1. The Concept of Basic Education and its Relevance to the Indian System of Education  
   — Dr. Harman Kaur Anand
2. Luxury Marketing and its Sensitivity towards Greener World  
   — Dr. Nina Talwar
3. Forest Sector and Plan  
   — Dr. Manisha Sharma & Gurinder Kaur
4. The Effect of Bhagavad Gita in the Present Scenario of Education  
   — Dr. Surina Sharma & Dr. Surinder Kaur
5. Socio-Economic Status of Beneficiaries of Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA): A Case Study of Hoshiarpur District  
   — Hargun Kaur & Gurpreet Kaur
6. Attitude of College Students Towards Environment Pollution in Ferozepur  
   — Harpreet Kaur
7. A Study of Anxiety Level and Emotional Intelligence among B.Ed. Teacher-Trainees  
   — Dr. Ritu Talwar
8. Study of Environmental Awareness among Adolescents in Relation to their Academic Achievement  
   — Dr. Manisha & Manjinder Kaur
9. Inter-District Disparities in Sex Ratio in Punjab: A Micro Perspective  
   — Harpreet Kaur
10. Study of Job Satisfaction— An Employee Performance Monitor in Banks with Special Reference to ICICI Bank  
    — Veenu Arora
11. Burnout in Relation to Occupational Stress Among Secondary School Teachers  
    — Harvinder Kaur
12. Stress Coping Strategies among Working Women of Teaching and Non-Teaching Professions in Relation to their Professional Ethics and Work Motivation  
    — Harwinder Kaur
13. Gender and Higher Education in Punjab  
    — Dr. Manish & Manjinder Kaur
14. Correlation of Achievement Motivation and Emotional Intelligence of Prospective Teachers  
    — Ritika Grover
15. Attitude of Perspective Pupil Teachers towards Women Empowerment  
    — Meenu Chouhan
16. Personality Traits of Teacher Educators Teaching in Govt. Aided and Self-finance College: A Study  
    — Dr. Praveen Kumar
17. Relationship between Time Management Strategies and Learning Approaches of Pupil Teachers  
    — Sunaina
18. Adherence of Technoethics among College Going Students of Punjab in Relation to their Values  
    — Dr. Parmod Dhanoa
19. Emotional Maturity among Professional Students at High and Low Levels of Socio-Economic-Status  
    — Dr. Parmod Dhanoa
20. Foundations of Relationship Marketing (RM): An Analysis  
    — Dr. Jasleen Singh Dhillion, Tejvir Sharma & Manpreet Bhullar
21. Study of Map Reading Skills Among Social Studies Teacher Trainees  
    — Jasleen Kaur & Gurpreet Singh

Bhutta College of Education
Ludhiana, Rama Sahib Road, Bhutta, Ludhiana, Punjab, India
Email: bce.jasem.iod@gmail.com
Contact No.: 9914019898, 9915754105
Journal of Advanced Studies in Education and Management

Frequency: Bi Annual

Chief Editor  Dr. Sonu Grewal
Principal, Bhutta College of Education, Ludhiana.

Editorial Board  Dr. Rajni Bala, Assistant Professor
Ms. Chetna Bharti, Assistant Professor
Bhutta College of Education, Bhutta, Ludhiana.

Editorial Office  Bhutta College of Education
Ludhiana-Rara Sahib Road,
Bhutta, Ludhiana, Punjab, India
Email: bce.jasem.ldh@gmail.com
Contact No. 9914019898, 9915754105

Disclaimer  The research personnel are themselves responsible for the facts and figures stated, views expressed and results concluded and the same should not be Attributed to Chief Editor and Editorial Board of the Journal.

Published by  Keharnam Memorial Educational Society, Ludhiana

Guidelines for Research Personnel

Articles submitted for the journal should be original contributions and should not be under consideration for any other publication at the same time; if any article is under consideration by another publication, authors should clearly indicate this at the time of submission.

- Author’s name, designation, address including e-mail address should be specified on a separate cover page.
- At least two copies of the article typed in 1.0 space on one side of the A-4 sized sheet should be submitted.
- Articles/Manuscripts can be submitted in electronic format (MS-word) through e-mail bce.jasem.ldh@gmail.com also along with the hard copy of the same.
- All acronyms and abbreviations should be written in full when they appear for the first time.
- All illustrations and diagrams are to be referred to as “Figures” and numbered according to their sequence in the text. Figures should be referred to by numbers (Figure 1) rather than by placement (see the Figure below).
- Authors are suggested to follow standard style in the preparation of the manuscripts.
- Simple references without accompanying comments should be inserted in the text in parentheses, with the name of author, year of publication e.g. (Bala, 2001).
- List all references alphabetically at the end of the manuscript under the heading References using APA style.

To make enquiries or submission, please contact: 9914019898, 9915754105
1. The Concept of Basic Education and its Relevance to the Indian System of Education 1-6
   — Dr. Harmeet Kaur Anand

2. Luxury Marketing and Its Sensitivity Towards Greener World 7-13
   — Dr. Ritu Talwar

3. Forest Sector and Plan 14-25
   — Dr. Manisha Sharma & Gurwinder Kaur

4. The Effect of Bhagavad Gita in the Present Scenario of Education 26-32
   — Dr. Surina Sharma & Dr. Gaurav Sachar

   — Harpreet Kaur & Ramanpreet Kaur

6. Attitude of College Students Towards Environment Pollution in Ferozepur 42-48
   — Harsangeet Kaur

7. A Study of Anxiety Level and Emotional Intelligence among B.Ed. Teacher-Trainees 49-56
   — Dr. Kavita Mittal

8. Study of Environmental Awareness among Adolescents in Relation to their Academic Achievement 57-61
   — Gurjit Kaur Deol

