). Military intervention is promoted whether legal or illegal; as in the case of Kosovo, without addressing the global structures that contribute in various ways to such crises. Kyle imagines a "global space" created in the UN through political power that seeks to contain violence as a "necessary precondition for the continued existence of this space" (2013: p.261). Military intervention therefore continually undermines this "global space", allowing countries and multilateral institutions to project masculinised dominance over other less equal states (*ibid* p.262). Such gender sensitive critiques of humanitarian intervention show us that the way in which the "logic of caring", justifications for intervention, and traditional understandings of conflict can lead to problematic solutions due to gross simplifications.

HUMANITARIAN INTERVENTION'S FAILURE TO 'PROTECT' WOMEN IN PRAXIS:

The gendered discourse has direct implications on the way humanitarian intervention is able to 'protect' or promote the rights of women. A good example of this is the R2P Doctrine which sought to create an internationally recognised framework for humanitarian intervention, so that future mass atrocities could be prevented. R2P reimagined the principle of sovereignty as the state's responsibility to protect its citizens; the international community's responsibility to help the state fulfil its duty and failing that to intervene. Yet the ICISS report that this doctrine was based on was largely gender-blind (Bond and Sherrett 2006: p.1-7, p.26-37). Only 1 in 12 of the commissioners of the report were female and there is inadequate reference to gender (*ibid*), all the more surprising considering its publication only a year after UNSCR 1325 which sought to mainstream gender into the UN's approach to security. R2P continues to build upon the traditional image of women as victims who need protection, without considering the role of gender in conflict in detail (Hall and Shepherd 2013: p.70). Once again, women are denied agency in conflict as they are not explicitly mentioned in the doctrine, but are systematically excluded from contributing to the discourse. By explicitly mentioning ethnicity but not gender based violence as a threshold for intervention, R2P glosses over the intersection between the two that can make women especially vulnerable in conflict, and implies that violence against women is normal or excusable in conflict. In R2P gender is simply an "add-on" (Stamnes 2013: p.12).

Thus humanitarian intervention and post-conflict peace-building is often oblivious to the way in which it affects women. Peksen's quantitative analysis of military intervention reveals it has no statistically significance in improving women's rights (2011: p.463), specifically unilateral interventions and US led interventions have actually resulted in women's political and economic rights suffering (2011: p.455). Humanitarian intervention and UNPKOs often result in an upsurge of sexual and gender-based violence and "sexual exploitation, rape and trafficking in persons are common consequence of the deployment of peacekeeping troops" (Murphy 2006: p.537). In Burma the number of prostitutes rose from 6000 to 20,000 once peacekeepers arrived and peacekeepers often used food aid to get underage girls to sleep with them (*ibid*; Charlesworth and Chinkin 2000: p.285). This issue is exacerbated because the situation subsequently arises where peacekeepers can be *de-facto* running a country, such as Kosovo, or Timor-Leste, but could go unpunished for such crimes as the UN does not have

jurisdiction over peacekeepers (Murphy 2006: p.532). The extent to which such exploitation undermines the cause of humanitarian intervention cannot be highlighted enough as those sent in to 'save' or 'protect' can end up committing the same atrocities.

The state-building processes that follow humanitarian intervention often promote models of economic liberalisation that feminist scholars have been highly critical of. Liberalisation can be critiqued on a discursive level, as Orford does, as a form of neoliberal imperialism (2002: p.110-22), but more practically as well. Economic liberalisation is gender blind and it has been shown that the "liberal legal framework… often exists contemporaneously with gender discrimination" (Aoláin 2011: p.88). While advancing economic rights, liberalisation often impinges on other rights resulting in deteriorating working conditions and the erosion of labour regulation that specifically affects women in such unprotected sectors (Peksen 2011: p.462).

Similarly, the democratic-neoliberal rebuilding of states frequently occurs without reference to women's rights. For example, in post-intervention Kuwait, although not strictly a humanitarian intervention, women remained excluded from suffrage and systematically oppressed (Orford 2003: p.23; Charlesworth and Chinkin 2000: p.262), in Iraq women's autonomy was severely restricted (Cudd 2013:368), and in Afghanistan women have become extremely marginalised, for example Karzai approved the Shia Family Law, requiring women to wives to submit to their husbands demands and have sex with them at least once every four days, in a move to maintain Shia support for his government (Charlesworth 2010: p.244). In Bosnia and Herzegovina the US focused immediately on democratic elections, without more immediate concerns such as women's fears of their children going to school but facing persecution and ongoing sexual violence (Aoláin 2011: p.93) and often transitional justice fails to prosecute gender violence (2011: p.41, 49). Other rights, whether economic, democratic, sovereign, ethnic, or religious, are promoted at the expense of women's rights.

When gender is addressed in humanitarian intervention it is often taken be synonymous with women, leading innefective policies based on simplified understandings of gender. For example, gender schemes in peace-building will focus on issues such as rape, sexual and gender based violence and female genital mutilation without addressing the underlying structural causes that cause these and other types of insecurity (Aoláin 2011:98). In the DRC aid programs for rape victims have frequently focused solely on women, not looking at how

rape has been framed in society as an assault on the community and the way in which this often leads women to be ostracised, as emasculated men have turned on their wives (Trenholm et. al. 2011:143-5; see also Skjelsbæk 2013:92). Issues such as gender equality, fertility rates, access to reproductive health care, education, sex-specific migration patterns, trafficking, domestic violence have been shown to correlate with conflict in societies, meaning gender sensitive approaches can provide early warning systems for crises and would aid in preventative intervention (Bond and Sherrett 2006:34-7; Stamnes 2013:19). Similarly, if conflict occurs due to hyper-masculinities, attention must be afforded to these in post-conflict reconstruction.

Women are scarcely found as actors in the forces that comprise humanitarian intervention. Women comprise only 0.01% percent of all military forces (Goldstein 2001: p.10), between 1959 and 1989 there were only 20 women in the 20,000 UN personal in peacekeeping missions (Charlesworth and Chinkin 2000: p.294), and since the 1990s and the alleged mainstreaming of gender into conflict resolution only 2.4% of peace signatories have been women (Charlesworth 2010: p.245). Where women are unseen, so are their concerns. Humanitarian intervention does not pay adequate attention to women's rights and excludes women from praxis, because inclusion is based only on a narrow understanding of gender.

THE NEED TO REIMAGINE HUMANITARIANISM IN DISCOURSE AND PRAXIS

A key problem with humanitarian intervention, noted by feminist scholars, but rarely acknowledged in mainstream security discourse is its inherent masculine gendering complemented by its failure to account for a more holistic understanding of gender. Indeed, the concept of humanitarianism and human rights on which intervention is premised in is disturbingly gendered (Charlesworth and Chinkin 2000: p.201-59). The feminist critique has questioned whether human rights are actually the correct vehicle to advance women's struggles. Many forms of rights emerge in contention with women's rights and are founded in a gendered discourse. For example, the emphasis on women gaining 'equal' rights, leads us to not question whether such masculinised standards are acceptable (2000: p.231). The idea of the family in human rights assumes gendered divisions and the rights of freedom of religion and protection of the family are often invoked to supress women (2000: p.208-9). The favouring of civil and political rights comes at the expense of social and economic rights while

international law and human rights struggle more generally to combat the idea of cultural relativism (2000: p.220). Regarding the humanitarianism used to justify intervention, Cudd similarly notes, "we tend to be blind to the kinds of human rights violations that rob women of full autonomy under the guise of custom or religion" (2013: p.370).

For Orford "the revolutionary power of human rights is radically circumscribed when rights become an apology for state violence" (2003: p.187); humanitarian intervention stifle not only women's rights but states rights as well. Humanitarian intervention legitimises a neo-colonialism that sets up a two tiered system of states. As we condemn injustice on an individual level, acting against a state's violation of its citizen's rights, we legitimise the West's violation of those states rights. Thus in intervening the West merely replicates individual injustice on an international level (Orford 2003: p.194-8). This is a similar critique to Kyle's observation that the 'logic of caring' undermines the global space set up to promote peace and equality between states. It cannot be denied that R2P and robust doctrines of peacekeeping strengthens the ability of the UN Secretariat and the P5 on the Security Council to intervene in other states affairs. It would be unimaginable that R2P would ever be sanctioned against a P5 or Western nation, or one of their strong allies (Orford 2012: p.30); the isolation of Qadhafii compared to Assad's strategic importance to allies gives credence to this claim (Zifcak 2012: p.33). Humanitarian intervention is controversial for both human and state rights.

REIMAGINING HUMANITARIANISM TO SERVE WOMEN

As currently imagined it seems that if humanitarian intervention was to promote women's rights it would necessarily trample state rights and an international form of equality, but vice-versa if a form of neoliberal imperialism is to be checked, it could inadvertently lead to violation of individual rights. Could a reimagining of humanitarianism lead to a less controversial form of humanitarian intervention? And how could gender be involved in this reimagining? I argue that a gender-sensitive lens could positively reimagine humanitarian intervention. Therefore, feminists should proactively engage with humanitarian intervention, as it has more potential to advance women's rights than disengagement, and could construct a less controversial form of humanitarianism from within the discourse.

In reimagining humanitarianism, many feminists remain highly critical of any form of military intervention grounded in human rights. Orford's feminist analysis with strong links to post-

colonialism places the problem in the "collective daydream" that divides the world into 'West' and the 'Other' and localises conflict (2003: p.201). Yet she sees hope in the refugee as a feminised figure that shatters the illusion between us and them and reveals the insincerity of intervention based on containment, unsettling our preconceptions (2003: p.210-3). For her, the refugee reveals how military humanitarian intervention will never truly protect and thus "measures other than increased military intervention are demanded of the international community in the name of humanitarian action" (2003: p.219). She notes that the difficulty of non-intervention when crises occur; although one might want to stand with those suffering in solidarity, in supporting intervention we "will find ourselves part of a different narrative" that is based on a masculinised "state-based, capitalist and militaristic world order" (2003: p.37). Thus feminists should be wary of engaging humanitarian intervention, and a reimagining should occur outside the construct of state and internationally legitimised military intervention.

Cudd calls for a "feminist cosmopolitan" (2013: p.359) reinterpretation of humanitarian intervention based on the idea of autonomy where individuals "ability to plan one's life and live according to a moral code that one can see reasons for in recognition of our inseparable human interdependence" (2013: p.366). The basis of intervention thus becomes advancing individual autonomy, while not inhibiting others autonomy to a greater degree (2013: p.367). She argues this would to a large degree delegitimise military intervention but legitimise non-military forms. Such a gender-sensitive reimagining is bold a positive step. However, it is difficult to see how such a radical notion of individual autonomy would function as the basis for state intervention. Similarly, such a transactional approach autonomy could be problematic, while women's autonomy would clearly be prioritised in intervention as half of a population, would this come at the expense of ethnic minority or other groups? Many argue that women's struggles can be advanced within the doctrine of humanitarian intervention through engaging with it and could become a vehicle for advancing women's struggles (Lito 2013; Charlesworth 2010; Stamnes 2013; Peksen 2011). Charlesworth argues that the current imagining of humanitarian intervention in R2P and robust peacekeeping has the potential to unsettle the structures and transform humanitarianism, despite its current failings (Charlesworth 2010: p.249).

A gendered reading of Rao's "the Dark Sides of Communitarianism" (2010) is insightful for showing how humanitarian intervention could serve feminism. Rao discusses how the legacy of imperialism has shaped the normative orientation of states. Rao describes how the West have a 'solidarist' orientation, pushing an international system converging around strong liberal norms, while much of the 'Third world' have a 'pluralist' orientation pushing a weak consensual normative framework based around territorial integrity, non-intervention and sovereignty (2010: p.69-74), the very norms that humanitarian intervention is argued to transgress. Rao shows how the communitarianism that inspires 'pluralist' visions of the international system, often justifies authoritarian regimes which systematically destroys values, cultures and rights that are taken to be universal (2010: p.94-101), and thus undermines itself. Third World state's construct the west as the root of their problems, arguing that universal values are a form of imperialism, and the West subsequently intervenes professing to defend universal values. Thus "authoritarian pluralism and coercive solidarism are their own best friends" (2010: p.104), as the two different visions of an international order construct each other out of a fear of the other.

With reference to advancing feminism, clearly a form of 'solidarism' based on gender sensitive human rights is preferable to a weak normative framework with no reference to individual rights at all. As Rao shows us without international norms to determine how intra-state relations are to be managed, states remain at liberty to oppress people, specifically women, systematically (2010: p.97). Therefore, arguing from within a strictly feminist paradigm a form of 'solidarism' based on the notions of human rights, has the potential to serve women if it were to become more gender-sensitive. However, 'pluralism' based merely on masculinised notions of sovereignty, territorial integrity and non-intervention is unlikely to advance women's cause. I propose that instead of humanitarian intervention "disciplining feminism" (Orford 2003: p.56), feminism has the potential to discipline humanitarian intervention through engagement that remains critical. While radical feminist scholarship can reveal the darker shades of the interventionist narrative, it can often forget about the perspectives of women on the ground. Humanitarian Intervention's gender blindness is not synonymous to gender hostility, while often authoritarian governments are.

BRINGING GENDER INTO HUMANITARIAN INTERVENTION

Indeed, some limited progress has been made towards integrating gender into humanitarian

intervention, specifically with peacekeeping operations. In 2000, UNSCR 1325 on Women, Peace and Security focused on women's contributions to peace and security and called for increased participation of women in peacekeeping. UNSCR 1820 in 2008 finally recognised sexual violence as a matter of international peace and security, and acknowledged that sexual violence can constitute a crime against humanity. UNSCR in 2009 mandated specifically for UNPKOs to protect women and children in conflict. It must be noted that these resolutions do develop only the limited view of women in conflict either as peacekeepers of victims, and there is the risk that if women are only engaged as these they will be unable to change the gendered structures (Stamnes 2013: p.9-10; Hall and Shepherd 2013: p.61; Skjelsbæk 2013: p.85-8). Women must be brought into the discussions of humanitarian intervention and conflict resolution, not because they are innately peaceful or at risk, but because peace and security needs to represent all of humanity, and will bring different unheard perspectives to a masculinized discourse and practice.

This paper finishes with three short examples of UN peacekeeping, showing how the integration of women and a more holistic understanding of humanitarianism could make intervention less controversial. First, in UNTAG in Namibia, which was regarded as highly successful, 40% of UN personnel were women, women held 3 of the major senior field posts and operations focused on training women for military and civilian posts at all level. Despite the continued disempowerment of women in Namibia it has been argued that women's involvement in the operation helped its success and ability to adapt (Charlesworth and Chinkin 2000: p.294 see also Howard 2002). Second, MINURCAT in Chad provides examples of how specific reference to the working of gender in conflict can promote peace. In Chad there was the likelihood that conflict could escalate due to neighbouring countries crises, and the large number of IDPs and refugees in a country at the bottom of the poverty index. MINURCAT emphasised training female staff in the Chadian police, as women are not allowed to talk to men publicly, and looked at how much of the sexual based violence in refugees was related to underlying issues such as food and water security and the sharing of scarce resources (Karlsrud and Soljhell 2013: p.109). By paying special attention to holistic understanding of gender, both in the way that the broader issues of livelihood, justice and security translated into sexual violence, and the way in which gendered identities were constructed, MINURCAT successfully prevented a conflict from escalating (*ibid* p.116).

Contrasting to these two positive examples of gender sensitive UN peacekeeping I wish to draw attention the more robust and controversial style of peacekeeping in Ivory Coast in 2011. Ivory Coast has been controversial due to the UN's involvement in regime change. While peacekeepers were originally invited into the country by Gbagbo to restore peace, the UN Secretariat announced that it considered Ouattara and the RFCI to be the legitimate government after Gbagbo rigged the election which the UN oversaw. Subsequently peacekeepers found themselves in Ivory Coast without the ruling power's permission, and later were instrumental in bringing about regime change (Bellamy and Williams 2015: p.831-5). Controversially, UN helicopters were used to attack government military depots, on the grounds they would be targeted against civilians, but peacekeepers turned a blind eye to the RFCI massacre of 1000 civilians in Duekoue (2015: p.834). Similarly, it was found that peacekeepers contributed to sexual abuse and exploitation of Ivoirians (2015: p.831). This example underscores many of the controversies that feminists have highlighted, intervention forces taking part in crimes against women, not actually protecting the population and the allegations of practicing neo-colonial imperialism. However, Pilparinen (2016) has shed new light on the intervention, revealing how the Ivory Coast mission expanded in a functionalist manner to adapt to new circumstances and the way peacekeepers actively embraced this new role (2016: p.108). Where previously UN missions were often short, they have now expanded to become long-term missions focused on state building. In the case of the Ivory Coast, the UN mission identified the government as the primary cause of human insecurity and thus its mission became a "state building war" (2016: p.113). Interestingly peacekeepers on the ground acted upon broad internalized perceptions of 'human security 'and a 'responsibility to protect' rather than official UN doctrine (2016: p.101-3). This underscores the way in which such 'coercive solidarism' can be tamed to act on humanitarian principles and these principles can be flexible. Thus a further feminist reimagining of humanitarianism at a UN level could radically change praxis.

CONCLUSION

Humanitarian Intervention remains deeply controversial. This paper has sought to show how feminist scholarship has much to add to the debate on intervention, revealing how humanitarian intervention as currently envisaged fails to address the struggles of women. A masculinized discourse that relies on masculine/feminine dichotomies often simplifies the

role of women in conflict and obfuscates the West's contribution to such crises. However, feminist scholars and practitioners should engage with it as the conceptualization of humanitarian intervention could be changed to advance women's struggles, if its narrow basis of human rights were more gender-sensitive. The example of Ivory Coast serves to show how practice has developed, and priority should be given to ensuring that the notions of human security underpinning intervention reflect the complex and gendered nature of conflict. Promoting the notion of autonomy as central to human rights, continuing to mainstream gender into UN practice and further emphasizing that gender does not just mean women but is a central lens for understanding conflict and intervention could all contribute to making humanitarian intervention less controversial.

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EMOTIONAL INTELLIGENCE IN RELATION TO WELL BEING OF ADOLESCENTS

Dr. Pinkee Rani Kamran

Principal, Smt. Jawala Devi College of Education, Sanghol

ABSTRACT

This paper explains the relationship between emotional intelligence and well-being of adolescents. This study was conducted on adolescents as adolescence is the age when they have strong emotions if they practice emotions with intelligence; it helps in their well-being emotional intelligence and well-being are interrelated. Emotions play an important role in the well-being of an individual. Well-being is the state of being comfortable, healthy or happy. If an adolescent has well-being then he will be successful in life. Everyone strives for success and emotional intelligence and well-being both are essential for success. Emotional intelligence is important facility of mind which helps in taking decisions of life and plays a significant role in prevention and detection of psychological injuries, illness and leads to well-being.

KEYWORDS: *Emotional Intelligence, Well Being of Adolescents.*

INTRODUCTION

Modern life is becoming highly complex because of the process of urbanization and related social changes, which influence the lives of adolescents. While living in society adolescents have to deal with various situations. They may be disturbed from many factors as emotions, physical disturbance and adjustment etc. For solving these problems they use their intelligence. Apart of general intelligence, they have to use abilities and skills like affective expression, effective communication, proper use of ideas etc. They have to develop qualities of emotional competence, self-control, sociability etc. To be more particular, they have to use emotional intelligence. Emotions play an important role in the life of an individual. Emotional intelligence has also impact on the well-being of an individual. Well-being usually relates to the state of being comfortable, healthy or happy. If an adolescent has wellbeing then he will be successful in future. Everyone wants success in life. Emotional intelligence and well-being both are essential for success.

EMOTIONAL INTELLIGENCE

Emotional intelligence is the ability to identify, use, understand and manage emotion, in positive way to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence effect many different aspects of one's daily life, such as the way one behaves and the way one interact with others.

Mayer and salovery (1997) "Emotional intelligence is a set of abilities to perceive to accurately, appraise and express emotions, the ability to access and/or generate feelings when they facilitate thought the ability to understand emotion and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth;"

Goleman.D. (1996) "Emotional intelligence refers to the capacity for recognizing one's feelings and those of others, for motivating themselves and managing emotions well in ourselves and our relationship."

Dalip Singh "Emotional intelligence refers to management skills, which enables you to balance emotion so as to maximize your long term happiness."

Reuvan Baron (1998) who made the first commercially available test to measure EQ defined emotional intelligence as capabilities, competencies and skills that influences one's ability to succeed in coping with environmental demands and pressures which directly one's overall '' psychological Well-being"

Peter Solovery and John .D. Mayer (1995) Emotional intelligence may be defined as a capacity to reason with emotion in four areas:

- To perceive emotion
- To integrate it is thought
- To understand it
- To manage it

WELL-BEING

The term quality of life refers to the general well-being of individual. Well-being includes the presence of positive emotions and moods (e.g., contentment, happiness), the absence of

negative emotions (e.g., depression, anxiety), satisfaction with life, fulfilment and positive functioning. In simple words, well-being can be described as judging life positively and feeling good. Well being is most commonly used in philosophy to describe what is non instrumentally or ultimately for a person.