9. Inter-District Disparities in Sex Ratio in Punjab: A Micro Perspective 62-68
   — Harwinder Kaur

10. Study of Job Satisfaction — An Employee Performance Booster in Banks with Special Reference to ICICI Bank 69-75
    — Veenu Arora

11. Burnout in Relation to Occupational Stress Among Secondary School Teachers 76-82
    — Sunaina
12. Stress Coping Strategies among Working Women of Teaching and Non-Teaching Professions in Relation to their Professional Ethics and Work Motivation 83-87
— Mamta

13. Gender and Higher Education in Punjab 88-91
— Dr. Manisha & Manjinder Kaur

14. Correlation of Achievement Motivation and Emotional Intelligence of Prospective Teachers 92-96
— Ritika Grover

15. Attitude of Perspective Pupil Teachers towards Women Empowerment 97-102
— Meenu Choudhary

16. Personality Traits of Teacher Educators Teaching in Govt. Aided and Self-finance College: A Study 103-110
— Dr. Pawan Kumar

17. Relationship between Time Management Strategies and Learning Approaches of Pupil Teachers 111-117
— Sukhdeep Kaur

18. Adherence of Technoethics among College Going Students of Punjab in Relation to their Values 118-122
— Priya Sehjal

19. Emotional Maturity among Professional Students at High and Low Levels of Socio-Economic-Status 123-126
— Dr. Parmod Dhanoa

— Dr. Jaskaran Singh Dhillon, Vikram Sharma & Mandeep Bhullar

21. Study of Map Reading Skills Among Social Studies Teacher Trainees 137-142
— Jasleen Kaur & Gurpreet Singh
EDITORIAL

The increased interest in research in recent years warrants a basic understanding of this paradigm on the part of all technology education researchers. Research can be used to better understand any phenomenon about which little is yet known. It can also be used to gain new perspectives on things about which much is already known, or to gain more in-depth information. The goals of this issue of the journal “Journal of Advanced Studies in Education and Management” is to elaborate on the researches done by different research scholars.

The forth issue of this research journal contains twenty one research articles having different variables like basic education, luxury marketing, forest sector and plan, effect of Bhagwad Gita, socio-economic status of beneficiaries of MGNREGA, attitude of college students towards environmental pollution, anxiety level and emotional intelligence, job satisfaction, occupational stress, stress coping strategies, gender and higher education, achievement motivation and emotional intelligence, women empowerment, personality traits, time management strategies and learning approaches, techno ethics and values, emotional maturity, relationship marketing, map reading skills etc. First paper highlights ‘The concept of Basic education and its relevance to the Indian system of education.’ Second paper deals with ‘Luxury Marketing and its sensitivity towards greener world’. Third paper throws light of ‘Forest sector and plan.’ Paper fourth is about ‘The effect of Bhagwad Gita in the present scenario of Education.’ In paper five ‘Socio-economic status of beneficiaries of Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) is discussed. Sixth and eighth paper deal with environmental issues like ‘Attitude of college students towards Environmental pollution’ and Study of Environmental awareness among adolescents in relation to their academic achievement’ respectively. Seventh paper is a ‘Study of Anxiety level and emotional intelligence among B. Ed teacher-trainees.’ Ninth paper throws light on ‘Inter-District Disparities in sex-ratio in Punjab: A Micro Perspective.’ Paper tenth and eleventh are about ‘Study of Burnout in relation to Occupational stress among secondary school teachers.’ Paper twelfth depicts ‘Stress coping strategies among working women of teaching and non teaching profession in relation to their professional ethics and work motivation. Paper thirteenth is all about ‘Gender and Higher Education in Punjab.’ Paper fourteenth shows the ‘Correlation of achievement motivation and emotional intelligence of prospective teachers.’ Paper fifteen is about the ‘Attitude of perspective pupil teachers towards woman empowerment.’ In paper sixteenth ‘Personality traits of teacher educators teaching in Govt. aided and self finance colleges: A study ’is described. In paper seventeenth ‘Relationship between Time management strategies and learning approaches of pupil teachers’ can be seen. Paper eighteenth is ‘Adherence of technologies among college going students of Punjab in relation to their values.’ Paper nineteenth denotes ‘Emotional
maturity among professional students at high and low levels of socio-economic status.’ Paper
twentieth depicts the ‘Foundations of Relationship Marketing (RM): An Analysis’. In the last
paper, paper number twenty one ‘Study of map reading skills among social studies teachers
trainees, has been depicted.

In the end, I would like to thank all the contributors, authors, research scholars, and
colleagues for their cooperation for making this forth issue a great success. We always rely on
the integrity, strength, honesty and ability of our researchers. We also look forward to continue
this relationship and receiving your suggestions and ideas for making JASEM more valuable
for our research family.

Dr. Sonu Grewal
Principal
Bhutta College of Education, Bhutta,
Ludhiana
The Concept of Basic Education and its Relevance to the Indian System of Education

Dr. Harmeet Kaur Anand*

ABSTRACT

The present study was undertaken to study the Concept of Basic Education and its Relevance to the Indian System of Education. The study was based on Mahatma Gandhi's Educational views scattered in his various works. The investigator had adopted descriptive method and constructive analysis of relevant literature by and on Mahatma Gandhi. The investigator had tried to undertake a close view of the primary and secondary sources of Gandhi's educational philosophy. The objectives to study were: To study the general philosophy of Mahatma Gandhi; to study the concept of Basic Education; to study the relevance of Basic Education in the Indian system of Education. Gandhiji's general philosophy of life is based upon the philosophy of idealism. He was also a naturalist. He insisted upon man's harmony with nature. His educational philosophy emanated from his general and social philosophy. His educational philosophy gave birth to the new scheme of education i.e. Basic Education. He formulated his concept of Basic Education as a means to achieve a co-operative common wealth of men. He wanted to create a new social order and according to him, Basic Education was the best device for doing so. The relevance of the concept of Basic Education to the Indian system of education can be seen in the Sixth Five Year Plan (1980-85), New Education Policy (1986), Sarva Shiksha Abhiyan (2002-03), and in the modern aims of education. Scheme of Basic Education can be of relevance even today, provided a new orientation and new interpretation is given to it in the light of the rapidly changing socio-economic and political milieu in India.

Key Words: Basic Education, Indian System of Education

Introduction

Man's life can be glorified only through education. It is through education that man is transformed into human, social, moral and spiritual being. He learns something every day and every moment. His entire life is education. Education develops the individual like a flower which distributes its fragrance all over the environment. Man is curious by nature. He is very inquisitive to know new things. Philosophy finds its origin in wonder or curiosity. The curiosity or love for knowledge impels man to search and research after truth. Philosophy is the father of all sciences

* Principal, Mata Sahib Kaur Khalsa Girls College of Education, Patiala
The Concept of Basic Education and its Relevance to the Indian System of Education

and mother of all arts. It deals with every sort of knowledge. All Subjects of knowledge, viz, science, mathematics, psychology, sociology etc. have taken their origin from the source philosophy. Educational philosophy seeks to determine what and why of Education.

Philosophy and education are like the two sides of the same coin. The former is contemplative side and the latter is active side. Philosophy is theory and education is practice. It is said that education without philosophy is blind and philosophy without education is invalid. Education is a journey to realize the goals set by philosophy. Philosophy deals with ends and education is a means to achieve those ideals, values and principles. The development of Indian Educational Philosophy can be divided into Vedic Period, Post Vedic Period, Buddhist Period, Medieval Period, British Period, and Modern Period. The Profound and perfect Indian philosophy gave rise to highly sophisticated concepts of education.

General Philosophy of Mahatma Gandhi

His Life

Mahatma Gandhi, the father of the Indian Nation, the apostle of truth and non-violence, the enlightened soul who fought against the mightiest imperial power with his unique weapon of spiritual force and wrested independence from its unwilling iron hands, was born in Porbandar, a coastal town in present-day Gujarat, Western India, on October 2, 1869. His father, Karamchand Gandhi, who belonged to the Hindu Modh community, was the Diwan (Prime Minister) of eponymous Porbandar state, a small princely state in the Kathiawar Agency of British India. On 10th June, 1891, Gandhi passed the law examination and returned to India as a Barrister. He tried to start his legal practice in Bombay, but he could not earn sufficient to live in. In 1893, Gandhiji went to South Africa as a legal adviser where he resisted for twenty years the inhuman treatment of the British Government against the Indian subjects in a non-violent way. After his return from South Africa in 1915, he started a non-violent struggle against the British rule in India.

In 1921, Gandhi also launched his world famous non-violent civil disobedience movement against the British Government. In 1935, Gandhiji shifted to Sewagram and founded another ashram at this place 11 miles away from Wardha. Not only he was experimenting his educational ideas here but also preparing people for the battle of freedom. The freedom movement became more vigorous from this place. In 1937, Gandhiji finalized a new scheme of education out of his experiments and tried for its introduction throughout the country. An All India National Education Conference was convened at Wardha on 22nd 23rd October, 1937. Gandhiji was the President. A scheme Known as Basic Education Scheme or Nai Talim was drawn up according to the ideas of Gandhiji. He wrote, “By Education, I mean an all round drawing out of the best in the child and man-body, mind and spirit. Literacy itself is no education. I would, therefore, begin the child’s education by teaching him a useful handicraft and enabling him to produce from the moment it begins its training, thus every school can be made self-supporting. The condition being that the state takes over the manufacturers of these schools.”

In 1942 Gandhi was arrested and sent to jail. On his release from jail, he gave a call of ‘Quit India’ to the British Government. At this, the struggle of independence flared up tremendously and the whole country rose in revolt against the alien rule. In 1945, a second conference was
held at Wardha. Gandhiji put before the country his entire Scheme of Basic Education in various stages—Pre-basic, Post-basic and Adult education. On 15th August, 1947 the British Government left India and declared its independence. Soon the country was enveloped into the fire of communal riots resulting in heavy loss of lives and properties. Gandhiji tried his best to pacify and stop this terrible carnage. By his unparalleled sacrifice in the human history, Mahatma Gandhi has become a heritage not only of India, but of the whole world. He commanded universal respect and when on January 30, 1948 Nathuram Godse shot him dead, the whole world was plunged into deep indescribable grief.

His Works

Mahatma Gandhi had done a remarkable work on education. Some of his works are: Autobiography, Basic Education, India of My Dreams, Medium of Instruction, Tasks before India, Tasks before Indian Students, To the students, Towards New Education, True Education, Harijan (Periodical), Young India (Periodical) and Indian Opinion (Periodical).

His General Philosophy

Gandhiji’s general philosophy of life is based upon the philosophy of idealism. Not only he was opposed to materialistic philosophy, he was an idealist in the sense that there were certain ideals which were cherished until the end of his life. He considered all religions as different paths leading to the same destination. Gandhiji was also a Naturalist. He believed in human life in a close relation to Nature. This was evident in his Ashram at Ahmadabad. This was even more evident in his experiments in dieting, nature cure, living etc. He insisted upon man’s harmony with nature.