Gaugh, et. al. (2007) "Well-being is what people are notionally able to do and to be, and what they have actually been able to do and to be."

Shin and Johnson (1978) "Well-being is a global assessment of a person's quality of life according to his own chosen criteria."

Mc Culloch(1991)" Satisfaction, morale and positive affects and social support constitute well being" Deiner (2009) "Well-being is the general evaluation of one's quality of life. The concept has been conceptualized as the three components:

1. A cognitive appraisal that one's life was good (life satisfaction);

2. Experiencing positive levels of pleasant emotions;

3. Experiencing relatively low levels of negative moods.

Bradshaw et al. "Well-being plays an active role in creating their well being by balancing different factor, developing and making use of resources and responding to stress "

ADOLESCENTS

The word adolescence comes from the word 'adolescere'. Which mean 'to grow' . WHO defines "adolescents" as individuals in the 10-19 years age group and "youth" as the 15-24 years age group. These two overlapping age groups are combined in the group "young people" covering the age range 10-24 years. This is the period of intensive growth and change in nearly all aspects of child's physical, mental, social and emotional life .This period is called the adolescence period.

The freedictionary.com defines "Adolescent as a young person who has undergone puberty but has not reached full maturity."

Truven Health Analytics, "Adolescents are children who are the 10 to 20 years of age they are in the period between childhood and adulthood this time period is divided into three stages, including early (10 to 13 years of age), middle (14 to 17 years of age) and late (18 to 20 years of age)during this time child goes through many changes in his or her physical, psychological

(mental and emotional) and social growth."

Jittery "Adolescence is simply that period which bridges the gap between childhood and adulthood."

NEED OF THE STUDY

The present study has been designed to study the level of emotional intelligence in relation to well-being of adolescents. Emotional intelligence has been studied by psychologists for many years and researchers suggesting that these abilities are important for success in many area of life. On the other hand, health is also an important factor in the life of the individual. Health seems to be one of the most significant factor effecting adjustment, well-being and happiness. Health cannot be limited to only physical well-being alone, it have many aspects, one of them is psychological health which comprises good self-esteem, enjoying a general feeling of well-being, creativity, problem solving skill and emotional stability. Emotional intelligence plays important role in adolescents' ability to behave effectively in his environment. It will be interesting to know whether emotional intelligence is related to their well-being or not.

OBJECTIVES

1. To study the relationship between emotional intelligence and well-being of adolescents.
2. To study the relationship between emotional intelligence and well-being of adolescent boys.
3. To study the relationship between emotional intelligence and well-being of adolescent girls.
4. To study the relationship between emotional intelligence and well-being of adolescents from rural area.
5. To study the relationship between emotional intelligence and well-being of adolescents from urban area.

HYPOTHESES

1. There is no significant relationship between emotional intelligence and well-being of adolescents.
2. There is no significant relationship between emotional intelligence and well-being of adolescent boys.
3. There is no significant relationship between emotional intelligence and well-being

of adolescent girls.

4. There is no significant relationship between emotional intelligence and well-being of adolescent from rural area.

5. There is no significant relationship between emotional intelligence and well-being of adolescent from urban area.

SAMPLE

Purposive random sampling technique was used. The sample was consist of a group of 200 adolescents out of which there were 100 adolescents from rural area (50 adolescents girls and 50 adolescents boys) and 100 adolescent from urban area (50 adolescents girls 50 adolescents boys).

DELIMITATION OF STUDY

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

2. The present study was restricted to 200 adolescents.

3. The present study was restricted to class IXth & adolescents only.

METHOD AND PROCEDURE

In the present study Descriptive survey method was used.

TOOLS

Two standardized scales were used

- PGI general well-being measure by S.K Verma and Amita Verma
- Emotional intelligence scale (EIS) by Anukool Hyde, Sanjyot Pethe and Upinder Dhar.

STATISTICAL ANALYSIS

Measures of central tendency and product-moments correlation were calculated to interpret the data.

Table 1: Showing the Relationship between emotional intelligence and well-being of adolescents.

SAMPLE	VARIABLE	N	M	r	RESULT
200 ADOLOSCENTS	EMOTIONAL INTELLIGENCE	200	128.985	0.3814	Significant At 0.01
	WELL-BEING	200	15.315		

The mean of emotional intelligence and well-being of adolescents is 128.985 and 15.315 respectively. The correlation between emotional intelligence and well-being is 0.3116 which is significant at the level of 0.01. This means that there is a significant relationship between emotional intelligence and well-being of adolescents.

Hence, this hypothesis that, "There is no significant relationship between emotional intelligence and well- being of adolescents" is rejected.

Table 2: Showing the Relationship between emotional intelligence and well-being of adolescent boys

SAMPLE	VARIABLE	N	M	R	RESULT
100 ADOLOSCENTS	EMOTIONAL INTELLIGENCE	100	124.1	0.5067	Significant At 0.1
	WELL-BEING	100	14.71		

The mean of emotional intelligence and well-being of adolescents boys 124.01 and 14.71 respectively. The correlation between emotional intelligence and well-being of adolescent's boys 0.5067 which is significant at the level of 0.01. This means that there is significant relationship between emotional intelligence and well-being of adolescent boys.

Hence, this hypothesis that, "There is no significant relationship between emotional intelligence and well- being of adolescents boys" is rejected

Table 3: Showing the Relationship between emotional intelligence and well-being of adolescent girls.

SAMPLE	VARIABLE	N	M	r	RESULT
100 ADOLOSCENTS	EMOTIONAL INTELLIGENCE	100	133.87	0.0896	Not Significant
	WELL-BEING	100	15.92		

The above mention table shows that the mean of emotional intelligence and well-being of adolescents' girl is 133.87 and 15.92 respectively. The correlation between emotional intelligence and well-being of adolescent girls is 0.0896 which is not significant at any level of

significance. This means that there is no significant relationship between emotional intelligence and well-being of adolescent girls.

Hence, this hypothesis that, "There is no significant relationship between emotional intelligence and well- being of adolescents girls" is accepted

Table 4: Showing the Relationship between emotional intelligence & well-being of adolescents from rural area.

SAMPLE	VARIABLE	N	M	R	RESULT
100 ADOLOSCENTS	EMOTIONAL INTELLIGENCE	100	123.65	0.3775	Significant At 0.01
	WELL-BEING	100	14.96		

The mean of emotional intelligence and well-being of adolescents from rural area is 123.65 and 14.96 respectively. The correlation between emotional intelligence and well-being of adolescents from rural area is 0.3775 which is significant at any level 0.01. This means that there is significant relationship between emotional intelligence and well-being of adolescents from rural area.

Hence, this hypothesis that, "There is no significant relationship between emotional intelligence and well- being of adolescents from rural area" is rejected.

Table 5: Showing the Relationship between emotional intelligence and well-being of adolescents from urban area

SAMPLE	VARIABLE	N	M	R	RESULT
100 ADOLOSCENTS	EMOTIONAL INTELLIGENCE	100	134.32	0.3531	Significant At 0.01
	WELL-BEING	100	15.67		

The mean of emotional intelligence and well-being of adolescents from urban area is 134.32 and 15.67 respectively. The correlation between emotional intelligence and well-being of adolescents from urban area is 0.03531 which is significant at any level of significance 0.01. This means that there is significant relationship between emotional intelligence and well-being of adolescents from urban area. Hence, this hypothesis that, "There is no significant relationship between emotional intelligence and well- being of adolescents from urban area" is rejected.

CONCLUSIONS

There was significant relationship between emotional intelligence and well-being of adolescents. There was significant relationship between emotional intelligence and well-being of adolescent boys. There was not significant relationship between emotional intelligence and well-being of adolescent girls .There was significant relationship between emotional intelligence and well-being of adolescents from rural area. There was significant relationship between emotional intelligence and well-being of adolescents from urban areas. This shows that emotional intelligence and well being are related to each other. Maximum number of adolescents had emotional intelligence do not differ on emotional intelligence and well being. There is relationship between emotional intelligence and well being among adolescent boys, adolescents from rural area and urban adolescents

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M-LEARNING: AN ENHANCEMENT TO E-LEARNING

*Manju Gera

Asst. Professor, USOL, Department of Education, Panjab University Chandigarh, India

**Sanju Verma

Research Scholar, USOL, Department of Education, Panjab University Chandigarh, India

 ABSTRACT

 Mobile learning (m-Learning) is the delivery of learning, education or learning support on mobile phones, PDAs or tablets. E-learning has provided the ability for traditional learning to break out of the classroom setting and for students to learn at home. Mobile learning has enhanced upon e-learning by taking it a step further and allowing students to learn virtually anywhere a mobile signal is available. M- learning focuses on the mobility of the learner, interacting with portable technologies. Using mobile tools for creating learning aids and materials becomes an important part of informal learning [10]. M-learning is convenient in that it is accessible from virtually anywhere. In this paper a study is done to promote effectiveness of m-learning in distance education around the world.

KEYWORDS: mobile learning, wireless, distance education, information and communication technology.

INTRODUCTION

Education and training is the process by which the wisdom, knowledge and skills of one generation are passed on to the next. Today there are two forms of education and training: conventional education and distance education. The distance education can comprise: distance learning (d-learning), electronic learning (e-learning) and mobile learning (m-learning. Conventional education is also known as face-to-face education or ILT (instructor led training). Conventional education has three fundamental characteristics:

- The teacher and the learning group are assembled at a fixed time in a fixed place for the purposes of learning
- The learner forms part of the learning group
- Interpersonal communication is the means by which the process of education and training takes place

Distance learning systems used technology to separate the learner from the teacher, and the learner from the learning group, while maintaining the integrity of the education process. The primary pedagogical differences between the e-learning and m-learning disciplines are the distinction between more text- and graphics-based instructions to more voice-, graphics-, and animation-based instructions. Where learning previously occurred in front of a computer terminal, in the classroom, laboratory, or at home, it is now enabled to occur in the field, or at any location where the mobile device is fully functional (Sharma & Kitchens, 2004).

Most of the goals that today characterize just-in-time learning, or life-long learning, were anticipated by distance learning:

- Training when it is needed
- Training at any time
- Training at any place
- Learner-centered content
- Avoidance of re-entry to work problems
- Training for taxpayers, and those fully occupied during university lectures and sessions at training centres
- The industrialisation of teaching and learning
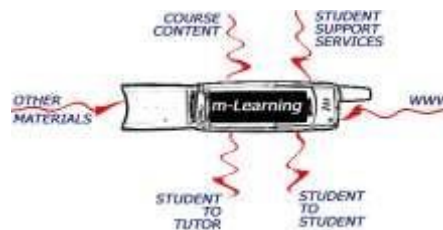
Figure 2: *Wireless virtual learning environment*

The World Wide Web is the most successful educational tool to have appeared in a long time. It combines and integrates text, audio and video with interaction amongst participants. Tutors who have used m-learning programs and techniques have made the following value statements in favor of m-learning. The Analytical Values of Mobile Learning are

- It is important to bring new technology into the classroom.
- Devices used are more lightweight than books and PCs.
- Mobile learning can be used to diversify the types of learning activities students partake in (or a blended learning approach).

- Mobile learning supports the learning process rather than being integral to it.

- Mobile learning can be a useful add-on tool for students with special needs. However, for SMS and MMS this might be dependent on the students' specific disabilities or difficulties involved.

- Mobile learning can be used as a 'hook' to re-engage disaffected youth.

BENEFITS OF M-LEARNING ARE

- Relatively inexpensive opportunities, as the cost of mobile devices are significantly less than PCs and laptops.

- Multimedia content delivery and creation options

- Continuous and situated learning support

- Decrease in training costs

- Potentially a more rewarding learning experience

- New opportunities for traditional educational institutions

- Readily available a/synchronous learning experience

LITERATURE REVIEW OF M-LEARNING

Given the flexibility which mobile devices afford, the communication and collaboration which they facilitate, and enhancement of literacies which they initiate, mobile learning adopts a prime position to address mobility, disability, and special need issues. Savill-Smith and Kent (2003) note that laptop computers have been employed in the support of special needs students in the following areas-

- Deafness: A third-generation mobile device, known as WISDOM, designed for deaf users has been implemented to recognize continuous sign-language sentences in German, and allows person-to- person live communication over distance in three-dimensional sign language (Bauer & Kraiss, 2001)

- Cognitive impairment: Carmien (2002) documents a prompting system, known as MAPS, to assist cognitively impaired users with shopping and bus trips;

- As an adjunct to cognitive behaviour therapy for panic disorders: Newman et al. (1996) describe the use of a palmtop computer for a user experiencing a panic attack, whereby a series of questions appears on screen to slow down the user's breathing and to help them to reflect on their fears; This m-learning pilot project was launched based on the fact that more than 99% of the 1725 learners enrolled for these three

programmes by the end of October 2002, had mobile phones. The majority of these learners live in deep rural areas with little or no fixed line telecom infrastructure. The results which can be summarized as follows:

- M-learning is a supportive mode of education and not a primary mode of education.
- M-learning provides flexibilities for various learning- and life-styles.
- The most appropriate mobile device for learners in Africa is a mobile phone.
- Possibilities and latest developments in mobile technologies must be tested against practicality, usability and cost-effectiveness.
- The use of multimedia on mobile phones must be tested against the envisaged leaning outcomes.
- The major focus of m-learning should be more on communication and interaction than on content.

Mitchell et al. has found that computer games appear to be firmly entrenched in youth culture and are also increasingly used by people into their late twenties and beyond no doubt as the gaming generation matures. Computer games engage. They are seductive, deploying rich visual and spatial aesthetics that draw players into fantasy worlds that seem very real on their own terms, exciting awe and pleasure. They motivate via fun ('part of the natural learning process in human development', via challenge and via instant, visual feedback within a complete, interactive virtual playing environment, whereby ambience information creates an immersive experience, sustaining interest in the game. They are fast and responsive, and can be played against real people anywhere in the world or against a computer. They handle huge amounts of content and can be instantly updated and customized by individual players.
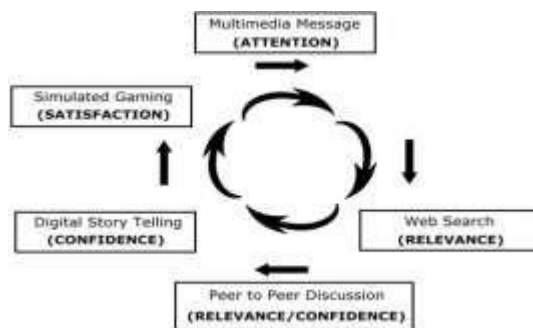

Figure 3: Learning cycle in m-learning

Shih (2005) presents a modified ARCS model for designing m-learning that can be considered an instructional design approach.

In Finland, Europe Mattila and Fordell (2005) reported that students using a mobile phone to analyse surroundings and to communicate within groups were encouraged to participate in inquiry learning and creative problem solving. Their model involved learner-centred collaborative learning that was teacher supported. The pedagogical principles involved inquiry learning, skills for gathering information and building knowledge, creative problem solving leading to interactive and co-operative learning. The MobilEd initiative has somewhat similar characteristics in this regard .

One of the challenges that emerged in these projects is that it is difficult to evaluate the impact of projects that run across institutions. This is because many of these projects do not have tracking systems, partly due to security reasons and partly due to the low capabilities of the back-end technology. Innovative ways of seeking information about this must be found. Another problem was that many of the initiatives were still too new and not enough information had been gathered about them as yet.

The dependence of citizens today on mobile telephony in every country of the world is demonstrated by a 2007 study carried by the London School of Economics for the United Kingdom company, Carphone Warehouse. The major findings are striking and surprising.L One in three people would not give up their mobile phone for a million pounds or more, with women leading the way on those most likely to refuse.

- 76 per cent of people believe it is now a social requirement to have a mobile phone.
- 85 per cent of people think having a mobile phone is vital to maintaining their quality of life.
- One in five 16- to 24-year-olds think having a mobile phone increases their quality of life.
- Most young adults who took part in the ethnographic experiment felt mobile phones were not just a tool, but a critical social lifeline for feeling part of a friendship group.
- Most of 16- to 24-year olds would rather give up alcohol, chocolate, sex, tea or coffee than live without their mobile phone for a month.

The concept of self-regulated learning in the electronic and mobile domain has been addressed by Shih, Chang, Chen and Wang (2005). Adopting scaffolding theory (Bruner, 1983)

in the establishment of mutually-acceptable and achievable goals for student and teacher alike, the paper proposes a self- regulated system based on a 'mobile, portable, and personalized learning environment' where the learner identifies their optimal learning style, employing wireless technology to cultivate a 'self-motivated, self-directed, and self-regulated learner' .

The social issues surrounding the implementation of palmtop computers have been documented by Savill- Smith and Kent (2003). Referring to Strom and Strom's (2002) study, in which high school teachers employed PDAs to record students' conduct, the authors note improved learning conditions for students in relation to their awareness, establishment and maintenance of peer relationships, amount of time spent on-task, and ability for self-regulation. Key to this approach was the rapid involvement of parents in correcting inappropriate behaviour and reinforcing good behaviour, when reports of student conduct are received via pager . The development of a handheld computer game developed by Rodríguez, Nussbaum, Zurita, Rosas, and Lagos (2001) targeted to young pupils of 6-7 years, has been reported to improve motivation, with students displaying high levels of attention and concentration. Another study involving 12-year olds who had shown signs of drug abuse and other social problems, demonstrated that the use of these handheld games improved their voluntary attendance at class (Rodríguez, Nussbaum, Zuria, Rosas & Lagos, 2001) [18].

CONCLUSION

M-learning is a form of e-learning which can be used to enhance the learning in classroom as well as for distance education. The m-learning should be used to increase quality in teaching and learning in open schooling and in higher education also. The only limitation is the battery duration and also the bandwidth of the signal. Mini laptops, PDA do an excellent work as these are easy to carry then conventional books that are very heavy. So m-learning should be adopted with the traditional ways of learning and teaching.

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INSPIRING EDUCATIONAL LEADERSHIP FOR QUALITY OF EDUCATION: THE URGENCY OF CHANGE

Dr. Sheojee Singh

Assistant Professor, Govt. College of Education, Sector-20, Chandigarh

ABSTRACT

Presently Indian society is passing through a unique phase of transition where the hopes of millions are linked to the quality and commitment of leadership in all areas of social and national development. The oft repeated slogan of the urgency for harnessing the demographic dividend through high quality education has been translated into meaningful action plans as well as many policy decisions regarding SSA, RMSA and RUSA, but the ground reality in many parts of the country leaves much to be desired, especially in the field of education at elementary, secondary and higher levels. This paper is an attempt at logical analysis of the current educational aspirations, dynamics of development and some of the critical factors in system's empowerment for ensuring a better and brighter tomorrow for our youth. Citing from the works of renowned economists, other contemporary social scientists and psychologists, the author asserts how the urgency at present is to provide continued inspiring leadership to the stakeholders in order to facilitate their optimum efficiency. The analysis of various data relating to the education and training of the teachers reveals a pattern of negligence at many levels, which the author highlights as the prime contributing factor to the failure of the nation in realizing the dream of developed nation despite having all the essential resources. The author suggests some of the remedial measures in this context through this paper and hopes these measures to change drastically the terrain of educational endeavours thereby accelerating national development in coming years.

KEYWORDS: *Educational Leadership, Quality of Education*

INTRODUCTION

Presently Indian society is passing through a unique phase of transition where the hopes of millions are linked to the quality and commitment of leadership in all areas of social and national development. The oft repeated slogan of the urgency for harnessing the demographic dividend through high quality education has been translated into meaningful action plans as well as many policy decisions regarding SSA, RMSA and RUSA, but the ground reality in many

parts of the country leaves much to be desired, especially in the field of education at elementary, secondary and higher levels. Even the global scenario is not very encouraging. To quote Goleman (2014): Today's children are growing up in a new reality, one where they are attuning more to machines and less to people than has ever been true in human history. That's troubling for several reasons. For one, the social and emotional circuitry of a child's brain learns from contact and conversation with everyone it encounters over the course of a day. These interactions mold brain circuitry; the fewer hours spent with people- and the more spent staring at a digitized screen-portends deficits.[1]   digital natives become aliens in the real world.