Concept of Basic Education

Gandhiji formulated his concept of Basic Education as a means to achieve a co-operative common wealth of men. He wanted to create a new social order and according to him Basic Education was the best device for doing so. Gandhiji was a practical educationist. He philosophized and materialized the new scheme of Basic Education. The word ‘Basic’ has been derived from ‘Base’ which means bottom or foundation. Basic education is the foundation education. Basic education is basic because:-

1. It is first national plan of education in India.
2. It is linked with the basic needs of human life.
3. It is related to the basic occupation of the community.
4. It is based on Ancient Indian Culture.
5. It cultivates aesthetic, cultural and social qualities.
6. It makes use of native potentiality of the child.
7. It is the base of our culture and civilization.
8. It lays down the minimum educational standards which every Indian child is entitled to receive without any distinction of caste or creed.
9. It is for the common man of the country, who is the foundation and the backbone of our national life.
The Concept of Basic Education and its Relevance to the Indian System of Education

10. It comes first in time i.e. it is the primary period of one’s education.

From these different points of view, the new educational pattern can be rightly characterized as Basic, but in reality it was on account of its being primary or elementary, suited to the integrated growth of the young child and to serve as the groundwork for subsequently building the superstructure of higher education, that it was named ‘Basic’ by Gandhiji.

Gandhiji said that education should be according to the needs of the rural area. After completing seven years of education, the child should become a productive unit of the society and should feel some self-reliance. Gandhiji wanted that the mother tongue of the child should be the medium of instruction and this should be given a more important place than other subjects. In his Basic Scheme of Education, Gandhiji wanted to inculcate the spirit of ideal citizenship, self-importance and self-sufficiency in order that a co-operative society might be evolved.

Gandhiji’s Basic Education Curriculum not only provided for education of Reading, Writing and Reckoning (3Rs) but also for the development of Head, Heart and Hand (3Hs). The subjects of study were basic craft, mother tongue, mathematics, general science, social studies, drawing, music, Hindustani and compulsory physical training. He wanted that Women should be given education according to their particular roles in life. They have not to compete with men, but they should be allowed to enter in any avenue of life. Girls should be taught home science. Women should be given education according to their needs and aptitudes. Gandhiji urged to develop a scheme of Adult Education which he considered a very important aspect of national reconstruction. The concept of Adult Education included not only education in reading, writing and arithmetic, but the education of the entire personality. The education was imparted through activities like that of the naturalistic and pragmatic methods. Learning by doing, learning by living, learning through direct experience, social participation, correlation - all found their places in Methodology of Basic Education.

Gandhiji advocated Discipline through self control. Another aspect of the concept of Discipline favoured by Gandhiji was that he encouraged Social Discipline. The Teacher, as Gandhiji believed can save this civilization. Throughout the history of civilization, it is the teachers who were able to transmit the intellectual tradition and technical skills from one generation to another. Thus Gandhiji’s Basic Educational System is idealistic in aim, naturalistic in setting and pragmatic in approach. He is really the father of modern Indian education.

Relevance of Basic Education

Mahatma Gandhi is one of those great Indians who systematically apply their minds to the complex problem of Indian education. Besides being a political philosopher and a social reformer, he is also a great educationist in his own right. Gandhiji is a hard-headed realist who suggests some new solutions to organize Indian education in conformity with the needs of a modern India. Gandhi’s ideas on Basic Education not only prescribe new methods and techniques of education but also a new way of life. Basic Education, today has been accepted as the national pattern of education at the elementary stage. The government of India has set up the National Institute of Basic Education at New Delhi for the purpose of research, extension and training in Basic Education.
Gandhiji suggested providing free, compulsory and universal education to all. On the same lines, energetic efforts have been made under Article 45 of our constitution to provide free and compulsory education to all children up to the age of 14 years. The New Education Policy (1986) also stressed upon free, compulsory and universal education. In Sarva Shiksha Abhiyan (2002-03) efforts have been made to send all children to school campus by 2003.

Gandhiji was in favour of introducing physical education. The Sixth Five Year Plan (1980-85) and the New National Policy on Education (1986) also included physical education, games and sports as an integrated part of learning process.

Basic Education Scheme stresses on providing equal educational opportunities to all SCs, STs, BCs, handicaps, adults, women and people in the rural sector. On the same tracks NPE (1986) advocated energetic efforts to equalize educational opportunities.

Basic Education stressed on the point that medium of instruction should be mother tongue of the child. The General Assembly of the United States has proclaimed 2008 to be the International year of languages and named UNESCO as the lead agency. It is now a world accepted fact to go with two languages, the language of heart (Mother tongue) and the language of communication.

Gandhiji emphasized that education should be imparted through some craft or productive work. Most distinguished feature of Basic Education is its craft-centeredness. Craft is the core of education. He wanted to give manual training and develop the vocational efficiency of students. Gandhiji supported Vocational Education and prepared the craft centered curriculum which includes vocational subjects for girls and boys. The Curriculum is designed in such a manner as to produce self-reliant and good citizens. Gandhiji’s Basic Education Curriculum not only provides for education of Reading, Writing and Reckoning (3Rs) but also for the development of Head, Heart and Hand (3Hs). The subjects of study are: basic craft, mother tongue, mathematics, general science, social studies, drawing, music, Hindustani and compulsory physical training. NPE (1986) and Ninth Five Year Plan also have recommended the establishment of various vocational institutions.