PRESENT INDIAN REALITY: DREAM VS REALIZATION

The present reality in India sub continent is daunting in context of basic education, numeracy as well as basic health indicators. The average youth in the country feels lack of opportunities for a bright future because of the failure of the systems of education and health to evolve a viable national level strategic programme to channelize adolescent and youth energy . Young people aged 10–24 years in India represent approximately one-third of the country's population, but few programs and policies exist to meet their needs. Hence, despite the fact that the adolescents have most rosy dreams for their future, the system needs to put in place a sound foundation for realization of that dream. Our target of universal good quality primary education to all has not yet been achieved despite a huge system in place. The problem is basically in the attitudinal change and implementational failure in the context of health and education. As per a recent available report of the United Nations, with 356 million 10-24 year-olds, India has the world's largest youth population despite having a smaller population than China.

China is second with 269 million young people, followed by Indonesia (67 million), the US (65 million) and Pakistan (59 million), Nigeria with 57 million, Brazil with 51 million, and Bangladesh with 48 million, the United Nations Population Fund's (UNFPA) State of the World's Population report quotes. Looking at the seer statistics, there is an urgency at present to provide continued inspiring leadership to the youth in order to facilitate their optimum growth. The analysis of various data relating to the education and training of the

adolescents and youth reveals a pattern of negligence at many levels, which may be highlighted as the prime contributing factor to the failure of the nation in realizing the dream of developed nation despite having all the essential resources. While young people aged 10–24 years in India represent approximately one-third of the country's population, few programs and policies exist to meet their needs. A detailed study entitled, 'Youth in India: Situation and Needs Study,(2004 to 2010) helped shed light on the realities of India's youth and presented recommendations for the implementation of appropriate youth-targeted programs and policies. It also was among the first studies to explore parent–child relations, the ability of young people to make important life decisions for themselves, mental health symptoms, and civic participation among the young. The study found that less than half of young men and only about one in seven young women took part in community-led activities, such as celebrations and health-promotion activities. This showed lack of initiative and leadership qualities among a majority of our youth, which is one of the consequences of illiteracy and unsatisfactory quality of education available to most of them.

GLOBAL TREND AND CHALLENGES IN EDUCATION

Globally, the problems are of the similar nature but we are fortunate to have a system where the pace of change is a bit moderated. India has the largest population of adolescents in the world being home to 243 million individuals aged 10-19 years. According to `The State of the World's Children' report, the country's adolescents constituted 20 per cent of the world's 1.2 billion adolescents. Every nine out of ten among the

1.2 billion adolescents live in the developing world. In this `youthful, human resource lies the promise and potential of becoming a healthy, strong and egalitarian society. This, however, comes with the onerous responsibility on the part of the state and civil society actors, including parents and guardians, to nurture and harness the energy and potential of these adolescents. Being aware of the needs to meet the challenges of adolescents, India had put in place the NRHM, Sarva Shiksha Abhiyan, integrated Child Development Scheme, Total Sanitation Programme and National AIDS Control Programme. But still, the results are not encouraging on the ground because of lack of leadership and inspiration for the youth.

ROLE OF PARENTS AND TEACHERS IN NURTURING INNOVATION AMONG THE ADOLESCENTS

Parents and teachers are at the two principal factors of the spiral of human development

especially in the childhood and adolescent periods of their lives. Parents need to be extensively made aware of their pivotal role in nurturing the adolescents' creative impulses and the teachers need to be trained to inspire and sustain the creative and innovative ideas/ projects of the youth as part of their social-national responsibility. Creativity implies excellence in actions of the organism and not success, which may or may not come as a fringe benefit (Venkatkrishnan, 2012, pxiii,). A new holistic education would form the bedrock of the new world order (ibid. p387.) for which the parents and teachers must co-operate willingly in order to provide the best platform for self directed learning and maturation among the adolescents and the youth.

Substantiating and Channeling the Youth's Dreams Towards Excellence Our former President, Dr. A.P.J. Abdul Kalam often used to say,

> 'Dream, Dream, Dream
> Dreams transform into thoughts And thoughts result in action.' (Kalam, 2003: pp1)

 'There is no greater power in heaven or on earth than the commitment to a dream. Dreams hold something of that energy which lies at the heart of all things and are the binding force that brings the spiritual and material together.' (Kalam, 2003: pp19)

HARNESSING YOUTH ENERGY FOR NATIONAL RESURGENCE

Indian society at present is passing through a unique transition phase where the hopes of millions are hinged on the leadership in all areas of national development. The oft repeated slogan of the urgency for harnessing the demographic dividend through high quality education has been translated into meaningful action plans as well as many policy decisions regarding RMSA and RUSA, but the ground reality in most part of the country leaves much to be desired, especially in the field of education at elementary, secondary and higher levels and basic health amenities. The UNDP Human Development Report, 2015 ranks India at 130th position among 188 countries, HDI value being 0.609, a medium Human Development Category. What the country needs the most today is a mass movement for national reconstruction and resurgence of the spirit of dedication for the sake of the country. It is a blot on the face of the country to keep the tag of developing country or third world country even

after about seventy years of political independence. It is the youth only who can take the lead in this context for which the guidance to adolescents is very crucial.

INSPIRING EDUCATIONAL LEADERSHIP: NEED OF THE HOUR

Kalam (2003,136-137) quotes Maharshi Patanjali, 'when you are inspired by some great purpose, some extraordinary project, all your thoughts break their bounds: your mind transcends limitations, your consciousness expands in every direction, and you find yourself in a new, great and wonderful world. Dormant forces, faculties and talents become alive, and you discover yourself to be a greater person by far than you ever dreamed yourself to be.' This is basically the trait of an inspired leader and is one of the best way to align the creative energy of the nation towards development. We need to develop short term courses and modules in developmental and inspiring leadership and train our youth in the skill and attitude of inspiring leadership. This will help us make our every effort a wonderful offering to the Motherland in her service and create excellence in most of our activities, which ,in turn, is bound to have spiraling effect in society (Ra, 2009).

THE WAYS AND MEANS

Greatness demands its price in terms of hard work blended with dream to excel and a heart on the path of purity enough to keep our spirits high in the midst of all odds. The ways and means are through the skill development programmes (both soft skills and hard skills) at large scale embedded with quality education and a love for the country with a mission for national development. As per a recent report (City and Guild Group, Dec.2015) India lags behind in vocational education and training (VET) with only 2.3 % of the current workforce having undergone skill training as compared to 68% in the U.K. As per the estimates made by National Skill Development Ministry, India requires resources to th tune of about Rs. 4 lakh crores to achieve the target of training nearly 500 million people while only Rs, 15000 crore could be allocated for 2015-16. This is not just a question of financial resources, rather it is a multi faceted problem initiating from a wrong attitude prevalent among a large percentage of youth due to ignorance, lack of exposure to opportunities and unavailability of good quality basic education. In the current scenario, it becomes our bounden duty to guide the adolescents and youth of the country towards viable skill development with commitment to quality for the sake of the country. This can happen, in words of Swami Ranganathananda (1968), only when we emphasize on both levels of efficiency in our education from the very

beginning: work efficiency and character efficiency.

EXAMPLES FROM OUR TIMES

Ajim Premji, J R D Tata, A. P.J. Abdul Kalam, The Dalai Lama, Narayan Murthy are the glowing examples of pioneering leadership in our times. From their pioneering lives and work, effective lessons in leadership can be provided to the youth. The work culture of Tata group, Infosys, Wipro and others of the like are an eye opener to the adolescents and youth of the country, which can give strong wings to their dreams of a bright future in their chosen areas. A lively account of how these industrial, scientific and spiritual superstars worked out their destinies through the rough terrains of circumstances makes for the most interesting biographies in human history. Hence, the lessons in inspiring leadership must be imparted to our youth well in time through the lives of our own heroes in order to optimize the possibility of their developing into remarkable human beings.

LESSONS FROM THE LEADERS

Lala (2011) gives a vivid account of lives of some eminent personalities and asserts the elements of great leadership in all walks of life. Narrating incidents from the lives of Jai Prakash Narayan, K.M. Munshi, J.R.D. Tata, J.B. Kriplani, Mother Teresa, Vinoba Bhave and H.H. Dalai Lama he brings forward the inspiring elements of greatness in simple situations of life and shows how these leaders are and were able to command immense respect from people all over the country. Today, we need to create such qualities of character with charisma among our teachers who shape and refine the destiny of the youth. Our very own former president Dr. Kalam had shown the way through his dedicated services to the nation till the last breath. His missionary zeal must form an essential part of teacher education programmes at all levels.

A VISION FOR THE FUTURE

Our greatness lies in our ability to transcend ourselves in the service of that which has greater value to us than ourselves. There is not a single man or woman who has not had great moments, who has not risen to rare occasions. It is true that we need situations which call out the best in us as leaders, but all leaders can prepare themselves for such a time (Adair,J.,2015, p343) Real excellence goes hand in hand with humility, that unlikely leadership virtue. Humility includes both seeing the truth about oneself and also being open to learning more about good leadership.

CONCLUSION

To conclude, it can be safely asserted that by 2020, India as one of the youngest population in the world (the Indian population is young and approx 30.8 % of India's 1.1 billion people is under 14 years of age.)as its primary workforce will shape the destiny of the world. Its primary values, aspirations, knowledge, abilities, skills and dilemmas will have their bearing on its choices and indeed on the world that it inherits. Herein lies the great opportunity for us to train our youth and nurture them for the lead roles through programmes of inspiring leadership and creative intelligence. The urgency of change calls for radical reforms in teacher education because it is the teachers who are the role models for the youth and whose words work magic on the youth. The challenge is to create conditions for miracles to happen through our inspiring classrooms manned by teachers of high character excellence and work efficiency (Ranganathananda, 2002).

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JOB SATISFACTION AMONG HIGH SCHOOL TEACHERS IN RELATION TO THEIR MENTAL HEALTH

* Paramjeet Kaur Mangat, Asst. Professor, Smt. Jawala Devi College of Education, Sanghol

** Kuljit Kaur**,** Research Scholar, Panjab University, Chandigarh

ABSTRACT

 The study aimed to examine the Job Satisfaction among high school teachers in relation to their Mental Health. There were two variables in the study namely Job Satisfaction and Mental Health. Tools used in this study were Job Satisfaction Scale (J.S.S.) by Dr. Amar Singh and Dr. T.R. Sharma (1935) and Mental health check- list (MHC) By Pramod Kumar (1992). Data was collected from high school teachers of shri Muktsar Sahib district (100 male and 100 female) out of which 100 teachers were from government school and 100 teachers were from private school. The data was analyzed by employing descriptive statistics like Mean, Median, Mode, SD, t-ratio and correlation. It was analyzed that government and private high school teachers differ significantly from each other in their job satisfaction. Job satisfaction of Government High School teachers is less than the job satisfaction of Private High School teachers. Job satisfaction of male High School teachers is less than the job satisfaction of female High School teachers. It was further found that government and private high school teachers differ significantly in their mental health. Mental health of government high school teachers is higher than the mental health of private high school teachers. Mental health of male high school teachers is higher than the mental health of female high school teachers. Significant relationship has been found between job satisfaction and mental health of high school teachers

KEYWORDS: Job Satisfaction, Mental Health, High School teachers.

INTRODUCTION

Education is a powerful instrument of social, political and economic development of a country. The success of any system of education depends upon the teacher on which the educational structure rests. In a specific teaching learning situation teacher dispenses knowledge, frames the curriculum makes the use of required methodology, act as a subject

specialist, evaluates learning outcomes and provides the needed guidance to the learners in dealing with all sort of problems and challenges.

Job satisfaction among high school teachers in relation to their mental health will be totally centralized on the concept of inter- dependence or influence of mental health on the job satisfaction of high school teachers.

JOB SATISFACTION

Job satisfaction is the extent to which one feels good about the job. It is in regarded to one's feelings or state of mind regarding too nature of their work. Job satisfaction as pleasurable positive emotional state, resulting from the appraisal of one's job. It results from the perception that one's job fulfills or allows the fulfillment of one's important job values, providing and to the degree that these values are congruent with one's need. Therefore, job satisfaction is such phenomenon which comes not only from the job, but also from one's personal, social, academic administrative and economical condition. Job satisfaction refers to the satisfaction of the workers in their work. It is an employee's judgment of their own satisfaction of physical, psychological and social needs in their job.

Job satisfaction portrays the perception of the person towards their job, job related to activities and environment. Job satisfaction is determined by how well the result of the job meets the expectations of the employee or they exceed the expectations. The term job satisfaction has been used in different ways by different peoples. Job satisfaction describes how an individual feels about his/her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation or aptitude although it is clearly linked with job design, performance, methods includes job rotations, job enlargement, job enrichment and job re-engineering. Other influences on satisfaction include the management, style and culture, employee, involvement, empowerment and autonomous work Positions.

Job satisfaction is every important attribute which is frequently measured by organizations. Basically, job satisfaction is about liking your job and finding fulfillment in what you do. It combines and individual's feelings and emotions about their and how the job affect on their personal lives. Some of the universal identified factors will influences behind one's job

satisfaction such as:

1. Pay- Amount and fairness or quality of salary.

2. Promotion- Opportunities and fairness of promotion.

3. Supervision- Fairness and competence of managerial task by over supervisor.

4. Benefits- Insurances, vacation and fringes benefits.

5. Contingent Procedure- Sense of respect, recognition and appreciation.

6. Operating procedure- Policies, procedures, rules, perceived red tape.

7. Co-workers- Perceived competence and pleasantness of one's colleagues

8. Nature of work- Enjoyment of the actual tasks themselves.

9. Communication sharing information within the organization (verbally or in writing).

MENTAL HEALTH

Mental Health is a basic factor that contributes to be maintenance of physical health as well as social effectiveness. If a person is well adjusted, he was good physical health and desirable social and moral values; his mental health likes to be good. Good mental health is indicated in such persons are happy, healthy, hopeful and have harmonious personality. Teacher's mental health plays an important role in teaching learning process. If the teacher is not in sound mental health, he can do incalculable harm to the nation in terms of poor guidance to the students. He cannot do justice to his job. His maladjustment will not only adversely affect his personality but will produce maladjustment in children put under his change. Before we discuss the problems of teachers which lead to maladjustment. Mental health in India is being integrated into general health care and other development programmes. Awareness about mental health and ill health is increasing among people, reducing stigma attached to mental health disorders and promotion of mental health are being considered as practicable. It may be appropriate to first deal with the nature, characteristics, types and causes of mental disorders followed by their treatment and related institutional and research programme, as an integral part of National Health Policy (NHP) in India. Mental health is vital for individuals, families and community, and is more than simply the absence of a mental disorder. Mental health is defined by the World Health Organization (WHO) as 'a state of well being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.'

REVIEW OF RELATED LITERATURE

Gupta, Pasrija and Babsal (2012) made a comparison of job satisfaction of secondary school teachers in relation to their some demographic variables such as gender, locality, qualification, experience and type of school.The finding reported significant differences in job satisfaction between male and the female teachers were more satisfied than their male counterparts. Similarly, it revealed that more experienced teachers and teacher belonging to rural areas had better job satisfaction their counterparts in urban areas. Further, the teacher having post-graduate qualification and working in private schools were reported to be significant better than their counterparts.

Srivastava and khan (2008) conducted a study to know the impact of mental health on the level of burnout of the teachers teaching at different education levels. They concluded that teachers with low mental health were more prone to burnouts than the teachers of average and high mental health.

SIGNIFICANCE OF THE PROBLEM

Job satisfaction is regarded to one's feelings about job. Every person is happy about job. Employee wants to take respectable job and want to take a comfortable environment as well as fairness or quality of salary. Mental health depends upon physically and mentally also. A person who feel a comfortable in job that person's attitude towards their job is very good. Mental health playing a major role in job. Employee always wants to be opportunities and fairness of promotion. They want benefits during job like insurance, vacation. Teacher mental health play a important role in teacher learning process. Mental health is a state of physical, mental and social well being not merely absence of disease on infirmity for student's bright future. Mental health is a very necessary. If a teacher has good mental health then they provide good knowledge about their subject to all. The study will help to improve their mental health.

STATEMENT OF THE PROBLEM

Job satisfaction among high school teachers in relation to their mental health.

OBJECTIVES OF THE STUDY

1. To study the difference in job satisfaction of Government and Private High School teachers.
2. To study the difference in job satisfaction of male and female High School teachers.
3. To study the difference in mental health of Government and Private High School teachers.
4. To study the difference in mental health of male and female High School teachers.
5. To find out the relationship between job satisfaction and mental health of High School teachers.

HYPOTHESES OF THE STUDY

1. There exists a significant difference in job satisfaction of Govt. and Private high school teachers.
2. There exists a significant difference in job satisfaction of male and female High School teachers.
3. There exists a significant difference in mental health of Govt. and Private High school teachers.
4. There exists a significant difference in mental health of male and female High School teachers.
5. There exist a significant relationship between job satisfaction and mental health of High School teachers.

DELIMITATION OF THE STUDY

Keeping in view the shortage of time, money and energy, the present study is delimited in term of area and selection of sample.

1. The study was delimited to 200 teachers only.
2. The study was restricted to High School teachers only.
3. The study was confined to Shri Muktsar Sahib district only.
4. The study was delimited to 100 govt. and 100 private school teachers only
5. The study was delimited to 100 male and 100 female teachers only.

SAMPLE OF THE STUDY

Sample of the present study will be taken from among the High School teachers. The size of sample will be 200 teachers, 100 Government High School teachers and 100 Private High School teachers. Equal study will conducted on male and female High School teachers.

DESIGN OF THE STUDY

200

High school teachers

↓

100   100

Government   Private

50 Male   50 Female   50 Male   50 Female
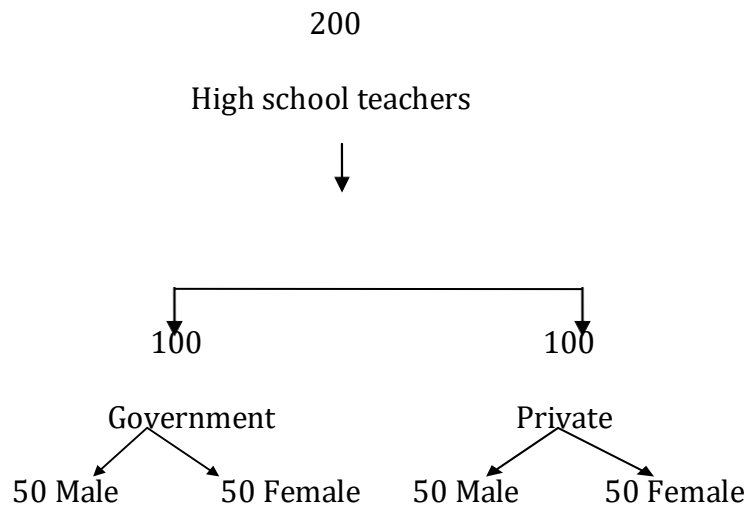
TOOLS USED IN THE STUDY:

The investigator used the following tools in the present research work:

1. Job Satisfaction Scale (J.S.S.) by Dr. Amar Singh and Dr. T.R. Sharma.
2. Mental health check- list (MHC) By Pramod Kumar.

STATISTICAL TECHNIQUES USED

Mean, median, mode, standard deviation, correlation and t-test will be used.

ANALYSIS AND INTERPRETATION OF DATA

"To interpret is to explain, to find meaning of interpretation takes results of an analysis, make inferences pertinent to research relations" -**F.N Kerlinger (1973)**

The raw data for study was obtained with help of survey. In order to search the data for meaningful purpose and to test hypothesis, the data was analyzed with help of various

statistical techniques. An attempt has been made to relate outcome of analysis to be framed so as to arrive at a meaningful conclusion.

Table 1

Significant mean difference in Job Satisfaction of male and female High School teachers

Category	N	Mean	S.D.	t-ratio
Male	100	87.79	10.836	0.073
Female	100	89.16	11.46	(ns)

not significant at 0.05 level 0.01 level

Table 1 indicates the significant mean difference in Job Satisfaction of male and female High School teachers. Mean value and Standard deviation of Job Satisfaction of male High School teachers 87.79 and 10.836 respectively. Mean value and Standard deviation of Job Satisfaction of female High School teachers is 89.16 and 11.46 respectively.

Further the calculated t-value is 0.073, which is less than the table value of 1.96 at 0.05 level of confidence and 2.58 at 0.01 level of confidence. Thus it is concluded that Job Satisfaction of male and female High School teachers do not differ significantly from each other. Hence, hypothesis which states that 'There exists no significant difference in the Job Satisfaction of male and female High School teachers' is accepted.

Table 2

Significance means difference in the Job Satisfaction of Govt. and Private High School teachers

Category	N	Mean	S.D.	t-ratio
Govt.	100	87.34	10.830	0.314
Private	100	89.76	12.15	(ns)

not significant at 0.05 level and 0.01 level

Table 2 indicates the significance mean difference in Job Satisfaction of Govt. and Private High School teachers. Mean value and Standard deviation of Job Satisfaction of Govt. High School teachers is 87.34 and 10.830 respectively. Mean value and Standard deviation of Job Satisfaction of Private High School teachers is 89.76 and 12.15 respectively.

Further the calculated t-value is 0.314, which is less than the table value of 1.96 at 0.05 level of confidence and 2.58 at 0.01 level of confidence. Thus it is concluded that job satisfaction of Govt. and Private High School teachers do not differ significantly from each other . Hence, hypothesis which states that 'There exist no significant difference in the Job Satisfaction of Govt. and Private High School teachers' is accepted.

Table 3

Significance mean difference in Mental Health of Govt. and Private High School Teachers

Category	N	Mean	S.D.	t-ratio
Private	100	23.19	10.83	0.769 (ns)
Govt.	100	21.82	11.36	

not significant at 0.05 level and 0.01 level

Table 3 indicates the significance mean difference in mental health of Govt. and Private High School teachers. Mean value and Standard deviation of Mental Health of Private schools at High School Teachers is

23.19 and 10.83 respectively. Mean value and Standard deviation of Mental Health of Govt. Schools at High School Teachers is 21.82 and 11.36 respectively.

Further the calculated t-value is 0.769, which is less than the table value of 1.96 at 0.05 level of confidence and 2.58 at 0.01 level of confidence. Thus it is concluded that Mental Health of Govt. and Private schools at High School Teachers do not differ significantly from each other. Hence, hypothesis which states that 'There exist no significant difference in the Mental Health of Govt. and Private high school teachers' is accepted.

Table 4

Significance mean difference in Mental Health of Male and female at High School Teachers

Category	N	Mean	S.D.	t-ratio
Male	100	24.13	10.37	0.91
Female	100	23.16	12.14	(ns)

not significant at 0.05 level 0.01 level

Table 4 indicates the significance mean difference in mental health of Male and female High School teachers. Mean value and Standard deviation of Mental Health of Male and female High School Teacher sis

24.13 and 10.37 respectively. Mean value and Standard deviation of Mental Health of Male and female High School Teachers is 23.16 and 12.14 respectively

Further the calculated t-value is 0.91, which is less than the table value of 1.96 at 0.05 level of confidence and 2.60 at 0.01 level of confidence. Thus it is concluded that Mental Health of Male and female at High School Teachers do not differ significantly from each other . Hence, hypothesis which states that 'There exist no significant difference in the Mental Health of Male and female high school teachers' is accepted.

The Fifth objective was to study the relationship between the Job Satisfaction and Mental Health of high school teachers. The data related to this objective was analyzed with the help of Pearson's Product Moment Correlation. Pearson's Correlation was calculated between the Job Satisfaction and Mental Health of high school teachers.

Table 5

Summary of Correlation the Job Satisfaction and Mental Health of Senior Secondary School Students.

	Job Satisfaction	Mental Health
N	200	200
r	.784	

From table 5 it is found that the coefficient of correlation between Job Satisfaction and Mental Health of High School Teachers is 0.784,which is significant at 0.01 levels. In this context, the null hypothesis, namely, "There is no significant relationship between Job Satisfaction and Mental Health of High School teachers.", is rejected. The results indicated that there was a strong positive correlation of Job Satisfaction and Mental Health among High School teachers.

CONCLUSION

The conclusions drawn on the basis of this study are follows:-
1. Government and Private High School teachers differ significantly from each other in their job satisfaction.

2. Job satisfaction of Government High School teachers is less than the job satisfaction of Private High School teachers.

3. Job satisfaction of male High School teachers is less than the job satisfaction of female High School teachers.

4. Government and Private High School teachers differ in their mental health.

5. Mental health of Government High School teachers is higher than Private High School teachers.

6. Mental health of male High School teachers is higher than the mental health of female High School teachers.

7. Significant relationship has been found between job satisfaction and mental health of High School teachers.

SUGGESTIONS FOR FURTHER RESEARCH

The present study opens up certain avenues for further research which are briefly listed below:

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

2. job satisfaction can also be studied in relation to some other variables such as teaching aptitude, personality traits, emotional maturity etc.

3. A comparative study may be conducted on the variables of job satisfaction and mental health of pre-service and in service teachers.

4. The present study was conducted on the sample of Government and private High School teachers. The similar study may be conducted on the other Institutions or colleges like Medical Colleges, Engineering Colleges etc.

5. The present study was confined to Shri Muktsar Sahib area. A similar study may be conducted in other cities and districts of the state.

EDUCATIONAL IMPLICATIONS

The most outstanding characteristics of any research, is that must contribute something new to the development of the area concerned. The present study reveals that there exists a significant difference in job satisfaction of Government and Private High School teachers and there exists a significant difference in mental health of Government and private High School

teachers. The study also reveals that there exists significant relationship between Job Satisfaction and Mental Health of high school teachers. Teachers mental health affects their own and the pupil's behavior, their ability to build up sound relationship with the pupils, their style of teaching and their perceptions and expectations of themselves as teacher and of children as learners. The findings of the present study may form a part of refresher courses, seminars, workshop for in service teachers and efforts should be made to develop their good mental health. So present study helps the teachers to know about their abilities, potentialities, limitations and serves as a tool to develop these potentialities, abilities and to have inspection their limitations so that they can perform their roles effectively.

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CULTURE, LIFESTYLES AND REPRODUCTIVE DISEASE BURDEN: SOME OBSERVATIONS

Ms. Seema

Asst. Professor, Post Graduate Govt. College For Girls, Sector-11, Chandigarh

Abstract: *Culture, lifestyles and disease burden, apparently exclusive concepts, in reality constitute inclusive categories, influencing each other significantly. Since women's lives are culturally conditioned more than men, the lifestyles they follow result in self inflicted deprivations which make them disease risk prone. Resultantly, it is not the woman as an individual who is likely to suffer from a disease or diseases, the burden of disease also adversely affect her family, community and the society at large. However, the extent and magnitude of the above assumed relationship between the three concepts also depends upon other factors and variables, mainly the structural ones, which account for differential disease burden. The underlying assumption here being the society in general does not constitute homogenous category. The society being characterized by socio-economic inequalities forming heterogeneous entities, the disease burden affecting society is differential.*
KEYWORDS: *Culture, Lifestyle, Reproductive Disease Burden*

INTRODUCTION

The culture and lifestyles, an outcome of social structural forces, is a sociological fact widely acknowledged by the academics. Both are believed to have a determining effect on disease and disease burden, though differential depending upon socio-economic conditions. First, it is argued that those who are placed in structurally low positions, their lives are often afflicted and endangered more by diseases caused by malnutrition, unhygienic conditions and lack of basic and essential services. The consequent disease burden- social and economic costs may not be huge but productivity of human beings is negatively affected. Second, the socio-economic better off sections of the society are affected more by lifestyle related diseases, such as heart, obesity, etc., hence have high disease burden involving huge expenditures. Third, it is argued that in the case of women, especially in a system dominated by patriarchy the socio-economic deprivations afflict high disease burden. This is believed that such conditions cause considerable anxiety and neurotic disorders often manifested in the form of physical disorders. At times, the neurotic tendencies and physical disorders also cause psychotic disorders which besides increasing disease burden also result in severe complications. Lastly,

it is also argued that in the determination of disease changes in political economy of a society has a critical role, varying between men and women (Gupta 2001). The prevalent patriarchal ideology accounts for gender variations, for it undeniably controls and dominates gender based distribution of property and privileges, thereby affecting higher rates of anxiety, depression, and psychosomatic symptoms among women. The lower levels of personal control, emerging either from high demands from her at home front or low power but highly demanding job (Rosenfeld 1989). How far these assumptions hold true in the context of (I) relationship between lifestyles and disease burden, and,

(II) culture and women's reproductive health, is examined in this paper.

LIFESTYLE DISEASE BURDEN

Women's lifestyles are conditioned by their own socio-economic, and psychological correlates, specifically by the degree of social degradation, deprivation and violence to which they are subjected. At times, even law subject certain categories of women- prostitutes, women criminals to testing for sexually transmitted diseases, gestational diabetes, malnutrition and other such diseases which is not usually done to me. However, given the better socio-economic conditions to women would result in better control, as being in position they can exercise "healthy choices". Bolaria (1991, 1993) argued the major risk factors which tend to cause much of illness and mortality are to certain extent under the personal discretion of the individuals, only if they focus their attention on changing 'injurious to their health' lifestyles.

Since lifestyles reify the lifestyle as an entity apart from the determinants implies a lifestyle once adopted and practiced continues. The reason being lifestyle is not simply a matter of choice but a product of individual's life chances, the structure of opportunities which make behavior unique and different from others. Shield & Dickinson (1994) argue in the case of factory that workers due to their working conditions and no alternative become victims of various diseases. Although many of the lifestyle diseases are not caused by workplace conditions *per se,* however, workplace-related illnesses and accidents draw our attention due to millions of dollars burden on account for millions of lost men days.

A number of studies (National Council of Welfare, 1975; Pollock, 1988; Martin, 1989; Bolaria, 1994) show a definitive relationship between low incomes and inadequate diets among

people with poverty. How the effect of such factors takes place in the long run is understandable from the adverse effects on the health of children born to poor women and in the conditions of poverty. The next is the growth period from childhood to youth with quality food deficits, malnourishment, and health care deprivations. When these women further enter into pregnancy, there is always a risk involved in terms of pregnancy related complications, low birth weight of children, handicaps, poor growth, intellectual and emotional disorders, anemia and mortality.

In the recent times, the relationship between lifestyle and diseases reveal the way people lead their lives result in atherosclerosis, heart ailments, stroke and diabetes are identified as the main. The other health problems are caused by lifestyle habits, such as smoking, alcohol consumption and drug abuse. Al-Maskari (2010) asserts smoking, alcohol consumption and drug abuse the risk faced by the people is due to prolonged exposure to three modifiable lifestyle behavior, namely unhealthy diet and physical inactivity. These further cause heart disease, stroke, diabetes, metabolic syndrome, chronic obstructive pulmonary disease and some type of cancer. Such diseases are also referred to as non-communicable and chronic diseases, forming part of the degenerative disease group. In the contemporary times, these problems draw considerable attention of a society as these not only result in loss of independence, prolonged years of disability and death but also these tend to put considerable burden on the health services.

With reference to WHO data (2005), Al-Maskari (ibid.) draws our attention to the fact that an estimated 61 per cent of all deaths, nearly 35 million and 49 per cent of the global burden of disease are attributable to chronic diseases. It warned by 2030 the global deaths due to chronic diseases and disease burden will be 70 per cent and 56 per cent respectively. One of the consequences of the lifestyles is prolonged illness and in many cases premature mortality. Despite knowing long term implications of the unhealthy lifestyles only a small proportion of population practices healthy lifestyles which do not cost anything. The reason for not doing so is that generally lifestyle is considered a personal issue, but these are social practices and ways of living associated with definitive social group and socio-economic identities. The promotion of healthy lifestyles is in societal interest. Therefore, there is need for a comprehensive approach along with socio-economic transformation and effective public health policy.

This is world-wide recognized fact that cardiovascular diseases, cancer, chronic respiratory diseases and diabetes affect human life and economy considerably by 'shrinking the quality of life in patients, cause premature deaths, and other adverse effects (Higuchi 2010). It is argued that chronic diseases are emerging as a major health burden, particularly in the low and middle income group countries and account for nearly 80 per cent of global chronic disease related deaths. With reference to the findings of Beaglehole & Yach's (2003) Higuchi attribute high percentage of deaths to lack of resources which the policy makers, donors and academics have not paid attention to. In the economically less developed countries the recent rise in the chronic diseases in addition to the already existing communicable diseases validates the contention. Resultantly, the study warns that the health gaps between the countries and within the countries are widening. The lack of support system for the affected people, like insurance cover, play an instrumental role in providing access to health care, is no guarantee to real access to health services. The reason being in the case of chronic diseases the health care is required lifelong to the patients. In low income countries while some of the problems are inherent in the health care system but at the same time the patients themselves are also not in position to get the care. The reasons lie with the fact that many patients do not know where to get the health care and where the clinic, hospitals, laboratory etc. are located. Hence there is need for the provision of affordable medical supplies to all. Due to ignorance and various related reasons, especially in the case of women at times cultural barriers create inaccessibility within the accessible situations. Al-Maskari (2010) argues the number of people utilizing the existing services is, in fact declining.

The key facts related to who is at risk due to lifestyle related diseases, WHO (2014) data suggest almost 36 million people all over the world die of these; more than 9 million catch these before they reach the age of 60 and of whom 90 per cent die premature deaths in the low and middle income countries; and the cardiovascular health problems account for most deaths- 17.3 million, followed by the cancers (7.6 million), respiratory diseases (4.2 million) and diabetes (1.3 million). It (*who.int/mediacentre/factsheets/fs355/en*) reveals that these diseases are neither specific to certain age groups nor gender. The children, adults, and elderly are all vulnerable to risk factors. Interestingly, globalization eulogized as panacea for all problems, has also another dimension globalization of unhealthy lifestyles, includes unhealthy diets (mainly junk food) which cause raised blood pressures, increased blood

glucose, elevated blood lipids, overweight and obesity. It is argued that the use of such foods coupled with inactivity and harmful use of alcohol make the metabolic and physiological processes vulnerable. Almost 3.2 million people die because of no physical activity or inactivity. The physical inactivity and low use of fruits and vegetables hyperglycemia (high blood glucose levels) and hyper-lipids (high levels of fat in blood) rise leading to vulnerability to diseases. The problem compounds more in developing ad under-developed countries due to the inability of the state to provide adequate protection.

The disease burden is an 'invisible epidemic', hence counter-productive to socio-economic development, a fact asserted by the Global Health Observatory (*www.who.int/gho/ncd/en*, 2014). Steyn & Damasceno (2006) argue that the chronic diseases, often called non-communicable diseases occur during the middle age, caused by the long unhealthy lifestyles followed by people affected by these diseases. In the list of unhealthy lifestyle, are 'consumption of diets rich in highly saturated fats, sugars and salt, typified by fast foods'. The end result of such diets is hypertension, dyslipidemia, diabetes, and obesity' impacting health in two ways: independent cause and the other synergistically. The other factors adding to the occurrence of such diseases are the risks caused mainly by the 'frequently undiagnosed' and the 'inadequate management of these in the health services'. Subsequently, the treatment of acute conditions becomes difficult. Consequently, emerging disease burden in fact shows the cumulative effect of unhealthy lifestyles on the economy of the society.

Ballal (2014) argues, 'India is a developing country but infested with the diseases of the developed world, a poor country with maladies of the rich, still not conquered the infections but battling with the non- communicable or lifestyle diseases'. By implications, there appears to be a vicious circle ultimately causing 'unimaginable economic loss', to the country. In this way, the increasing burden of diseases on the national economy is like a monster. An association between lifestyle and disease like cancer has also been indicated by Regional Research Centre, Kerala. According to which almost 70 to 90 per cent of all the cancers are environmental, primarily linked to lifestyle and practices, like tobacco consumption- smoking and chewing, unhealthy dietary practices, unsafe reproductive and sexual practices. In Kerala tobacco contributes to 50 per cent of the deaths and dietary practices to 10 to 20 per cent of

cancers- upper aero digestive tract- mouth and throat, esophagus - food pipe and lungs, stomach, large intestine and breast (RCC 2011). Among women two types of cancers, namely breast, and, uterine cervix are caused by culturally determined factors, such as late age pregnancy and menopause, single child, high fat diet during the pubertal age. The second type is caused by early age at sexual intercourse, multiple sexual partners and poor sexual hygiene.

The concerns about the chronic diseases arise due to dual burden of communicable diseases and non- communicable chronic diseases (Mohan & Reddy 2014). The contributing factors have been control over the communicable diseases, increased longevity and change in the lifestyles due to health transitions and economic development. The non-communicable diseases have largely contributed to 'rise in the multiple health transitions, demographic transition resulting in population ageing, epidemiological changes from communicable to non-communicable, and nutritional status- high caloric consumption and low physical activity levels in India. Resultantly, the deaths due to non-communicable chronic diseases are around 53 per cent of the total deaths, and 44 per cent disability adjusted life years. The further projections indicate that by 2030 such diseases will account for 67 per cent of the total deaths. The cardiovascular diseases alone account for 52 per cent of the total deaths'.

WOMEN'S REPRODUCTIVE HEALTH AND ITS CORRELATES

The above discussion clearly indicates that the problem of disease burden in India and globally is on the rise. In the case of women non-communicable chronic diseases and fatal communicable diseases (UTIs, STDs, etc.) affect their general and reproductive health. The latter is of critical significance not only for the women but also for the society. Sandhu, Bhattacharya, Majumadar & Mukherjee (2001) suggest the problem of reproductive health is not homogenous in nature. Analytically, it is called reproductive morbidity divided into three subcategories, namely *obstetric morbidity, gynecological morbidity and contraceptive morbidity.* The onset of the risk of these is associated with the beginning of the girls attaining puberty, with which reproductive period begins. The sexual exposure, pregnancy and child birth process further increase the risk. The gynecological physiology and its processes, the use and practice of contraceptives, all add to the woes and disease burden. In the sequence of occurrence the first stage refers to diseases related with the conditions of reproductive tract, which may be a consequence of pregnancy or delivery or childbirth. There is a growing

recognition of gynecological morbidity as an important health problem especially among poor women in India.

Akram (2008) in understanding tribal health in relation to their sexual behavior attempts at understanding sexual health issues. Although it is conceived that sexuality, epitomizing love and entertainment, assumes a central position in tribal life as they generally tend to move freely together to fairs, markets, and work. The sex education among the young age groups is gathered from peers and is self-experiential. In short, sex prior to and beyond marriage, premarital and extramarital is an accepted reality and without taboo. Although the most tribes and communities always had their own methods of health and contraception, but generally, especially looking into the high incidence of STDs and UTIs, the tribal seem to have little or no idea about 'safe sex'. It is hard to find awareness among them about various tests, diagnosis, or prospects of treatment of HIV AIDS. These are some of the reasons Akram suggests as responsible for infections and reproductive morbidity among tribal women.

The other correlate of women and their general health is the environment in which they lead their total lives, called external atmospheric environment (Chatterjee 2001). The environmental pollution has become one of the major problems of the world today, affecting adversely municipal services, such as water supply and sanitation; drainage of storm water; treatment and disposal of waste water; management of solid and hazardous wastes; supply of adequate and safe food and housing; are all unable to keep pace with urban growth. All these in turn lead to an increase in the pollution levels and consequently the presence of high level of carbon monoxide in the air cause congestions of the lungs, breathing problems, tuberculosis, and heart ailments. The incidence of respiratory diseases tends to increase; and water pollution triggers the number of patients suffering, from acute water borne diseases. Although Delhi has been identified one such cities where pollution has affected the health of the people to a great extent, but the situation in cities like Bombay, Calcutta, Madras etc. is also not different. Among the external environmental factors gynecological clinics and hospitals also tend to cause reproductive health problems due to the application of incorrect methods by doctors and clinicians. Kneale & Joshi (2008) links larger social and cultural norms regarding motherhood and family, on the one hand, and treatment initiation, interactions between women and the medical 'expert' and subsequent treatment decision, on the other.

The study brings out the fact that women's experiences of childlessness need to be understood more in their socio-cultural contexts rather than subjecting them to only clinical methods and procedures. The findings reveal an attempt at 'correction' in an 'incorrect manner' lead to significant risk to physical and mental morbidities rather than doing any good.

In India socio-cultural environment is also found significantly associated- directly and indirectly, mediated by economic conditions with disease causation and burden. The caste in India being integral to social structure and corresponding to socio-economic status of caste is found to impact women health (Raj & Raj 2004). In Bihar, Orissa and West Bengal a comparison between reproductive health Index (RHI) and reproductive health indicators (contraceptive use, birth order, birth interval, antenatal care and skilled assistance at delivery) revealed caste-wise variations. While the RHI was found highest in West Bengal, followed by Orissa and Bihar, the caste variations in the RHI indicated that with the upper-caste women showed higher reproductive health status as compared with the lower-caste women. The inference emerging from the analysis suggest that socio-economic disparities coupled with caste affect the reproductive health status of women.

Gynecological morbidity, which is being recognized as an important health problem especially among poor women in India indicate high prevalence of selected symptoms of RTI for different states of India (Garg 2000; Mamdani 1999). The environmental factors are non-implementation of programmes, irregularities in reporting and pilferage of huge funds. The programme implementation gripped corrupt and undesirable practices across the country have proved counter-productive, consequently leading to increase in reproductive morbidity. Similarly, lack of sexual health education, especially regarding STDs, RTIs and safe sex expected to be imparted in hospitals of all levels, schools and communities by the health practitioners have added to the problems of gynecological morbidity. Bora & Jha (2001) argues factors, such as age at marriage, education, ideal number of living children, spacing method for longer intervals between successive births, employment, poverty, general health status, and the overall status of women play a critical role. The socio-economic development and modernization increases contraceptive use among the couples amidst the structural changes in a society. Such transformation not only brings about cognitive change among the couples to limit their family size through the adoption of contraception but also play a positive

role in the promotion of safe sex and in bringing down the incidence of reproductive morbidity.