Basic Scheme of Education or Nai Talim stressed on the point that education should be imparted through activities like that of the naturalistic and pragmatic methods. Learning by doing, learning by living, learning through direct experience, social participation, correlation- all find their places in Methodology of Basic Education. All the methods described by Gandhiji are relevant today in Indian System of Education.

Talking of present scenario, with the Indian economy growing at a high speed, the ‘CATCH THEM YOUNG’ mantra is gaining momentum in almost each and every industry, be it information technology, auto companies, retail or the banking sector. Now, even debit cards are being issued to students aged just 10. All these efforts in the direction of vocationalisation of education have its roots embedded in the Basic Education Scheme given by Mahatma Gandhi.

The forceful message of Gandhiji’s Basic Education remains true even today i.e. the need for developing the productive capabilities of individuals so that there is an all-round increase in productivity in the agricultural and industrial sectors and other spheres of the society. Still the “Old remains the gold” in the sense that basic idea behind Basic Education Scheme is still glittering
The Concept of Basic Education and its Relevance to the Indian System of Education

and shall continue to throw its beams in the times to come. On the whole, one can say that the Scheme of Basic Education can be of relevance even today, provided a new orientation and new interpretation is given to it in the light of the rapidly changing socio-economic and political milieu in India.

Suggestions for Further Research

Researcher has the following suggestions to make in the light of her own experiences of research:-

1. Role of Gandhiji as a political and social reformer.
3. A study of pragmatic thought of Basic Education.
4. A comparative study of Gandhian Educational Philosophy with the Educational Philosophy of Western thinkers.
5. Concept of General Education vs. Vocational Education.
6. A comparative study of the humanistic trends in the philosophical thinking of Tagore and Gandhi with relevance to modern India.

References

Luxury Marketing and Its Sensitivity Towards Greener World

Dr. Ritu Talwar*

ABSTRACT

In spite of the global recession, luxury seems to be everywhere; it has become an increasingly used term. Luxury goods continue to register strong growth as economy picks up. The emerging markets in the next 5 years are expected to make up 50% of the luxury retailing industry. BRICS (Brazil, Russia, India, China and South Africa) economies all will contribute to the growing sector. In 2014, luxury goods in India continued to outperform the growth witnessed in the previous year as consumers showed a willingness to spend. According to ASSOCHAM, Indian luxury market is estimated to be worth $18 billion by 2017. As the economy has shown signs of recovery, consumers have started indulging themselves by spending on luxury goods. Economic growth leading to urbanization and higher disposable incomes has helped propel growth of luxury goods.

Today, the consumer looking to go green is increasingly likely to be an affluent professional woman dressed in an eco-friendly and animal-free Stella McCartney power suit with satin pumps. And if we want the affluent green-conscious customer’s dollars and loyalty, we need to pay attention to the priorities she finds important when making her selection of luxury goods and services. A paradigm shift is taking place, as luxury brands recognize that some high-end consumers, especially affluent women, are becoming more environmentally conscious. Luxury brands are embracing sustainability and the concept of sustainable luxury has emerged. Consumers are searching for luxury brands produced by ethical and socially responsible companies at an increased rate, and are willing to pay more for these brands. According to book The Eco Chick Guide to Life: How to Be Fabulously Green, it is seen that health has become more important: If you feel bad or sick, you can’t enjoy things, no matter how much money you have.

Key Words: Indian luxury market, Green Movement

Introduction

To many people, ‘sustainable luxury’ is a term that might best be found in the dictionary under the entry for ‘oxymoron’...After all, luxury often carries with it connotations of excess and waste, and it is associated with fashion, an industry of fads that change at

* Assistant Professor, New Delhi Institute of Management, New Delhi
least as quickly as the seasons.

But this concept has changed now. Almost everyone opts for organic when they can, and in most surveys, consumers say that they are willing to pay more for cosmetics, food and clothing that have less impact on the environment and a positive impact on other people, such as the employees of the companies that make consumer goods. Helping others through the purchases you make is a modern sort of luxury. Green luxury consumers are generally high-income people between the ages of 30 and 50 who are educated and well informed. They understand that their actions and choices affect the planet and have consequently adapted to the changes in the market. It is found that 24% of the people who purchased fashion, accessories, cosmetics, watches and/or jewelry in the three months leading up to the study did so online. They also use this technological tool to explore the traceability of their purchases. Finding out where and how the products are made is now a pertinent issue when it comes time to make consumer choices for luxury. According to data of 2012 Indian luxury market is accounted as:

![India's Luxury Market Chart]

It is anticipated that an increasing number of luxury enthusiasts will embrace the green movement and push brands to be more respectful of the environment. It is now revealed that given the same conditions of price and quality, consumers under age 30 prefer the product of a company that promotes responsible and sustainable policies. It’s estimated that today, a third of all people understand, at least to some extent, what it means to be eco-friendly. They have an idea of the importance of recycling and think about what happens to things after they are thrown out. More and more people will come to understand being a concerned global citizen that shares the planet with 6 billion others really means. There’s no turning back. Glamorous brands are changing their notions of luxury, selling toxin-free makeup, organic food products, electric cars
and hand-made eco-friendly fashion, trends that will be the mainstream within the next five to ten years. The prosperity of all things green seems guaranteed. Another factor, one rooted to the nature of all human beings, only serves to confirm it: the innate desire to always want more of the very best. Many of the world’s best-known luxury labels are starting to introduce eco-friendly products. They’re trumpeting their social responsibility and embracing Mother Nature in their advertising.