One of the reasons is due to poverty and culturally determined dietary habits as many as 44.7 per cent of total women suffered from anemia out of which 41.2 per cent were pregnant. Among these women while

25.8 per cent were having mild, 30.8 percent moderate and 2.2 per cent severe anemia. While mild anemia percentage showed uneven trend- 23.1 per cent during first trimester, 29.0 in the second and then again

24.3 per cent in the last stage of pregnancy, in the case of moderate and severe the percentage of anemic women increased. The problem resulting out of the anemic women giving birth to under-weight children remain difficult to resolve, for nutritional deficiencies cannot be filled when a child starts going to school only at the age of five years (Radkar & Jeyakumar 2012). By implication the disease burden is not simply the consequence of women sufferings but also of their nutritional status.

The empirical reality suggests that the extension of health services and care to the people is projected more of an act of mercy by the state rather than state's obligation towards citizens. However, the question of rights of patients, especially women's reproductive health has been ignored (Bajpai 1998). The reason being invariably a patient is found dependent on the mercy of the medical practitioner for his/her survival and recovery. In the entire process of taking treatment by the patient it virtually appears that the patient is an unequal party in the contract of treatment (if there is any at all), and, therefore, succumbs to each and every term and condition of the medical practitioner. He gives unbound importance to the doctor for the sake of his/her health and despite spending a lot of hard-earned money and paying for the services of the doctor. The patient does not enjoy any right. It is only in the academic forums that the patients' rights find mention, the voices raised but in practical the situation is far from the desired. Bajpai emphasizes that any discussion on rights of the patients and people's right to health must keep in view the facts about concentration of health care facilities in the urban areas, and development of health services as an industry which works for profit motive only as human considerations are weighed in terms of fees.

CONCLUSIONS

In the backdrop of the foregoing discussion in relation to the relationship between culture, life style and disease burden and the social structural correlates of reproductive morbidity reveal: First, there are definitive linkages between culture and lifestyles and both impacting disease burden. In this process the socio-economic and environmental factors to a considerable extent add to general health problems and reproductive health related problems among women. Second, the health behaviors are influenced by many factors, both personal and external to women. The multiple responsibilities of women, from looking after her family and home to work outside or doing unpaid labour at home, always put considerable constraints on her time and abilities. Consequently, own health is grossly neglected. A large number of studies and data indicate the disease burden on the individual sufferers, their families and the state is on the rise.

This paper suggests that mere slogan health for all, opening of more and more health facilities and other such measures will not yield the desired results. A comprehensive inclusive policy of socio-economic development along with effective health awakening campaign by the state and the civil society is a must.

The civil society has been often reduced to an organization of the elite fighting for the rights of poor and marginal without compromising their own interests and rights. Therefore any health campaign to affect change in the cultural practices and related lifestyles needs to be accompanied by inclusive change in the socio-economic conditions of people.

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GENDER DISCRIMINATION IN INDIA: EXTENT, IMPACT AND SOLUTIONS

Ms. Rustam Devi

Assistant Professor, Cordia College, Sanghol

ABSTRACT

Gender Discrimination in India: Extent, Impact and Solutions Discrimination on the basis of an individual's gender is a civil rights violation. It assumes many forms: sexual harassment, unequal education and employment opportunities, unequal wages, deprivation of social, political and economic rights, heinous crimes against women and workplace harassment. This usually happens due to the practices and attitude of the society towards different genders. It is different from sexual discrimination. It exists from pre-existing gendered social norms and perceptions. Gender discrimination and sexual harassment are not new phenomena. But these remained unidentified and unreported. The clinical and psychological impact of gender discrimination is very damaging. The social consequences are unthinkable. It has adverse impact on development goals as reduces economic growth. It hampers the overall well being. If we want to put an end to gender discrimination, we need to spread awareness through advocacy groups, NGOs and Media. We must implement procedures and policies with full force. We need to raise our voice against injustice and discrimination. Education in gender sensitization is must. The need of the time is to change ourselves and be the champions to fight gender discrimination.

KEYWORDS: *Gender Discrimination*

Unfair treatment or favoritism on the basis of a person's gender in any form: social behavior, nutrition, healthcare opportunities, education, job opportunities, wages, salary increments, promotions, marriage or other matters is termed as Gender Discrimination.

In Sociology the word Gender refers to the socio-cultural characterization of Man and Woman: the way societies make a distinction between man and woman and assign them their respective social roles. It is different from the word SEX which refers to biological characteristics of man and woman. The word SEX means either of the two classes male or female, into which human beings and animals are divided according to the part they play in producing children or young ones. Gender is seen closely related to the roles and behaviour

assigned to men and women based on their sexual differences.

Hence the society and its culture ascribe or prescribe the characteristics to men and women and see certain behaviours as 'proper' or 'aberrant' for them. The distinction between sex and gender was introduced to deal with the general tendency to attribute women's subordination to men. For ages it was believed that different characteristics, roles and status accorded to women and men in society are determined by sex and are natural and therefore unchangeable. The society expected them to play stereotype roles ascribed and shaped by customs centuries old.

The term Gender Discrimination has gathered significance in the recent past. It is an issue that warrants attention all over the world. Gender Discrimination refers to any situation where a person is denied an opportunity or misjudged solely on the basis of his\her gender.

Wikipedia defines discrimination as the prejudicial treatment of an individual based on his/her actual or perceived membership in a certain group or category. "In a way that is worse than the way people are usually treated."

It involves the group's initial reaction or interaction, influencing the individual's actual behaviour towards the group or group leader, restricting members of one group from opportunities or privileges that are available to another group, leading to the exclusion of the individual or entities based on logical or irrational decision making.

Discrimination on the basis of gender is a Civil Rights violation, nevertheless, discriminatory traditions, policies, ideas, practices, beliefs and laws exist in many countries and institutions the world over. "Socially sexual differences have been used to justify different roles for men and women in some cases giving rise to claims of primary and secondary roles."
Gender Discrimination is different from other forms of economic or social inequality.

EXTENT
There are many types of gender discrimination which can range in gravity from workplace discrimination to violent crime. Sexual harassment and other forms of gender based discrimination in society, at workplace and academic institutions are not new phenomena.

But these issues remained unidentified but deeply embedded into the culture. The main reason being that the people in power had the prerogative to define the world from their own perspective and both consciously and unconsciously excluded the experiences of their subordinates because they seldom suffered the adverse effects of gender based discrimination. These issues remained unnamed and unexplained. The political force of the Civil Rights Movement of 1960s (in the USA) provided a meaningful definition to Gender Discrimination. Sex Discrimination was defined an illegal act along with Discrimination related to race, colour, religion and national origin in the Civil Rights Act 1964. But sexual harassment as a specific form of gender discrimination was defined during 1970's Women's Movement in the U.S.A. Although sexual harassment as a form of gender discrimination remained prevalent; it was under reported for fear of adverse outcomes. (5)

In India the whistle blower was the enactment of The National Commission for Women Act, 1990.

Although the Constitution of India has granted men and women equal rights, gender discrimination still remains and affects both the genders. Generally it is considered that women are the victims of gender discrimination. But the fact is that even men suffer on account of gender discrimination.

GENDER DISCRIMINATION TOWARDS WOMEN

Women have been the victims of inequality not only in terms of social and political rights but also on grounds of employment opportunities and personal liberty.

INFANCY TO CHILDHOOD-

Most of the families have strong preference for a male child. The birth of a male child is always celebrated in the family. Sons are considered **asset** for the family. They are showered with love, care, respect, better food and healthcare and higher education.

Gender discrimination towards women begins even before the birth of girl child. The gender of the unborn child is disclosed with the help of pre-natal diagnostic technique. It leads to sex-selective abortions, female infanticide and malnutrition of would be mothers.. The birth of a

girl child is always unwelcome and filled with pain. She is considered a liability on the family. Census 2011 in India shows decline in the girl population. The ratio of girls to boys up to the age of six was 914:1000 in 2011 as compared to 927:1000 in 2001. In an estimate about eight million female fetuses might have been aborted in the past decade. (6)

Due to lack of care the female infant mortality rate is higher than that of male infants. According to 2005 census the figures were 61 and 56 respectively out of 1000 live births. (7)

After the birth of the child the society starts gendering it according to its own pre-set norms and customs. Boys are encouraged to be tough, bold and outgoing, where as girls are made to be homebound, frail and shy. These gender characteristics are created by society. It stems not only from pre-existing differences in economic endowments between men and women but also from pre-existing gendered social norms and social perceptions.

In some countries in the sub-Saharan and northeast Africa and even in Asia the young girls are subjected to Gential Multilation Owing to cultural or religious rituals. it includes removal of all or part of the clitoris and clitoral hood(external female genitalia) during infancy or childhood. This operation is done without the help of any medical aid subjecting the girls to intense pain.

CHILDHOOD TO ADULTHOOD

The girls become the victims of malnutrition. They are given a secondary place in the family. The male members are fed first in the family. The women have to satisfy themselves with whatever food is left. In the poor families, sometimes they have to remain without food, the reason being that the girls will leave the family after their marriage while the boys will support the family when they grow up. The girls are tamed to be submissive and dependent on male members .They are also tamed to tolerate abuse and beating and remain reticent even in adverse circumstances.

Most of the girls are not given proper education. Though literacy rate of girls is increasing but it is not satisfactory. Very few girls receive higher education. According to census 2011, the literacy rate for females is 65.46 while for males it is 82.14.(8)

At this stage some of the girls become the victims of sex-abuse and rape. Sometimes they are murdered or commit suicide. Most of cases remain unreported for fear of adverse

consequences.

ADULTHOOD ONWARDS

The women are denied their social rights in the family. There is lack of autonomy for them due to existence of the Patriarchal society. A young girl has to marry a person of his parent's choice. The society expects that a woman remain under the control of father and brother when she is unmarried, her husband after marriage and her son when she gets old. Many religions place her below man. At the time of marriage the woman is expected to bring a rich dowry with her. If her parents fail to satisfy her in-laws with dowry she is harassed, abused physically, sexually and mentally. Sometimes she is compelled to commit suicide or is burnt or killed. According to a UN report fourteen wives are murdered by in-laws every day, a young married woman is burned alive, beaten to death or forced to commit suicide in every six hours in India.

She is expected to give birth to a male child. If she fails to do so, she is subjected to sex-selective abortion or is expelled from in-laws' house where as science has proved that father is responsible for the sex of the child.

The women are expected to do all the domestic chores: cook, wash, clean. It is her responsibility to bear and rear children .to look after and serve every member of the family even though she is a working woman. Nobody cares for her needs. She is discriminated against even within her house. Though laws give her equal property rights but these are not implemented properly .In practice no share from parental or in- laws property is given to her. Everyone takes it for granted that the land and property will be shared by male heirs only.

DISCRIMINATION AT WORK PLACE

Women are not given equal job opportunities. Most of the jobs are meant for the men. Apart from this they are not paid equal wages for the same work. Even in a developed country like America women get 70% wages as compared to men for the same work.

There is discrimination in promotions and wage increases. In some companies there is "glass ceiling" which means women are not promoted to higher posts of Managers, MDs or CEOs. The worst form of gender discrimination at work place is Sexual Harassment. It means an

unwelcome conduct of a sexual nature so severe and pervasive that is creates a hostile environment. Unwelcome conduct may be verbal comment or physical contact. In practice, we have known that many women employees are victims of sexual harassment by their male colleagues, seniors and bosses.

DISCRIMINATION IN SPORTS

Gender discrimination is prevalent even in sports. Very few sponsors sponsor the female teams. For example men's Cricket team gets many sponsors who shower money on them but women's team hardly gest sponsors. Even the T.V. Channels telecast only men's matches. Many female players are raped or sexually abused by their male coaches. As a result most of the parents do not allow their daughters to participate in games.

GENDER DISCRIMINATION TOWARDS MEN

1. Not only women but some men also suffer due to gender discrimination, India has much legislation in favour of women. There is every possibility of their misuse against men. Some of the laws discriminate if a husband commits adultery, he will be jailed but women cannot be jailed for adultery, nor will she be punished by the court.

2. In case of divorce, the custody of the child is given to the mother without enquiring whether she will be able to discharge this responsibility.

3. There is no recognition of sexual molestation of men by women.

4. Under article 498 A of the Indian Penal code a husband's family can be jailed for demanding dowry. They are considered "guilty unless proven innocent" defying the universally practiced doctrine of "innocent until proven guilty". This provision is much abused and misused by women.

5. In case of elopement a man is always held guilty even though the woman has taken the initiative.

6. In African tribes – Maasai and Xhosa and in Nordic countries – Denmark, Sweden, Iceland, Finland, Norway and Greenland- Penectomy (Castration) is performed on male children in teenage. Male circumcision (removal of the foreskin of penis) is performed on male children in neo natal stage in some Americans and Jews as a cultural ritual. This is done with the help of a razor or knife which is very painful and fetal for them.

DISCRIMINATION TOWARDS TRANSGENDERS, BISEXUALS AND HOMOSEXUALS

These people largely become the victims of the wrath of society due to their sexual intent. Their behaviour and intent is contrary to the social norms. Such people are considered castaways. They are hated, chased out and sometimes attacked. They are considered abnormal or mentally sick. Sometimes they are equated to criminals. There are no laws to protect their social and human rights. They suffer discrimination in every sphere. It is a pity that in India they are the worst sufferers. Though some people have raised their voices to safeguard their rights but still they are not socially accepted as normal human beings. Even the Supreme Court of India has recently given its verdict against them.

CAUSES

a) Religions and customs: The primary causes of gender discrimination are the deep rooted social and religious customs. Many religions and customs warrant a secondary place to woman. Most of the Indians follow the customs mentioned in age old "Manu Smrity" where woman is placed at the lower pedestal. Due to patriarchal system of society man is always held supreme and has a social authority over the woman. Hence they misuse this authority to torture the woman and deprive them of their basic rights. The women accept this secondary and submissive role considering it a religious verdict. They make compromises and do not complain.Certain religions and tribes in Amazon and Arunachal have been matriarchal society where women enjoy superior position.

b) Family customs and norms: In most of the families the practice continues unchecked to treat women brutally and everyday they are abused physically, mentally and sexually .No member of the family questions it. So it is taken for granted that woman is just an entity (not a human being) who is responsible to keep the men folk happy and fulfill all their wishes without complaining or asking for her rights .They are made to remain indoors while men enjoy full freedom to go anywhere. They play stereotype roles. In Muslim families women are compelled to wear burqas

and are denied their social rights. In a recent incident at Jorhat in Assam, a husband burnt his wife alive for publically kissing Rahul Gandhi ,vice president of Congress Committee at a rally.

c) Lack of Education: Gender discrimination is effected due to lack of education among women as well as men. Most of the women are not aware of their rights and nor do they expect any fair treatment from men. Men folk do not want women to get education and stand on their own feet because this will challenge their authority. In many Muslims counties women are denied the right to education,

e.g. Talibans destroyed girls' schools in Pakistan and a girl named Zusafzai Malala was shot at while returning from school. Men, too, lack education regarding gender equality. They don't think women should be given equal liberty and equal opportunities. They lack gender sensitivity which is the major cause of woman harassment.

d) Lack of Economic Independence: As far as employment opportunities are concerned women are highly discriminated against. There is demarcation of jobs: men's jobs and women's jobs. Women are not recruited in many areas which are reserved for men. In most of the families women are not allowed to work outside the house even though they are capable enough. So they are not earning. They depend on men for the fulfillment of their needs. Due to this dependence on men they are highly exploited. They lack means to fight for their rights.

e) Physical Factors: After the birth of the child society begins gendering it. Girls are nourished in such a way that they remain frail and physically weak due to lack of nutritious food. The boys are made tough and physically stronger because they are served with healthy food. Men take advantage of their physical strength and overpower women physically and sexually. Woman being physically weak, fail to defend herself from men even in her own house not to think of outside her house.

f) Justice Denied or Delayed: The major cause of increasing violence against women is that they are denied justice even though Indian Laws are in favour of women. In many cases women come forward and raise their voice against rape, sexual harassment and crime against woman. But when they approach the police to lodge an FIR, they are harassed by the policemen and asked many obscene questions. In some cases they are even raped by the policemen. FIR is never lodged against the influential offenders. The

victims run from pillar to post for justice. In case FIR is lodged, the evidence is destroyed and the witnesses turn hostile. The offenders are not convicted and are acquitted. This encourages the offenders further and crime against women does not halt. I may cite here the case of Model Jessica Lal's murder at a restaurant in New Delhi on the night of April 29, 1999. The prime accused was Manu Sharma s/o Union Minister, Vinod Sharma. Charge sheet was filed against twelve people on Aug. 3, 1999 and charges were framed by the court on Nov.24, 2000. But on May 3, 2001 eyewitness Shyan Munshi turned hostile and refused to recognize Manu Sharma as the man who shot at Jessica Lal. Evidence was destroyed and tampered with. As a result all the accused were acquitted by the court on Feb 21, 2006. Injustice triumphed. Is money and power above justice? But thousands of people protested against the verdict. Media too did a positive role. This compelled the Delhi police to register a fresh case in March, 2006. A special team was set up to investigate the case. An appeal was filed in the Delhi High Court on March 13, 2006. Ultimately Jessica was granted justice on Dec 18, 2006 when Manu Sharma was convicted under sec. 302 of IPC and was awarded Life Imprisonment along with his accomplices. Key witness Shyan Munshi was tried for perjury.

In a recent case the Sports Authority of India suspended a wrestling coach, Satvir Singh who was facing sexual harassment charges for harassing a player. But now the police have found that these charges were false and the report is sent to the court for closing the case.

In Ruchika Girhotra molestation case SSP Rathore was sentenced to one and half years imprisonment but the SC granted him bail after six months.

This shows that justice will be delivered only when the society, police and the courts support the cause of
women.

The graph of crime against women is increasing day by day. According to a report published in The Indian Express (Jan. 3, 2014) crime against women in New Delhi has increased by 412% in the past year. There is an increase of 129.26% in rape, 412.56% in molestation and 142.09% in chain snatching cases in New Delhi.

Total 73958 cases of crime against women were registered under IPC in 2013 in Delhi. The police were able to solve only 48.8% of the cases. (10)

IMPACT

Gender Discrimination has deep impact on the individual as well as the society which is impossible to cure.

IMPACT ON THE INDIVIDUAL

A victim of gender discrimination suffers a lot mentally and psychologically. It is clinically damaging but awareness about this negative impact is still rare .Dr. Sharyn Ann Lenhart says that "sexual harassment and gender discrimination is psychologically and clinically damaging". Specific studies on physical and mental health consequences of sexual and gender discrimination are lacking for want of funds and government support.(9). The victims need immediate treatment. They often go into depression. It takes a long time to come out of it and begin normal life. Those who fail to get rid of this trauma often commit suicide. Socially, too, the women who are raped or sexually harassed face many adverse circumstances. Everyone looks at them with hatred or doubt. Family honour is ruined. It becomes difficult for the family to marry off their daughter .In some cases it leads to prostitution when they are discarded by the society.

Child marriages are also the outcome of gender discrimination. The parents marry their daughter off at a tender age so that they may not be sexually exploited by men. But it has again a negative impact on the health of the women. She becomes a mother at a young age which is fatal for her health as well as the health of her kids.

IMPACT ON THE SOCIETY

Gender discrimination has adverse impact on development goals as reduces economic growth. It hampers the overall well being because blocking women from participation in social political and economic activities can adversely affect the whole society.

Since women receive less healthcare facilities than men and are malnourished they give birth to malnourished and underweight children which will be a burden on society .Women's social

training to put up with suffering and their unwillingness to be examined by a male doctor are additional constraints in getting sufficient healthcare. It increases the mortality rate of women. Amartya Sen, the famous economist, has assigned two major reasons for the declining number of women and low growth rate in India: poverty and malnutrition and lack of medical facilities. India must focus on its women to up the growth rate.

SOLUTIONS

The major solution to end gender discrimination lies in spreading awareness about gender sensitization and empowering the women.

Advocacy Groups and Women Organization: We need to spread awareness about the issue of gender discrimination and legislations safeguarding interests of women. We must raise the consciousness of the public about general issues affecting woman and fighting the stigma associated with the victims of sexual harassment and HIV/AIDS. There are various woman organizations which are propagating and advocating awareness on gender issues. They play a key role in influencing policy decisions and implementations by engaging with policy-makers and dialogues with other social groups and sections of society. The need is to educate and mobilize large numbers of public to garner support for their cause. Here I am mentioning some of the groups which help the victims.