Green luxury consumers look for social responsibility before making a purchase. Luxury consumers are concerned about the environmental issues that hit closest to home, citing fuel and energy shortages and the use of renewable energy sources as top concerns. However, luxury consumers are also looking beyond their pocketbooks to larger issues, like protecting the environment, global warming and avoiding water and air pollution. And the leaders on these issues are affluent women. For luxury consumers, an increasing number are looking to a company’s environmental practices before making a purchase.

Ethical and Green Luxury: Leading luxury companies such as LVMH, Gucci and Tiffany are incorporating social and environmental responsibility in their manufacturing practices. Slow Fashion: Companies such as the Internet retailer Adili and Ana Livni focus on the ‘slow fashion’ concept, where products are ‘trans-seasonal³, made from sustainable materials and use local resources. These products help reduce excess waste that is often associated with single-use/fast fashion products by promoting quality, durability and versatility, and local made-to-order production.

The German car maker didn’t use its coveted platform for a nostalgic look at BMW’s racing glory of that era, or to tout its new models’ thrilling performance. Rather, the company promoted its Advanced Diesel vehicles, promising impressive fuel efficiency and 20% fewer emissions, in ads that imposed images of its cars on Mad Men’s sets.

French luxury-goods standard-bearer LVMH aims for a slimmer carbon footprint. Renaud Dutreil, chairman of LVMH’s North American operations, unveiled a contest, along with the Fashion Institute of Technology, for students to design stylish cycling garb to promote energy-saving, zero-pollution commutes via bicycle. It’s all part of what some are calling the emerald-goods movement, a trend in which luxury brands are eagerly associating themselves with green causes, practices and images. The idea is to make shoppers feel less guilty about splurging at a time when consumption has gone inconspicuous. Luxury consumers like to feel good when doing bad, and doing bad today means spending money. The initiatives take many forms, from Tiffany & Co. publicizing its refusal to use endangered coral in jewelry designs to John Paul Mitchell promoting green construction of its salons and the use of animal-safe beauty products. LVMH took an outright financial stake in the organic-clothing company founded by rock star Bono and his wife. brands such as Gucci and Chanel are aligning themselves with green themes of all kinds. The efforts could help shoppers feel better about splurging. The world now has a Chanel-branded Segway, the eco-friendly two-wheeled people mover (it even comes with a Chanel 2.55 handbag). And Gucci parent PPR has sponsored a documentary by French filmmaker Luc Besson about environmental crises. Though it’s still too early to gauge the strategy’s impact, there’s good reason to think it will help sales.
It is proved that wealthier people express more avidity for environmental and other socially constructive causes in their consumer goods than the broad population, with affluent women being the most committed. Hollywood stars such as Harrison Ford, Julia Roberts and Leonardo Di Caprio — the kinds of glamorous personalities coveted as spokespersons for $12,000 watches — are well-known and committed environmentalists. Among younger and more affluent people, living in a green manner is viewed as an important element of a satisfying, well-lived life, along with meaningful charitable work. To tap into that, some brands are looking well beyond things green. Even so, virtually no brand wins loyalty for green credentials alone. In this market, where everyone is holding back, luxury consumers can sit back and wait longer than others because they’ve been on an extended spending spree. So fostering a green image provides “an extra little boost” to spur shoppers to action.

Green can help brands pull in the green, but they must stay true to the color. Around the globe the ‘green' movement is gathering pace. The growing preoccupation with environmental issues has led designers to look at new ways of creating by merging luxury with sustainability. Sustainability and luxury are more alike than we might suppose. They share the same core values with emphasis on the origin, artisanship and durability of each item. A new class of luxury has emerged and green fashion is now more desirable than ever. With an increasing number of designers adding eco-friendly creations to their repertoire, going green does not mean compromising on luxury. In fact the splurge is made all the more enjoyable as each purchase comes with a clear conscience. Included among Kering’s brands are Gucci, Saint Laurent and Balenciaga all of which conjure up images of decadent luxury.

**Some famous Luxury Brand Green initiative are:**

- **Caps Recycling Program:** Threaded caps made of rigid plastics are recycled by Aveda to make new caps for packaging.
- **Back to MAC:** Consumers can exchange six empty MAC containers for a free lipstick
- **Return to Origins:** Consumers can return empty cosmetics tubes, jars and bottles from any manufacturer at any Origins store.

**LVMH**

The first luxury brand to establish an environmental department to measure and improve the company’s environmental impact. Developed tools to provide information and updates about new eco friendly materials to designers, including an ‘Environment Intranet’ and the “Environment Trend Book”. It increased the use of renewable energy sources, expanded shipment by inland waterway and reduced carbon footprints of several of its companies. Their green packaging practices include – recycling old packaging, using eco-friendly materials, minimizing packaging and partnering only with eco-friendly suppliers.

**Estee Lauder**

Installed solar powered systems at its fragrance-filling facilities. It Partnered with Dome Tech, an energy engineering firm, to set up one of the largest nonutility solar energy systems. It Undertook initiatives to conserve water in the cleaning processes and reduce greenhouse gas
emissions from industrial activities. It further reported that the company’s ‘Energy Conservation Program’ helped reduce the greenhouse gas intensity of its products by 44%.

**SHISEIDO**

Participated in ‘Caring for Climate’, a climate change initiative organized by the United Nations Global Compact. Certified as an ‘Eco-First Company’ by the Ministry of the Environment, Japan. Participated in Tsubaki Forest Tree planting Program, a forest conservation program. Tiffany & co.