The positive Women's Network which spread word about existing government schemes available for HIV/AIDS infected women through outreach and awareness programmes. Women Commissions at state and centre levels have the power to solve women issues.

International Foundation For Prevention of Crime and Victim Care (PCVC) created in 2001, is a part of a global (OXFAM). "We can End Violence Against Women Campaign" that seeks to end all forms of violence against women in six countries by inspiring ordinary people to become "change makers". These countries include Pakistan, India, Bangladesh, Sri Lanka, Nepal and Afghanistan. Their main focus is on "educate and save women". The Gulabi Gang in U.P. is fighting for justice for women.

Holding Conventions: India has ratified various International Conventions and Human Rights Forums to secure equal rights of women such as ratification of Convention on elimination of all

forms of discrimination against women in 1993.

Demonstrations and Rallies: are another medium of expressing dissent and calling for a change. The enactment of Criminal Law Amendment (Nirbhaya) Act, 2013, which is related to sexual offences is the result of widespread protests and demonstrations against the gang rape of a medical student, Nirbhaya. A social activist and writer Aruna Roy says that public collective action is a wonderful force which compels governments to enact valuable laws and change their policies. Apart from these conferences, pickets and Civil Disobedience movements can help curb violence against women.

Media and Press can play an active role in making public opinion and exposing the criminals and offenders. The murderers of model Jessica Lal, rapists of Nirbhaya and Tarun Tejpal, editor of Tehlka who molested his junior correspondent were accused after the media exposed them and played a positive role in demanding justice for the victims.

Education and Training: We need to educate the youngsters as well as the adults to make them aware of their rights. It will also help them to stand on their own feet and secure independence for them. Men folk too require education and training to understand gender sensitivity and the need to grant women equal rights and ensure their safety.
Teachers and officers should ensure that there is no gender discrimination in institutions and offices.

Gender education should be provided to each and every person so that they make create a conducive environment in society. Supervisors and managers should be trained to ensure that there is no harassment of women at work place.

Women Empowerment: We must empower the women to safeguard their own rights and fight for justice. They should be made self-dependent. There are many women self-help groups these days which help women to become economically independent and also help in increasing the economic growth rate. This will end poverty. They should be provided adequate health facilities and equal social, political and economic rights.

Proper Implementation of laws, procedures and policies: There are many laws which favor

women in India, but in spite of this fact women are still the harassed lot. The reason behind all this is the improper implementation of laws and procedures. The men in power and business magnates twist them in their favour and as a result women are denied justice. If these laws are judiciously implemented, nobody will dare commit a crime against women. I mention here some of the laws in India which are exclusively meant for ensuring justice for women.

- The Immoral Traffic (Prevention) Act, 1956.
- The Dowry Prohibition Act, 1961, (Amended in 1986).
- The Indecent Representation of Women(Prohibition)Act,1986
- The Commission of Sati (Prevention) Act, 1987.
- Constitutional Amendment of 1993(reserving one third elected seats for Women in Local bodies.
- The Muslim Women Protection of Rights on Dowry Act,1986
- National Commission for Women Act, 1990.
- The Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994.
- Protection of Women from Domestic Violence Act, 2005.
- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act,2013
- Criminal Law Amendment (Nirbhaya) Act,2013.

The women must awake now. They must be self-dependent and empowered to ensure justice and equality for them. Let them be the whistle blowers.

Society's concern for ending sexual harassment of women has started showing positive results. Four months after a law intern from National University of Juridical Sciences, Kolkata complained about sexual harassment by a retired Supreme Court judge, A. K. Ganguly, the university drafts a policy, likely to come into force this month, to deal with sexual harassment cases once the executive council accepts it. Under its provisions an intern can lodge a complaint about sexual harassment with the Internal Complaint Committee of the university or the authorities including the V C and the warden.(11)

Gender Discrimination will end only when the society changes itself and all the People, Police, organizations, Judiciary and Government work together to bring a change and set up a new order free from all types of discrimination.

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ROLE OF TEACHERS EFFECTIVENESS, HIGH SELF ESTEEM AND DIGITAL COMPETENCE IN TRANSFORMING INDIAN EDUCATION

Ramakrishna

Research Scholar, Dept. of Education, Panjab University, Chandigarh

ABSTRACT

 Teachers are the truly the torch bearers of any society. Role of teachers, nay effective teachers is far more important in shaping the life of students than any other factor in contemporary society. This crucial role of effective teachers in the lives of youth becomes all the more important in the adolescent age when a number of physio-psycho-social changes take place in rapid succession putting the youth in a great dilemma. Effective teachers provide a strong role model and dependable support in career decision making for many of their students. But, in today's' world, effectiveness of teachers itself is dependent on several factors, two most important of which being their high self-esteem and competency in using digital media for information-communication, teaching, guiding and research purposes. This paper focuses on the role of effective teachers and their self-esteem as well as digital competence in harnessing youth potential towards giving a decisive positive turn to their personality in the period of adolescence. Quoting some relevant studies and corroborating these with his own experience as a classroom teacher, the author asserts how essential it is to develop effectiveness of teachers through enhancing their self-esteem and digital competence for guiding the adolescents and the youth of the country towards a brighter future.
KEYWORDS: Teachers Effectiveness, High Self Esteem, Digital Competence.

INTRODUCTION

The adolescents and youth today need guidance but in a different way. Gone are the days when adolescents and youth used to listen patiently to the sane and wise advice of the elders with reverence. We are living in times of great transitions, which demand focused yet relaxed action with reasoned response from all stakeholders in this context. Youth are more reactive and impatient for the result that they want. But, the impatience can be utilized as a great virtue, which can make the youth great leaders in various fields of their interest. A pro-active and indirect non-interfering yet inspiringly supportive role of effective teachers can make a

huge difference in the process of channeling youths' dreams and energy resulting ultimately into youth empowerment. In this context, the role of effectiveness of teachers becomes vital. Moreover, teacher effectiveness is the result of many factors, but two vital factors are self esteem of a teacher and in modern times his/ her competence to utilize digital technology in enhancing the learning outcome of students. Smart schools, smart and confident teachers are required in large numbers to transform the ailing system of education in the country.

SCENARIO IN EDUCATION AT PRESENT

The schools and colleges are the nurseries where the future of mankind is shaped as rightly asserted by Indian Education Commission, (1964-66) in its widely quoted statement: The destiny of the country is being shaped in its classrooms. And, *the success of a school depends, in large measure, on the quality of its teaching staff. When the teachers are effective, students learn.* (Mc Ewan, 2002). Effective teachers add confidence and charisma to their students along with imparting essential skills for knowledge acquisition and enhancement of their learning in a more satisfying, joyful and meaningful ways. On the contrary, *poor teachers add stress and sleepless nights to principals' lives, contribute to low staff morale, and create scores of angry parents. However, most depressing of all is that ineffective teachers damage students an diminish learning* (Sanders & Rivers, 1996).In the context of modern Indian society, which is in transition from earlier phase of neo-modernism to post modernism under the influence of global changes of different kinds, it is all the more important to focus on teacher's effectiveness as a means of better student learning and thus better human capital formation. It is matter of great concern for India, which is having the demographic dividend in terms of the vast youth population, that despite huge financial investment and continued efforts by various governments so far, even the goal of total literacy has not yet been achieved. When the goal of basic education for all has not been achieved, how can one talk of scientific and technical superiority by creative contributions from the maximum youth in the country?

TEACHER EFFECTIVENESS AND YOUTHS' RESPONSE

Teacher effectiveness means the effectiveness of teachers in teaching learning interactions so as to facilitate the achievement of learning gals of their students. These teachers are supposed to have attained the needed competence in their roles and functions, such as the

preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relations. Also these teachers excel in their other personality characteristics. They are said to be effective teachers. Teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement (Kulsum, 2000). The term teacher effectiveness refers to the results a teacher gets or to the amount of progress the pupils make towards some specified goals of education. It includes such common dimensions as planning and mastery of the subject matter, method of teaching, rewards and punishment, motivation to facilitate learning experience, evaluation, attitude towards students, and interpersonal relationship with colleagues, with parents, attitude towards profession and job satisfaction. Teacher effectiveness may also be defined as an efficacy exhibited by a teacher in instructional strategies, classroom management, personal disposition, evaluation, inter-personal relations, job involvement, initiative and enthusiasm, professional values, innovativeness in the everyday teaching-learning situation. Teacher effectiveness can also be assessed from the students' achievement and teacher's place in the school and community.

J Krishnamurti, the renowned spiritual thinker, calls for a radical transformation in the way teachers work and asserts that *it is the educator who needs educating much more than the pupil.* Even the British government, way back in 2001 realized and expresses categorically, 'Our education system will never be world-class unless virtually all children learn to read, write and calculate to high standards before they leave primary school. We have therefore given top priority to a national strategy to achieve this goal, setting ambitious national targets for 2002; that in English 80 percent and in mathematics 75 percent of 11 years old should meet the standards set for their age. These targets are staging posts on the way to even higher levels of performance. Teacher effectiveness is the single most important factor in facilitating and enhancing students' learning and thereby bringing a positive transformation in society. Over the years, the concept of teacher effectiveness has undergone various changes in its meaning and scope, yet the four most important qualities related to the effective teachers have been: making greater demands of the students, better teaching skills, more knowledge of the subject matter and better discipline. The definition of an effective teacher began to change as the emphasis shifted from what teachers were to what they did, and what effects those

behaviours had on student achievement. Researchers like Berliner (1985), Brophy and Good (1974), Hunter (1984), Rosenshine (1971), and Soar and Soar developed checklists and models that defined specific behaviours associated with students' achievement. But, we can say that an effective teacher is mission driven, feeling a call to teach as a passion to help students learn and grow as articulated beautifully by Fried (1995): "*To be a passionate teacher is to be someone in love with a field of knowledge, deeply stirred by issues and ideas that challenge our world, drawn to the dilemmas and potentials of the young people who come into class each day-or captivated by all of these.*" Moreover, an effective teacher is more realistic, practical and caring to the students as asserted by McEwan thus, 'The highly effective teacher is positive and real, demonstrating the qualities of caring, empathy, respect, and fairness in relationships with students, parents and colleagues because good teaching cannot be reduced to technique; it comes from the identity and integrity of the teacher.' The three more facets of the classroom, which an effective teacher is supposed to have complete control over, are: management and organization of the classroom, the engagement of students and the management of time. *A teacher must create an environment which permits children to make continuous attempts to link the use of language with life's experiences and objects* (Kumar, 1994). Thus, *by involving students in the production of knowledge they are more likely to be embedded in the teaching and learning process and develop cognitive abilities that deepen their learning, leading to a lifelong interest in learning, which improves motivation and therefore aids retention*. **(**Stevenson G., 2014)**.** This fact has been further supported by a very famous author of our time, who goes on to say, '*An effective teacher makes the class interesting and takes charge of the students and never allows the misconduct of a group of children to be the source of his/ her discomfort* (Dyer,2014)'.

DIGITAL LITERACY, DIGITAL DIVIDE AND DIGITAL COMPETENCE FOR ADOLESCENTS, YOUTH AND THE EFFECTIVE TEACHERS

 Global trends in technology supported education indicate the necessity of digital media for effective teaching learning interactions. Hence, teachers and students need to be well equipped with digital competence, which initially started as digital literacy. "Digital Literacy is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyse and synthesize digital resources, construct new knowledge, create media expressions,

and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process" (Martin, 2005). Very recently the attention of researchers and institutions has focussed on how people use digital resources and processes, more than on the things they must know and be able to do with technologies. This new approach to the analysis of the impact of new technologies on mankind led to concentrate on the concept of competence and on the active involvement of subjects in the interaction with digital equipments, without forgetting the representations of reality, knowledge and skills that people had (Le Boterf, 1990). On this side the European Commission issued in 2005 the "Recommendation on key competences for lifelong learning" and stated the features of the digital competence, the fourth among them (Commission of the European Parliament, 2005). For the European Commission the development of digital competence is based on the confident and critical use of Information Society Technology (IST) for work, leisure and communication and is underpinned by basic skills in ICT: that is the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. The above issues led to the definition of work plans for the creation of suitable frameworks for digital competence assessment and the development of strategies helping students build sound digital competence. Its impact on cognitive dimension of youths' learning is very important in the analysis of people's ways of thinking and knowing. Researchers have found that

• The less developed sections and categories in cognitive dimension are the possible reason of students' problems in knowledge development and in the acquisition of meaningful knowledge

• Sound teaching-learning activities can be planned and carried out to help students recover the gap in the underdeveloped dimensions and build the digital competences needed in the knowledge society. Thus it promotes self learning, promotes life-long learning and makes possible anywhere anytime learning.

Hence, there has been an increased emphasis on digital competence of teachers for making education an effective tool for youth empowerment over the years in all developed societies.

SELF ESTEEM

According to Braden (1969), self-esteem is constituted by two mechanisms: 1) feelings of confidence, feeling due to reflected appraisal 2) feelings of effectiveness, based on clarification

as to consequence one's own actions. Combination of cognitive and affective aspect of individual is called individual social behavior". "An elementary endowment of human nature is called self-esteem. Self-esteem is psychological relation between diverse sets of attitudes is considered as self- esteem. People having low self-esteem are found to be harassing others while those with unrealistically high self-esteem are found violent and aggressive. Self-esteem is important for success, both in academic life and professional life. This led to the efforts for increasing self-esteem of students However without the collateral enhancement of knowledge and skills, the increase in self-esteem are false (James 1890)". "The real values of a person are reflected in true self-esteem. This is independent of any specific ability in an individual as compared to others. In psychology any individuals self-esteem is related to his/her self-evaluation. This internal evaluation might be positive or negative (Sedikides & Gregg 2003)". "Personal benefits and associated feelings are known as self-esteem. Self-esteem is also reflected in an individual behavior. Some traits (personal characteristics) or temporary psychological connection are known to build up self-esteem.

High levels of mastery, low risk taking, and better health are ways to predict higher self-esteem. In terms of personality, emotionally stable, extroverted, and conscientious individuals experience higher self-

esteem. These predictors have shown us that self-esteem has trait-like qualities by remaining stable over time like personality and intelligence. Although, this does not mean it cannot be changed.

CONCLUSION

 It can be thus concluded that the youth empowerment is an essential pre-requisite for success of education in any developed society and this in turn depends largely on effectiveness of its teachers in having high self esteem and higher level of competence in using digital technology for teaching learning interactions. The introduction of digital competence as one of the key competences of the people in knowledge society, derived from the propulsion of technology in our society since the early nineties, has advanced exponentially at the same rate as it has become more accessible to the citizens of Western societies (Erstad, 2010). The information and communication technology (ICT) has become a paradigm of our social shaping (Baelo, 2010). In this new reality ICT have penetrated and have quickly dispersed within our working and leisure area. These changes, along with other social and

economic ones, have required a response from the education field. In many cases, educational institutions have redesigned their systems to accommodate training in skills that allow citizens to adapt to the changing reality in which they will develop in coming years. Hence, it is imperative for us to   have regular training of our teachers for digital competence as well as creating conditions for maintaining high self esteem among them.

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JOB SATISFACTION AMONG TEACHERS OF URBAN AND RURAL SCHOOL: A COMPARATIVE ANALYSIS

Ms. Sukhdeep Kaur

Assistant Professor, Smt. Jawala Devi College of Education, Sanghol

ABSTRACT

Job satisfaction is one of the most widely discussed issues in organizational behaviour and Human Resource Management. In present study the researcher investigated the present level of job satisfaction among the private and govt. school teachers. In this research, 100 rural and 100 urban teachers, 200 in total, working in different govt. & private schools were examined. Further half of the 100 teachers sample was male and other half was female teachers. The obtained data were analyzed based on the descriptive statistics using SPSS Version 16. Independent sampled t-test has been used in this study analyze the job satisfaction level among Male & female teachers and urban and rural school teachers. The study revealed that there is no significant difference in the level of satisfaction of male and female teachers. Furthermore, it was again revealed that there is no significant difference in the level of satisfaction of urban and rural school teachers.
KEYWORDS*: Job Satisfaction, Teachers.*

INTRODUCTION

Job satisfaction portrays the perception of the person towards his or her job, job related activities and environment. It is a combination of psychological and emotional experiences at work. Job satisfaction, as defined by Locke (Lutherans, 2002), is a "pleasurable or emotional state resulting from the appraisal of one's job experience". It is often a result of the perception of the employee as to whether his job provides him with the outcomes he views as important. Job satisfaction is determined by how well the result of the job meets the expectations of the employee or they exceed the expectations. Some important factors influencing job satisfaction may be classified in two categories:

A) Environmental factors:-Job content, Occupational level, Pay and Promotion, Work ground and Supervision.

B) Personal factors: -Age, Sex, Educational level, Marital status and Experience.

C)

REVIEW OF LITERATURE

Mohdsuki and Ski (2011) examined on job satisfaction and organizational commitment and the effect of gender on employee perception of job satisfaction and organizational commitment. Study revealed that employee's gender has no significant effect on his/her perception of job satisfaction and men and women have the same level of organizational commitment.

Kumar & Bhatia (2011) mentioned that the level of job satisfaction and attitude of the teachers towards teaching is least affected by the gender, the marital status, minimum qualification and income group of physical Education teachers to compare the job satisfaction among Physical Education teachers and their attitude towards teaching.

Kumari and Jafri (2011) conducted a study on the overall level of Organizational Commitment of Male and Female teachers of Secondary School of Aligarh Muslim University data analyzed by using t-test result revealed that overall percentage of female teachers organizational Commitment was much higher than male teachers.

Zilli and Zahoor (2012) conducted a study to find out the organizational commitment among male and female higher education teachers and to compare the organizational commitment among male & female higher education teachers. Result revealed that the females had significantly higher level of organization commitment than the male teachers.

Mehta (2012) investigated on job satisfaction among teachers to know whether the perception of job satisfaction among teachers was affected by the type of organization (private vs. govt.) and the gender (male vs. female). Descriptive analysis was made to study the perception of job satisfaction of male vs. female and t-test was used. Result showed that there would be significant difference in the level of job satisfaction of Govt. and private school teachers.

Nagar (2012) undertook a study on organizational commitment and job satisfaction among teachers during times of Burnout for developing and tests a model for Burnout and its effect on job satisfaction on organizational commitment. Research showed that in term of job satisfaction & organizational commitment the mean score for female teachers was higher than male teachers.

OBJECTIVES OF THE STUDY

1) To measure the level of job satisfaction of the teachers.

2) To undertake a comparative study between male and female teachers regarding job satisfaction.

3) To undertake a comparative study between Urban and Rural school teachers regarding job satisfaction.

HYPOTHESIS

1) There is no significant difference in the job satisfaction of urban and rural school teachers.

2) There is no significant difference in the job satisfaction of male and female teachers.

SAMPLING METHOD AND SAMPLE

Random sample is considered for the study. So for the present study 200 teacher were selected at randomly and from schools of Mohali District. Out of these 200 teachers, 100 teachers are rural schools and 100 belong to the urban schools. Further half of the100 teachers sample was male and other half was female's teachers.

RESEARCH TOOL AND METHODS

For the present study data was collected with the help of structured questionnaire constructed by Parmod Kumar and D.N. Mutha The test contain 29 items representing the factors, about their attitude towards profession and school. The teacher job satisfaction questionnaire consists of 29 highly discriminating 'Yes/No' type item.

Job Satisfaction test = 29 items. Question are related to-

1. Attitude towards profession -6

2. Attitude towards working condition – 10

3. Attitude towards institution – 7

4. Attitude towards authority – 6

All the items expect 6 to 29 are positively worded. All these item are given a score 1 for positive responses expect for item 6 to 29 in which case are applicable. The sum of these values gives the job satisfaction scores for the job subject. The total score varies from 0 to 29 showing lowest jib Satisfaction to highest job satisfaction

ANALYSIS OF THE STUDY

To ascertain whether there is difference in the satisfaction of male and female teachers and satisfaction of govt. & private school teachers independent sample t-test was used. T-test value indicates whether any significant difference between the satisfaction of male & female teachers and urban & rural school teachers. T-test value greater than 0.05 indicates that there is no significant difference in the satisfaction of male teachers &female teachers and there is no difference in the satisfaction of urban & rural school teachers.

Means, SD, and t-ratio were calculated between different group of job satisfaction to know significant difference if any between male/female, urban and rural groups of the data.