Installed large solar power systems at its distribution facilities in the U.S. It Signed on to the U.S. Environmental Protection Agency’s Climate Leaders program and aims to reduce its U.S. greenhouse gas emissions by 10% per square foot. Signed the ‘Bristol Bay Protection Pledge’ stating the company opposes the proposed Pebble Mine due to its impact on Salmon. Participated in the ‘No Dirty Gold’ campaign which provided standards about gold extraction to retail jewelers so they can make better decisions about selling jewelry from responsible mining sources.

**Louis Vuitton**

Began transporting 60% of its leather goods from France to Japan via ship, to avoid pollution caused by jet fuel. Reduced energy use by 30% at all new stores, by implementing a new lighting concept. It Opened a green warehouse built primarily from eco-friendly materials.

**AVEDA**

Became the first beauty company to manufacture products using only wind power. Began using 100% certified wind power at its primary manufacturing facility, distribution center, and corporate headquarters. Became the first beauty company to achieve the ‘Cradle to Cradle’ endorsement for product design and manufacturing. Every April, ELC’s Aveda brand partners with organizations promoting clean air, clean water and other environmental groups to raise consumer awareness and participation in the initiatives with a month long global campaign. Supports Bashat (CBF), a non-government organization (NGO), in an initiative to protect snow leopard cubs in the Tien Shan Mountains, via its ‘Origins Natural Resources’ cosmetic brand.

**SERGIO ROSSI**

Committed to donating part of the sales from ‘Eco Pump’, a stiletto shoe manufactured using sustainable raw materials and processes, to GoodPlanet.org, a social and environmental NGO.

**BOUCHERON**

Created a unique jewelry piece (called ‘The Magnetic Quatre’) to be auctioned off in celebration of the movie “Home”. Auction proceeds went to the “Initiative for Responsible Mining Assurance,” an organization promoting responsible mining practices for gold and other metals.
GUCCI

IT designed ORGANIC T SHIRT USING NATURAL Dyes.

STELL

Introduced a eco friendly organic skincare product ‘CARE’ approved by eco regulators of Europe.

Luxury brand Saks Fifth Avenue is another trend-setter in the green marketing category. From converting their extravagant Fifth Avenue Christmas display to LED lights which drastically reduced energy consumption to their ‘Green House — Home of Eco Smart Style’ online initiative where website visitors can shop for eco-friendly designer fashion, home furnishings and jewelry made from recycled metals, the company is putting efforts behind helping their affluent customers live responsibly. Another interesting initiative for Saks is a new sales area just introduced in five of its stores called ‘The Beauty of Living Well.’ The sales areas are devoted to what Saks terms ‘natraceutical’ skin care products. What is intriguing about this new concept is that it is intended as a platform to expand into other healthful living products, including nutritional products and supplements.

Eco-friendly purchases, whether it is from high end fashion brands like Edun or artist Owen Mortensen, allow those with a penchant for the luxurious to live the stylishly sustainable life. Even fashion tycoon, Vivienne Westwood has advocated on behalf of sustainable luxury with the launch of her collection of upcycled handbags in partnership with the United Nations and the World Trade Organisation. This collaboration is a prime example of ethical fashion as it has helped to generate employment for some of Africa’s most impoverished women.

EDUN Global fashion brand and LVHM backed, EDUN is a prime example of celebrity-come-fashion designer at its best. Founded by Ali Hewson and U2 frontman, Bono in 2005, EDUN promotes long-term, sustainable growth opportunities in Africa by supporting manufacturers, infrastructure and community building initiatives. The aim of the company is to increase trade throughout the continent of Africa. Their ethical framework is highlighted by the fact that “85% of the EDUN collection will be produced in sub Saharan Africa” for their ethically sourced ready-to-wear spring 2014 collection. The merging of fashion and sustainability is emphasized by the brand’s latest designer. Stella McCartney The sustainable fashion designer is renowned for role in decreasing the carbon footprint in the world of fashion. Amazingly, her company’s UK based studios and offices are all powered by wind energy.  As much organic cotton as possible is used when designing new collections and the company continues to source new, recyclable materials. According to McCartney, “it’s really the job of fashion designers now to turn things on their head in a different way, and not just try to turn a new dress on its head every season.”McCartney’s sustainable collection includes eco-friendly eyewear made from over 50% natural and renewable resources. They are comprised of raw materials from natural origins such as castor-oil seeds and citric acid. This innovative material has a coating created with over 50% vegetable oil, enabling the company to use less petroleum in their products.