Table showing the t-ratio of Job Satisfaction of Male/Female
teachers Table- 1(A)

t-ratio

Group Statistics: Job Satisfaction (Male/Female)							
	SEX	N	Mean	Std. Deviation	Std. Error Mean	Std.-Error Difference	t-ratio
Job Satisfaction	Males	100	22.05	3.724	0.372	0.593	0.506
	Females	100	21.75	4.613	0.461		
Difference Insignificant							

Table 1(A) Shows that the mean Job Satisfaction score for male and female if found to be 22.05 and 21.75 respectively. The mean scores for males though higher than that of female scores has been found to be statistically insignificant as shown by t-ratio of 0.506. The observed differences may be attributed to change factor only. Hence the hypothesis stating: *there is no gender difference among the school teachers in terms of Job Satisfaction is accepted.*

1. Job Satisfaction (Urban/ Rural)

Table 1(B)

Table showing the t-ratio of Job Satisfaction of Urban/

Rural areas t-ratio

Group Statistics: Job Satisfaction (Urban/ Rural)							
	Place	**N**	**Mean**	**Std. Deviation**	**Std. Err or Mean**	**Std.-Error Difference**	**t-ratio**
Job Satisfaction	**Urban**	**100**	**21.53**	**4.448**	**0.445**	**0.591**	**1.252**
	Rural	**100**	**22..27**	**3.890**	**0.389**		
Difference Insignificant							

Table 1(B) Shows that the difference means Job Satisfaction among Urban and Rural teacher. From the obtained scores, Means scores, Standard Deviation and Mean difference and standard Error of difference have been calculated. Finally 't' values of these scores have been computed which is found to be 1.252 which is not significant Hence the hypothesis stating: *the urban school teachers do not differ significantly from rural school teachers in terms of Job Satisfaction is accepted.*

Findings: From the study it was concluded that male and female school teachers have the same opinion about their job satisfaction. Rural and urban school teachers have almost same working condition.

 SUGGESTIONS

1. The student was restricted to Mohali district only. It should be done in the other district also.

2. The population should be expanded to get better result.

3. College teachers should also be considered in the study.

4. The study should be done on controlled group as for as possible.

5. There is need to study factors responsible for job satisfaction.

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CAUSES OF TRUANCY AMONG SECONDARY SCHOOLS STUDENTS

Jaswinder Kaur

Asst. Professor, D.A.V. College of Education, Hoshiarpur

ABSTRACT

The present study was conducted on a sample of 100 studying in the secondary schools, Hoshiarpur city. Further, out of 100 students 50 student were from Government school and 50 were related with Private school. Out of 50 from Government school, 25 school were rural and 25 were urban. Five point scale strongly agreed, agreed, undecided, disagreed, strongly disagreed was used. The uncongenial home atmosphere is responsible for truancy. The parents cannot give Proper attention, to their children due to any reason. Bad company of the child is responsible for this behavior. Discriminatory behavior in society and school. These children become emotionally disturbed because they can't concentrate in studies. Emotional disturbance due to failure in role performance is also a cause of truancy in this. Cause is responsible for truancy.

 KEYWORD*: Truancy*

INTRODUCTION

Education is a continuous and dynamic process. It is concerned with ever growing man in an ever growing society. Education is still in the process of evolution. Education begins at birth and continuous throughout life. It is the process of development from infancy to maturity, womb to grave. Everything which influences human behavior and personality is education. Education include experience grained through a number of agencies like home , school, church , club, cinema , restaurants, playgrounds , workshops, travels, physical environment , social environment and the form of government etc. Education plays a pivotal role in the socio-economic development of our country. It develops its human resources by equipping them with people in adopt*ng* themselves to the pace of rapid changes taking place in view of expanding human knowledge due to scientific and technological achievement .No nation can flourish if its citizens don't have a deep love and affection towards education.

Due to rapid growth of Indian economy by means of transport, communication, industrialization, Urbanization simultaneously so many problems like backwardness,

delinquency, and mental retardants and so on but truancy is such problem which has attracted the attention of all educationists. The problem of truancy is a challenge to educational planners and those executing these plans. This problem is global but has special meaning in Indian context too, along with many other educational problems; this problem of truancy is quite evident. The truants are there not only in schools and because of academic sufferings but we can talk of truants from life too, the people with escapist tendencies When parent's inhibition in every field gave birth to truancy. The same happens in the school situation as it is also image of society.

Truants are not problem for our society but truancy is the main problem, both for the society and themselves. This problem gave stress at school and home both. The truancy is another form of delinquency at adolescence stage of the students.

According to Hadfied, "Delinquency means anti-social

behavior." According to Vallentine, "Delinquency is

breaking of some law."

This problem of truancy among students is still growing because of this; we don't want to face these problems. Our educational problems about which we are more conscious in the last 20 years are still there, without a solution due to our tendency of escapism and there is no improvement in them. This, problem has become a challenge for the whole of the society now a days.

The problem of truancy is a challenge to educational planners and those executing these plans. This problem is global but has special meaning in Indian context too along with many other educational problems. Thus this problem of truancy is quite evident.

TRUANTS

A child plays truancy because he does not find an atmosphere of security and interest in the school. A school is said to be the lengthened arm of the family or an extension of home, if the teacher is unsympathetic and does not show affection to the child, he will fail to inspire confidence in him. The child feels distressed and tries to seize every possible opportunity to remain away from school.

According to H.C.Mittal, "A truant is a child who does not attend the classes and move here and there without any aim. He leaves the home at proper hour but does not attend the school. He may also keep himself busy in the activities of gang. Such types of children create problems for

themselves and for others. They cannot progress in their studies."

According to R.K.Mukherjee, "Basically, a child is said to be truant if he has the wandering mania and he avoids the school, such a child leaves for the school at the proper hour but remains absent."

According to Emerson, "The secret of education lies in the respecting of child, he wants to be heard."

A child having uninterested subjects, this may be leads to the poor personality or lack of aptitude on the part of the child for those subjects. So he becomes a truant a psychological approach is needed to locate the causes of truancy in every child.

The child is afraid of some of his class-fellows leads to a truant behavior. There might be bullies who trouble the child and the child feels insecure. The child must be protected from this menace. The teacher must see that the child is on no account be teased and ridiculed.

TRUANCY- A FORM OF DELINQUENCY

A study of innumerable delinquent children of England was listed by Cyril Burt, a British Psychologist. The main forms of delinquency, he found in his study was

  a) Stealing

  b) Aggressive

  c) Wandering which includes truancy from home,

Truancy is a form of delinquency at adolescent age. It is due to many reasons which give rise to such behavior .There is so many factors which encourage this problem of truancy like socioeconomic, political, personality etc. There is close relation between truancy and delinquency but it is, not always necessary that truancy leads to delinquency. May be there is link between non-delinquent and delinquent behavior. The researcher "Glueck" found that among a number of delinquents, 75% were truants and 85% of cases of anti-social behavior were performed by the truant. So these truants lead to criminals at the later stages also. Helen Witner and Sylvia Stanton say truancy {common juvenile offences} marks the beginning of a delinquent career. Now behavior of the child should be the main priority for the parents and the teachers. The truant behavior of child disturbs the harmony of the school, home and the society. The truants have become a problem for the teachers, Headmasters and even for the

members of society at large scale so that this is necessity of knowing more about the truants. A social influence, in our times we find around 'ourselves, the instances of truant parents, politicians and other custodians of society. Our socio-economic factors are responsible for the uncongenial and unhealthy atmosphere both, at home and school' is creating this problem. The frustrated teachers and politicians are responsible for creating conditions for truancy in each and every 'step of life. Now-a-days, hard 'worker, sincere teachers and politicians are rarely Seen But the irresponsible shirkers are increasing day by day which are responsible for this problem also. The problem of truancy is increasing day by day and this problem has become a great hindrance in the progress of our society. So this problem needs a careful analytical study so as to free the society from the bondage of truants and make the society to grow and develop more and more so that both the country and society can progress more and more in the modern age.

TRUANCY-A WORLD WIDE PROBLEM

In the modern era, truancy is the main problem to be worried of. The characteristics feature of truancy is that it is a calculated action .There is a deliberate decision not to attend the school. In virtually every case, the decision not to go to school is made by the child. A second characteristic of truancy is that the failure to attend school has the implied or actual support of the parents. This problem is more common in the social problems of the family which has a poor motivation towards the studies and limited cultural attitudes towards schooling. Since, however, the basic decision to truant is made by the child himself. There will often be other contributory factors for his motivation to avoid school. The dull child, whose dullness has not been recognized and who is gaining nothing from school is the example of truancy. Similarly the child whose general social training and adult interest or relationship have been defective will be more 'at risk' for truancy. So the truancy rate can be used, as one factor in assessing the 'quality' of school. So for the solution of this problem, it is necessary to recognized it at the earliest possible stages whatever action is taken must be effectively carried through.

Typically the truant has no sense of guilt and little concern over his behavior. Although he may give plausible excuses, he makes surprisingly few efforts to conceal his actions or motives. He works very much on the principle that he will not be found out and if he is, that it was worth it. This act results in a greater loss not only to intellectual development but social

development of the child also. It is ultimately a loss to the society, in the sense, that its future members are not able to get the training they ought to get and would not be in a position to render services to the society.

Early childhood stage is the initiative stage. This problem arises at the early stages, if the child is not properly handled .there are more chances of becoming truant. Unhealthy environments like presence of step-mother or step-father, discriminatory treatment "towards children, delinquent brothers and sisters, wrong methods of teaching in school, difficult course etc push the child in the darkness truancy.

MEANING AND NATURE OF TRUANCY

According to M.H. Neumayerr,"Truancy is regarded as prolonged absence from school generally without the knowledge of "parents or guardians, but sometimes it is with their knowledge".

Neumeyerr, M.H.,"Juvenile Delinquency in Modern Society, D.Von.Nostrand Company Inc. 1955. Truancy is based on love for freedom and adventure, inferiority complex, lack of adjustment in school, harsh treatment by teacher, over protection or where children are treated on miniature pattern, the truancy is in the knowledge of parents. Sometimes, the father is tempted to dissuade the child from going to school, as he wants his help at shop. Delinquency in later stages is the main effect of such common conditions. One statistics (1960) from England shows about 25% of children brought to Juvenile courts had played truant from school.

Glueck (1950) found records of truancy in 95% of delinquents of U.S.A. Most, not all, truants came from 'deprived homes' of slummy areas where parents with low education and income are negligent Some come from, 'Broken homes' with cruel quarreling parents, one of whom often is absent from home or only comes to sleep at night. The truants as a group are reported to be intellectually inferior to children of their age- group. So truancy as a big problem is viewed from different angles. The views of some writers regarding truancy are as under:

Oxford Dictionary meaning of truancy is "It is the practice by children of staying away from school when he or she should be there."

According to Newmayer (1955) and Oscar (1955): "Truancy is usually not regarded as the

synonymous with 'Running away'. It is used to describe prolonged absence with the knowledge and sometimes with the consent of parents or guardians."

According to Tyerman: "Truants are children froms school without the permission, of their parents. Their non-attendance is chiefly due to their own initiative and far the purpose of study they must be distinguished from those children whose parents are main directly responsible for absence by withdrawing them from school."

NEED AND IMPORTANCE OF THE STUDY

The problem of truancy is one to which much attention has not been paid That is why this problem is growing day to day and producing harmful effects for the society in the form of truant children The truant children do not prove to be good citizens. They are burden both for themselves and for the society and this retard the progress of society, as well as country also. The problem of truancy is universal and has greatly attracted the attention of our educationist, parents and teachers all over the world. This is just like a contagious disease which spreads from one child to another. The truant child wander aimlessly, to cinemas, make gangs, indulge in anti-social activities and gambling. They like the adventures, money and enjoyment etc. they get it by doing undesirable task to their friends. They attract their attention and in this way the chain continues. One truant produces many of truants and causes the problem to grow more and more here, there and everywhere.

The truant children not only cause harm to themselves but moreover to the schools, society and country as well. They spoil the discipline of the school and lower the achievement. The school atmosphere becomes uncongenial. These truants later on not only find it difficult to make up for their deficiency but also fail to keep pace with regular classes and consequently they indulge in other delinquent acts by leaving school at later stage They do not remain socially sensitive so their character degenerate

The truancy is a type of delinquency. The truants if not handled properly, are likely to become criminals. The research studies have proved that 60% of delinquent acts are caused by truants. So this problem of truancy needs to be investigated with great care. By this investigation, the research scholar would come to know the causative factors of truancy, the incidents in schools which are encouraging truant, behavior and proper measure to be taken

to check such a behavior among. Young children and provide suitable' suggestions to teachers to treat truants. Then, not only the problem of indiscipline would be solved but also desirable changes and socially desirable habits and behavior among children would be possible. In this way, through such investigation we can hope to realize the aims and objectives, of education and we can create such citizens who would understand their duties and responsibilities.

STATEMENT OF THE PROBLEM

The problem of truancy is a curse for society. In the democratic society, the people are getting equality of opportunities. The children come in schools sometimes get desirable and certain, undesirable behavior. The undesirable behavior makes them truant so to get the desirable results from the investigation, it is utmost necessary to carefully define and explain the problem. So the problem has been stated as follows: "CAUSES OF TRUANCY AMONG SECONDARY SCHOOLS STUDENTS OF HOSHIARPUR DISTRICT."

OBJECTIVES OF THE PRESENT STUDY

The present study was conducted keeping in mind the following objectives:
   a) To locate the cause of truancy among secondary school students.
   b) To find out causative factors which are responsible for this problem of truancy.
   c) To study incidents of truancy in Private (aided) and Govt. Schools.
   d) To give the suggestions to treat truant children.

HYPOTHESES OF THE STUDY

Truancy is not the result of single factors but is the outcome of many factors which are responsible for occurrence of this.
The following were the main hypotheses of this study.
   a) Socio- economic environment is responsible for truancy.
   b) A personality disorder is one of the factors of truancy.
   c) Truancy is due to academic stress

DELIMITATIONS OF THE STUDY

Due to shortage of time, energy and money at the disposal of the investigator the present study was delimited to Hoshiarpur district only.

a) The study was delimited to four secondary schools only.

b) The study was limited to the 100 students of secondary schools only.

c) This study was restricted to +2 classes only

SURVEY OF RELATED STUDIES

The literature in any field plays a role of foundation for the future. The survey of related literature plays an important role in the field of research. The objective of survey of related literature is to locate, read and evaluate the past as well as the current literature of research, concerned with the planned investigation. Herein references were made of some studies already done related to the present study.

RELATED FOREIGN STUDIES

Much of attention has been given by the advanced countries in this direction so this problem is worldwide. There are many investigations conducted on truancy in the foreign countries and some of them are as under;

a) Heck and Arch (1973):Heck and Arch conducted a study on 'School Attendance' in 1973. This study also shows that the medical factors or illness is the major responsible factor which compels the children to be absent from school or cut their, classes.

b) Irwin Elizabeth (1975):Irwin Elizebeth studied truancy in 1975 He pointed for the first time to the non-legal causes of absence His finding was that there are many causes which are responsible for causing truancy but distance from school and inadequate financial resources are the main causes which are responsible for non-attendance of the children in school.

c) Abbot Edith (1977): Abbot Edith conducted a study on truancy and non-attendance in 1977 in Chicago The main purpose of his study was to establish why and how children cut their classes, in Chicago Public Schools. He concluded that parental neglect and socio-economic conditions are the main cause of truancy.

Study conducted. On 'Truancy and Children Problem' in NewYork in 1950 by Citizens Committee:

This study concluded that children become truants due to many reasons Fear of School, Other People, and Failure in Examination. This study also concluded the significance of

parental attitude and home conditions in explaining absence such a situation as this would expose the child to many undesirable influences in the neighborhood and as a result thereof, he becomes a truant.

RELATED INDIAN STUDIES

As in India, this problem is very common but still having much misses. Now the teachers and educators have started paying attention towards this problem. A lot of efforts have been taken to overcome this problem, and to suggest the teachers to tackle truants by solving the problem we need to tell them to protect and prevent children from falling into this evil and to lay down the methods for dealing with children who have fallen prey to truants. Some of the educationists who have been worked on this problem in India areas under:

Thakore (1972) examined student truancy in 1972 and founds it associated with negative teacher attitude, poor school adjustment as well as dissatisfactory family environment.

Krishan lal (1985) studied the problem of truancy in Hoshiarpur Tehsil. His study shows that broken homes are the major cause of truancy. Lack of enthusiasm in teaching is also a cause of truancy He concluded, that the children, who do not get love, affection and care from their parents become truant. The teacher who lacks .interest, knowledge and enthusiasm in his' profession compels the children to become truants.

Manisha Sharma (1987) also conducted study on this problem in Panchkula District. She found out that there are many factors like family 'factors, economic factors and political factors: etc which is responsible for this problem.

Tilak Raj Sharma (1988) studied the problem of truancy in Jalandhar city. He concluded that slum areas are the major cause of truancy because in these areas the children do not get good facilities and good friends but are exposed to bad habits which makes them truants.'

METHOD AND PROCEDURE

There are many methods of research in education such as historical method, philosophical method, survey method and case study method etc.but the investigator used the survey method of research in the present study, the data was collected by paying personal visits to the various secondary schools. Survey method discusses, discover and interpret what exits at present.

SAMPLE FOR THE PRESENT RESEARCH

The sample for the present study will consist of 100 students which will be taken up randomly from the secondary schools of Hoshiarpur district.

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                        ┌─────────────────────┐
                        │    100 Students     │
                        └─────────────────────┘

        ┌───────────────────────┐       ┌───────────────────────┐
        │     50 Students       │       │     50 Students       │
        │    Private schools    │       │   Government schools  │
        └───────────────────────┘       └───────────────────────┘

      ┌──────────┐   ┌──────────┐     ┌──────────┐   ┌──────────┐
      │ 25 boys  │   │ 25 boys  │     │ 25 boys  │   │ 25 boys  │
      │  rural   │   │  urban   │     │  urban   │   │  rural   │
      └──────────┘   └──────────┘     └──────────┘   └──────────┘
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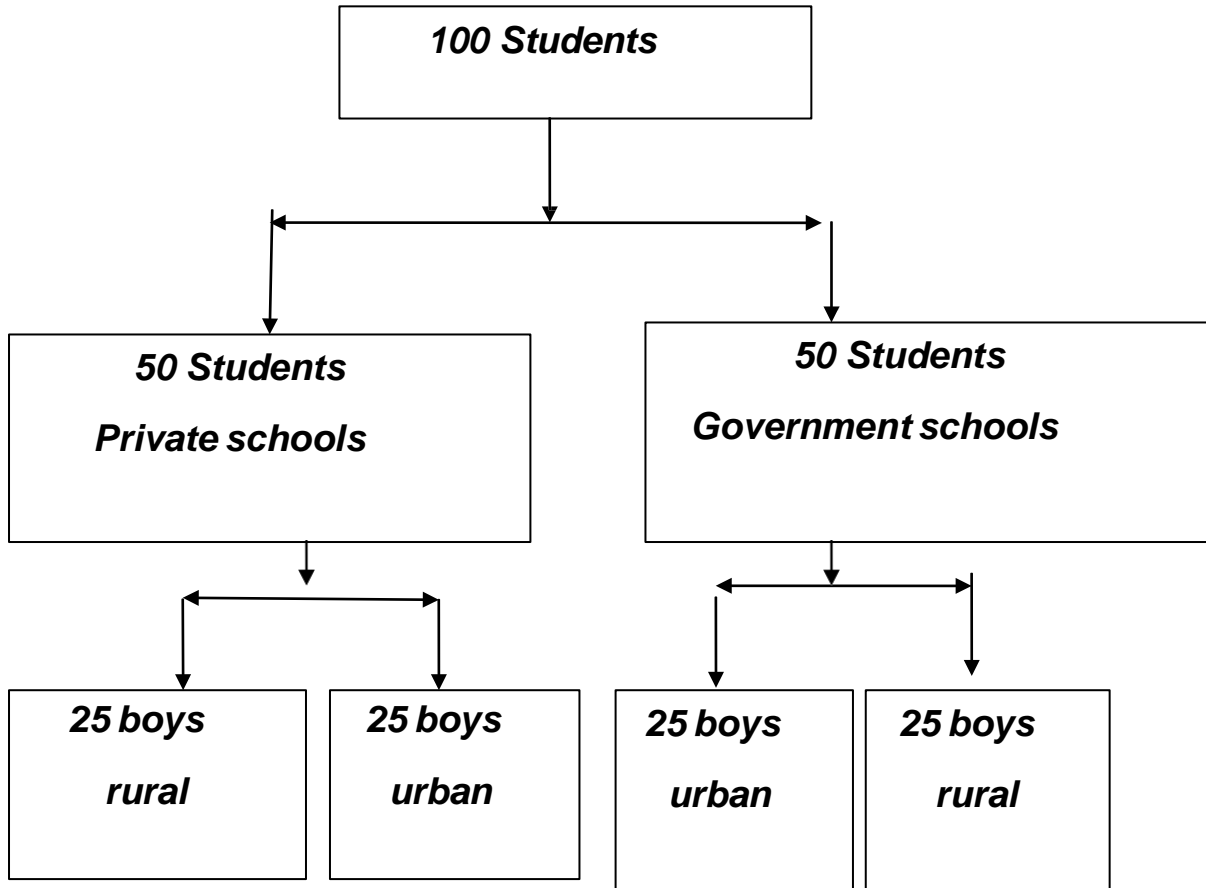
TOOL USED

There are many tool present study, which was prepared after pilot

study. Five point scales was as under:

Strongly agreed, agreed, undecided, disagreed, strongly disagreed

ANALYSIS AND INTERPRETATION

After the collection of data, it was analyzed and interpreted by the investigator after the tabulation of data.

CONCLUSIONS AND SUGGESTIONS:

On the basis of analysis and interpretation, conclusions were drawn and suggestions were

made by the investigator. A systematic presentation of data and its interpretation as carried out lead to locate the significant causative factors ,contributing to truancy among the secondary school students of Hoshiarpur district. A comparison of both the private and government secondary schools revealed that for the 50 statements used to measure the causative factors of truancy in those schools, the private schools students gave highest scores to uncongenial atmosphere at home and the Government Schools students gave the highest response to under protection on the part of parents

- The uncongenial home atmosphere is responsible for truancy. The quarrel among parents, a divorce etc makes home atmosphere the child cannot give proper attention to his studies and therefore, become a truant

- The parents cannot give Proper attention, to their children due to any reason. The child feels rejected, lonely and cannot give proper attention to his studies and that. Is why a runaway become.

- Bad company of the child is responsible for this behavior. The children from friendship with the truant class fellows and they leave the school along with class fellows

- Discriminatory behavior in society and school. These children become emotionally disturbed because they can't concentrate in studies. They feel tensioned, frustrated all the time. They tend to avoid schools and lack interest in their studies and ultimately become truant

- Emotional disturbance due to failure in role performance is also a cause of truancy in this. Cause is responsible for truancy. The children feel anxiety, tension, frustration due' to none keeping themselves up to date according to class due to any reason and become truant.

SUGGESTIONS FOR FURTHER STUDY

The problem of truancy among the students is a broad based and can be attacked in a number of ways from different angle

- The present study has been confined to only 2 govt. and 2 private schools of Hoshiarpur district, But more govt. and private schools can be taken for the further study related to the causes of truancy.

- A comparative study of truancy among boys and girls school students can be undertaken.

- Study of truancy among the college student may also be undertaken in future.
- A comparative study of truancy among the school students and college students may be done.
- A comparative study of truancy among the school students of the Hoshiarpur and Jallandhar districts may be undertaken.

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SARVA SHIKSHA ABHIYAN: ITS IMPLEMENTATION AND INTERVENTIONS

Gurpinder Singh

Assistant Professor, Sadbhavna College of Education, Raikot

ABSTRACT

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-owner ship of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to the poorest children, through provision of community-owned quality education in a mission mode. It is the blockbuster for the students as it promotes universalization of education. It provides opportunities to all to participate in the mission. Right to Education is one of the major and integral part of SSA. Here in present article we will review the implementation and interventions of SSA.

KEYWORDS: *Sarva Shiksha Abhiyan*

INTRODUCTION

Sarva Shiksha Abhiyan (SSA) is a programme for Universal Elementary Education. This programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community -owned quality education in a mission mode. It is a response to the demand for quality basic education all over the country. As an intervention programme, SSA has been operational since 2000-2001. However, its roots go back to 1993-1994, when the District Primary Education Programme (DPEP) was launched, with an aim of achieving the objective of universal primary education. DPEP, over several phases, covered 272 districts in 18 states of the country. The expenditure on the programme was shared by the Central Government (85%) and the State Governments. The Central share was funded by a number of external agencies, including the World Bank, DFID and UNICEF. By 2001, more than US$1500 million had been committed to the programme, and 50 million children covered in its ambit. In an impact assessment of Phase I of DPEP, the authors concluded that its net impact on minority children was impressive, while there was little evidence of any impact on the enrolment of girls. Nevertheless, they concluded that the investment in DPEP

was not a waste, because it introduced a new approach to primary school interventions in India.

The Right to Education Act (RTE) came into force on 1 April 2010. Some educationists and policy makers believe that, with the passing of this act, SSA has acquired the necessary legal force for its implementation.

MAIN FEATURE OF SSA

Programme with a clear time frame for universal elementary education.

1. A response to the demand for quality basic education all over the country.
2. An opportunity for promoting social justice through basic.
3. A expression of political will for universal elementary education across the country.
4. A partnership between the central, state and the local government.
5. An opportunity for states to develop their own vision of elementary education.
6. An effort at effective involving the Panchyati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent's Teachers' Associations, Mother- Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.

AIMS OF SSA

1. To provide useful and elementary education for all children in the 6-14 age group by 2010.
2. To bridge social, regional and gender gaps with the active participation of community in the management of schools.
3. To allow children to learn about and master their natural environment in order to develop their potential both spiritually and materially.
4. To inculcate value-based learning this allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.
5. To realize the importance of Early Childhood Care and education and looks at the 0-14 age as a continuum.

OBJECTIVES OF SSA

1. All children in school. Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003.

2. All children complete five years of primary schooling by 2007.

3. All children complete of elementary schooling by 2010.

4. Focus on elementary education of satisfactory quality with emphasis on education for life.

5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.

6. Universal retention by 2010.

SARVA SHIKSHA ABHIYAN (SSA) HAS TWO ASPECTS

1. It provides a wide convergent frame work for implementation of Elementary Education schemes.

2. It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.

GUIDING PRINCIPLES

- Holistic view of education, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.

- Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity.

- Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.

- Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986 /92; i.e. a decisive intervention to bring about a basic change in the status of women.

- Centrality of teacher, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.

- Moral compulsion is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes.

- Convergent and integrated system of educational management is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

STRUCTURE FOR IMPLEMENTATION

The Central and Slate governments will together implement the SA in partnership with the local governments and .the community. To signify the national priority for elementary education, a National Sarva Shiksha Abhiyan Mission is being established with the Prime Minister as the Chairperson and the Union Minister of Human Resource Development as the Vice Chairperson. States have been requested to establish State level Implementation Society for DEE under the Chairmanship of Chief Minister Education Minister. This has already been done in many States.

The Sarva Shiksha Abhiyan will not disturb existing structures in States and districts but would only try to bring convergence in all these efforts. Efforts will be made to ensure that there is functional decentralization down to the school level in order to improve community participation. Besides recognizing PRIs/ Tribal Councils in Scheduled Areas/ including the Gram Sabha, the States would be encouraged to enlarge the accountability framework by involving NGOs/ teachers, activists/ women's organizations etc.

PADHE BHARAT BADHE BHARAT

Padhe Bharat Badhe Bharat is a nationwide sub-programme of *Sarva Shiksha Abhiyan*Children who fail to read in early education lag behind in other subjects.The programme is designed to improve comprehensive early reading, writing and early mathematics programme for children in Classes I and II. Under this programme, ₹762 crore (US$110 million) was approved to States. The programme will not only provide print rich environment, timely

distribution of books but will also include new teacher mentoring and appraisal systemSSA has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the quality of learning. SSA interventions include inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, regular teacher in service training and academic resource support, free textbooks& uniforms and support for improving learning achievement levels / outcome. With the passage of the RTE Act, changes have been incorporated into the SSA approach, strategies and norms. The changes encompass the vision and approach to elementary education, guided by the following principles Holistic view of education, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.

Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity. Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs. Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986 /92; i.e. a decisive intervention to bring about a basic change in the status of women. Centrality of teacher, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds. Moral compulsion is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes. Convergent and integrated system of educational management is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

PRESENT GOALS

Its goals of 2016 are to

- The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants.

- Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level.

- Provide quality elementary education including life skills with a special focus on the education of girls and children with special needs as well as computer education.

MAJOR CENTRAL INTERVENTIONS AND THEIR INTEGRATION WITH SSA

There have been several innovative schemes in the sector of elementary education following the national policy on Education in 1986 such as Operation blackboard, Teacher Education, Non Formal Education, Mahila Samakhya, National Programme for Nutritional Support for primary Education, State Specific Education projects in Bihar, Rajasthan, up and Andhra Pradesh and DPEP in 219 districts of 15 States. It proposed to integrate these in the fold of Sarva Shiksha Abhiyan in the following manner : -

1. Operation Blackboard : It aimed to improve physical infrastructure of education whereby school space was expanded and more teachers proved. However, Operation blackboard could not cover the entire spectrum of schools. The SSA will qualitatively improve and expand the existing structure. No fresh teacher recruitment will take place under OBB once SSA programme is operational zed. Support for teachers' salaries under OBB will, however, continue where teachers have already been appointed under that scheme. Efforts to access funds for classrooms from rural/urban employment schemes will continue to be made, even though ear marking is no more applicable to these funds.

2. Strengthening of Teacher Education : The revised scheme of Teacher Education provides for a Memorandum of Understanding with the states in order to ensure that they receive priority attention of state governments, especially with regard to filling

up of vacancies through a rigorous selection criteria. The scheme will be a part of the SSA framework till the end of the IX Plan,

after which it will merge in the SSA programme. This will supplement the DIETs, which provide guidance at district level.

3. National Programme of Nutritional Support for Primary Education: Evaluation of the National Programme of Nutritional Support for Primary Education indicate that the supply goods grains leads to improvement in student attendance while raising their nutritional standard. It is proposed to continue the scheme with suitable modifications, in consultation with States.

4. Mahila Samakhya :Evaluation studies on the Mahila Samakhya approach indicates the progress made in empowerment of women. This in turn generates demand for elementary education of girls. There is a need to further strengthen these linkages with basic education of girls by giving women's groups a more active role in the management of the school. Though the scheme of Mahila Samakhya will retain its district identity at the State and the district level, it will provide support for the planning and implementation of SSA in districts implementing Mahila Samakhya.

5. Education Guarantee Scheme and Alternative and Innovative Education : Studies on the Non- Formal Education scheme have pointed out the lack of flexibility which impedes effective implementation across different States. Efforts to provide for a diversity of interventions have been made in the revised scheme that has been approved recently such as setting up of Education Guarantee Schools, Alternative Schooling facilities, Balika Shikshan Shivir, `to School' camps, etc. The revised NFE scheme called EGS and AIE will be a component of the SSA and be absorbed in it by the end of the IX Plan. SSA programme will provide planning and management support to operationalize the EGS and AIE scheme.

6. District Primary Education Programme (DPEP): DPEP districts indicate that decentralized planning and implementation facilitates community involvement on the process of enrolment. DPEP has met with variety of degree of success in different States. Some have availed of DPEP benefits and have improved their elementary education sector. A large umber of teacher vacancies have been filled up in many DPEP states. Setting up of Block and Cluster Resource Centres has facilitated academic interaction among teachers. Development of new textbooks with the participation of

teaches and experts have been encouraging in most DPEP states. All DPEP districts would also be part of the SSA framework. Efforts to prepare comprehensive District Elementary Education Plans will be made in DPEP districts. The focus will be on vertical expansion into Upper Primary Education and on consolidation of the primary schooling efforts.

7. Lok Jumbish Project : Under the LJP, evaluation studies indicate the positive impact of the micro planning and school mapping in which the community is involved. There are specific interventions for girl's education through Balika Shiksha Shivirs and Sahaj Shiksha Kendras. While there has been improvement in enrolment and retention, the actual learning achievements have been modest. LJP will be implemented in 13 districts of Rajasthan and holistic District Plans will be prepared for these districts also. LJP will be a part of the SSA framework.

OTHER SIMILAR INITIATIVES BY NGOS

There are several Non-Government Organizations (NGOs), which are also progressively working in the direction of the upliftment of children, especially in the field of health and education. To name a few of these organizations, Smile Foundation, Pratham, Project Nanhi Kali, Relief India Trust, Reforms India, Plan India and the Qualiterate Movement, they are all taking active measures on a regular basis to motivate the underprivileged and deprived children of the society towards education.

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GLOBALISATION AND INDIAN CULTURE

Mrs. Vishavpreet Kaur, Asst. Prof., BCM College of Education, Ludhiana
Mr. Gurpinder Singh, Asst. Prof. Sadbhavna College of Education, Raikot

ABSTRACT

India is a democratic republic and is divided into 26 states, that each has its own government which is elected by the people living in it. The keyword to describe India is diversity, regarding religion as well as the language(s) and the population. India is a country containing over 1 billion citizens which obviously involves big differences between people. English is the major- and administrative language in India but there are 14 official languages and a very large number of other dialects spoken. (Kobayashi – Hillary, Mark (2004:6). Indian culture has been influenced by a large number of cultures through time, including the British during colonization in the 19th century.
KEYWORDS: Globalization, culture.

INTRODUCTION

Globalization has become a key word in today's world. And the world of today is very different from what it was ten years ago, even from what it was yesterday. Today, development happens overnight. One of the countries that has been focused on during the past decades is India. India: the diverse country with deep rooted traditions, a deep rooted culture and religion that lives alongside one of the fastest growing economies in the world. As Cohen, Stephen (2001:36) points out:

   "India is an ancient state but a modern civilization"

What I find interesting is the fact that this ancient state has "survived" during the process of globalization. Especially India's diverse and deeply rooted culture which has always been and still is influenced by a lot of different religions, languages and traditions. Additionally, in connection with globalization, the western values seem to have gained acceptance in India. In spite of this diversity/difference it seems to be the case that the business culture in India is universal/general independent from/not depending of religion, language and caste line. (Gesteland, Richard & Gesteland, Mary, 2010: 14). It is described as a "national business culture"(Gesteland, Richard & Gesteland, Mary, 2010:16).

GLOBALIZATION

Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by <u>international trade</u> and <u>investment</u> and aided by <u>information technology</u>. This process has effects on the <u>environment</u>, on <u>culture</u>, on political systems, on <u>economic development</u> and prosperity, and on <u>human physical well-being</u> in societies around the world.

CULTURE

Culture can be defined as "the sum total of the beliefs, rules, techniques, institutions, and artifacts that characterize human populations"2 or "the collective programming of the mind."3 Sociologists generally talk about the socialization process, referring to the influence of parents, friends, education, and the interaction with other members of a particular society as the basis for one's culture. These influences result in learned patterns of behavior common to members of a given society. As you can see, definitions of culture vary according to the focus of interest, the unit of analysis, and the disciplinary approach (psychology, anthropology, sociology, geography, etc.)

Globalization has become a dominant ideology as well as a virgin field of study in contemporary social science research. From the terminological point of view, globalization means an increasing interdependence of world societies and their transformation into a single whole. Globalization is not entirely new, but certainly it has some specific characteristics in the present era. Contemporary globalization is an increasing flow of technology, trade, finance, ideas, peoples and cultures brought about by sophisticated technology of communications, travels and also by the world wide-spread of neoliberal capitalism.

Globalization is the process of local and regional adaptations in many areas of human life under emerging global situation. Currently there occurs significant restructuring at three basic levels, namely, changes in economic life, changes in power and politics and changes in knowledge, culture and identity. Thus,

globalization has generated a powerful force which has affected the world wide living conditions. There are various dimensions of globalization, among which the most important are: economic globalization, political globalization and cultural globalization. From theoretical point of view, the philosophy underlying globalization is the idea of globalism, which implies multifaceted doctrines that generate a global vision. The idea of globalism is based on two premises, namely: it assumes that the world is rapidly integrating in all spheres and it visualizes a complex process of convergence of people's economic, political and socio- cultural expectations. The intricate process of interconnectedness has become the soul of globalism.

Cultural Globalization Of various dimensions of globalization, cultural globalization has attracted much attention on the part of anthropologists and sociologists. Cultural globalization is a process which creates global culture. Theoretically it is based on the values of multiculturalism and democracy, but practically it is hegemonic in nature. Globalization seeks to promote a world view towards intercultural exchange and promotion of multicultural society with due respect to local and regional cultures. But the most important feature of cultural aspect of globalization is that it attempts to promote the Western (Euro American) cultures and to project them as a global culture through the manipulation of mass medias and other means. The cross-border linkages and peoples' continuous movement across the world strengthen the global ties in the form of ideas, values, fashions and other elements of culture. The idea behind globalization of culture is the creation of a common value, taste and life style.

GLOBALIZATION AND CULTURE

 The Indian Scenario Geographically India is a vast and diverse country and various groups of peoples with different racial, ethnic, linguistic, regional, religious, and cultural backgrounds inhabit it. India is known throughout the world for its human and cultural diversity. In the 155 course of its history India has witnessed a unique cultural synthesis in spite of its incredible diversities. As a result, the structure of Indian society is very complex. The contemporary Indian society and its social and cultural organization is the outcome of interaction between multiple traditions of India that is great, little, national, and regional, local, western and now global. The mutual coexistence and integration actually helped in generating a unique civilization of this country that has no parallel in the world. India has never been free from

external linkages, hence the forces of globalization has always been operating here. Immigration and migration played a very crucial role in shaping the Indian population as well as its society, culture and civilization.

Despite the immense cultural diversities there has been a growing convergence of cultures because of people's adaptive necessities to cope with new forces. Socio-cultural dynamics is a highly complex phenomenon in the Indian context. The changes in the Indian society and culture have been occurring through both the exogenous and endogenous processes. In India the socio-cultural changes under the modern West's impact have significantly started since the 19th century onwards and this have been the most important aspect of the country's socio-cultural dynamics.

IMPACT OF GLOBALIZATION IN INDIA

1. India has always been a traditional society and it is only through the close contact with the modern West that the process of modernization both technical and cultural was introduced into the Indian society. Since the last quarter of the 20th century India has also witnessed the powerful forces of current globalization

2. The western style of greetings and exchanging gifts and presents of branded companies with friends, colleagues and relatives is nowadays the most common practice among the upper and middle class Indians.

3. Celebrations of birthday and marriage anniversary and other social events in the western manner are now the most important social functions and gatherings among the rich and affluent strata of India.

4. Some Indian youths, especially the college and University students of urban areas now observe Valentine's Days where exchange of gifts and cards are considered very important to them.

5. The celebration of teachers' day, mothers' day, fathers' day are now very popular, at those occasions presenting gifts is more important rather than emotional feelings and responsibilities.

6. There has been a gradual change in kinship terminology, particularly among the educated section of India. To use western terms to address the close kin members is now very common in urban India.

7. India is known for its food diversities, but today fast and junk food is very popular in

Indian markets. Noodles, burgers, pizza, chips and other ready-to-eat food are now available very easily. Soft drinks, ice cream and branded chocolates are quite popular among the young generation and all these dominate their food choice. Unhealthy eating habit of junk foods is growing day by day.

8. Actually, globalization has significantly affected the food habits as well as life style of a large number of Indian people. Globalization has increased both spatial and social mobility of the Indians. Consequently, there has been a significant restructuring in Indian joint family system.

9. Traditional marriage practices are also modernized. But all these do not alter the basic character of these important social institutions of the country. Kinship still plays the most vital role in maintaining 'collectivism' of the Indian social life in spite of strong global forces of 'individualism'.

IMPACT OF INDIA ON WORLD

1. Globalization also encourages the flow and spread of some Indian cultural elements. The new means of communication empower local communities to cultivate their respective cultural practices for enhancing cultural interaction with the global world.

2. In addition, there grows a number of cultural entrepreneurs in India who undertake marketing and spreading of cultural resources and goods to the external world. As a result, Indian food, herbal products, handicrafts and art objects are available in all corners of the globe. Indian traditional medicine, health care system (yoga), classical songs and music as well as dances are getting a tremendous popularity at the global level.

3. In the contemporary restless world, the Indian philosophy of 'non-violence' and 'peace' is gradually propagating throughout the world. Indian film industries, especially the Bollywood films, have made a significant contribution at the global market of entertainment.

4. Nowadays Indian film actors and actresses as well as the experts in performing arts and other artists are internationally worldwide (Basa 2004; Dasgupta 2004; Ghosh 2006; Mondal 2003, 2006, 2007; Rao 2002; Roy 2005; Srinivas 2002).

CONCLUSION

Nowadays, the boundaries of cultures are quite flexible and this is also true with respect to India. Today the Indian cultural elements, both traditional and modern or global are neither the closed system of integrated whole, nor the internally uniform among the members of a cultural group. Today the people of India are practicing the elements of many cultures; some of those elements are their own and some are alien. These cultural elements are disintegrated in characters in terms of their relation to the core elements of Indian cultural traditions. Thus, the concept of culture itself in the present juncture needs to be redefined and reformulated.

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