PATHS TO GREENNESS

Green concept involves focusing on promoting the consumption of green products. Therefore,
it becomes the responsibility of the companies to adopt creativity and insight, and be committed to the development of environment friendly products. This will help the society in the long run. Companies which embark on green marketing should adopt the following principles in their path towards greenness. • Adopt new technology/ Process or modify existing technology/ Process so as to reduce environmental impact. • Establish a management control system that will lead to adherence of stringent environmental safety norms. • Explore possibilities of recycling of the used products so that it can be used to offer similar or other benefits with less wastage. • Using more environment-friendly raw materials at the production stag. Green concept should not neglect the economic aspect of marketing. Luxury marketers need to understand the implications of green marketing. As a luxury marketer we must find an opportunity to enhance our product’s performance and strengthen your customer’s loyalty and command a higher price. Green concept is still in its infancy and a lot of research is to be done on green marketing to fully explore its potential. With the threat of global warming looming large, it is extremely important that green marketing becomes the norm rather than an exception or just a fad. Luxury Marketers also have the responsibility to make the consumers understand the need for and benefits of green products as compared to non-green ones. Finally, consumers, industrial buyers and suppliers need to pressurize effects minimized to minimize the negative effects on the environment-friendly. Green concept assumes even more importance and relevance in developing countries like India. Luxury and exclusivity are synonymous with sustainability. Luxury doesn’t have to exist in opposition to the eco-friendly, while environmental responsibility doesn’t have to be boring. Chic isn’t superficial. The important thing is that the materials be pure, 100% leather or nylon, and that the value chain and fair-trade practices be transparent. Luxury brands who want to gain a competitive advantage by leveraging sustainability need to evaluate their current and future efforts against three key dimensions: customers, processes and communications. In order for sustainability to have a positive and long-lasting impact on consumers perception of our brand, they need to be educated and made aware of the social and environmental commitments a company chooses to make. From a business perspective, our sustainability efforts not only help to build brand equity – but saves money too. My advice to luxury marketers is not to wait, but start to plan for green marketing initiatives that will connect with the priorities of their increasingly green-aware consumers. This trend isn’t going away. On the contrary, it will only grow and luxury consumers will expect their favorite luxury brands to go green along with them.

References
Forest Sector and Plan

Dr. Manisha Sharma* & Gurwinder Kaur**

ABSTRACT

In an era of globalization and rapid economic integration in a fast changing world and consequent pressure on the natural resources, the role of forests too has become very crucial for sustaining the food and water security; maintaining the hydrological cycle; conservation of biodiversity; mitigating the effects of climate change and providing livelihood support to millions of forest dependent people living in India. However, forestry sector has emerged as an important component in strategy for mitigation and adaptation of climate change at national as well as global level and this sector has the potential to play a greater role in the equitable and inclusive growth along with protecting natural resource base for ensuring sustainable development. But five-year plans from the very first five year plan to fifth five-year plan never gave prominence to forestry sector even though a new National Policy was declared in 1952 and the allocation for the environment, forests and wildlife has remained below one percent. One causative factor for apathy reflected in allocation of financial resources to the sector is that the contribution of this sector to GDP has been underestimated at 1.0 to 2.5 percent only as a range of non-priced as well as undervalued products such as fuel-wood, fodder and Non-timber Forest Products (NTFPs) including medicinal plants that are exchanged in an informal manner are not measured. Moreover the ecological services contributed by the forests are totally ignored for income accounting. Policy makers all over the world are increasingly realizing the need for valuing both the economic and ecological contributions of forests to society, so as to assess the true value of forests and their contribution to the nation’s well being. Objective of the paper is to review development of forest during five year plans in India and moreover to development before and after liberalisation. The paper is divided into three sections; the first section, deals with the introduction and period before five year plan, the second section focuses on the forest plans of India period before liberalisation and third section throw light on the forest plans of India period after liberalization. Government should increase investment in the forest sector and realize the importance of forest in every plan.

Key Words: Forest Polices, Sustainable Development, Liberalisation, National Forest Policy

Introduction

Forests are a renewable resource and they contribute substantially to social and economic
development. Forests have a major role to play in enhancing the quality of environment and in economic upliftment of rural poor both at State and National levels as more than 70 percent of India’s population are still dependent on agriculture based rural economy. Each household of rural India uses fuel for their hearth, timber for house building, furniture arid agricultural implements, fiber for making ropes, fruits as their food. Hence directly or indirectly they depend upon the forest and forestry products. Therefore the changes in planning, strategies in forestry sector have bearing in changing the economic development of common people of the country.

**Objective**

Objective of the paper is to review development of forest during five year plans in India and moreover to development before and after liberalisation.

**Methodology**

For receiving a comprehensive picture on the evolution of forest policies and the forest management regime in India, secondary data was collected. The secondary data collation followed historical review approach of the existing literature and government documents. The paper is divided into three sections, first section, deals with the introduction and pre five year plan period, the second section analyses the forest plans of India before liberalisation and third section examine the plans after liberalisation.

**Section-I**

India had rich forest resource in the past due to favorable climatic and edaphic conditions, extending over major part of the country. Clearing of forests for cultivation, food, shelter and pasture and selective removal of valuable timber trees adversely affected the resources. Before independence the owners of the forests were interested only in collection of revenue while after independence the successive five year plans have aimed at accelerating the pace of forestry development and the expansion of forestry organization in the country. Forest planning, is a multifaceted, consistent and well-integrated affair, where due weightage has to be given to preservation in the context of soil and water conservation, and then to the satisfaction of the present and prospective demand of the local people as also that of the industries utilizing forest products. But five-year plans from the very first Five Year Plan to fifth five-year plan never gave prominence to forestry sector even though a new National Policy was declared in 1952. Forestry gained some semblance of importance after the publication of report of National Commission of Agriculture in 1976. Then onwards flow of funds for forest department has improved and many plan schemes which were not visualized in the working plans written without any reference to five year plan documents.

**Pre Five Year plan periods**

First Five year plan in India started since 1951. Prior to First 5-year plan period, Forests and Forestry sector had two phases of activities and development i.e. for the period prior to 1882 and then 1882 to 1951.

**Period prior to 1882:** Revenue and Industries department received priority than forest department valuable timbers were exploited for ship building in England. The concept working
plan and prescription for forests was not at all conceived. Continuously over exploitation works were carried out even though the jungle conservancy rule was existed but not implemented. Before the advent of colonial rule in India, there was no unified formal forest policy, various princely states having different approaches towards the forestry resources available in their areas. The owners of the forests were interested only in collection of revenue. In the early days of establishment of British rule in 1800s, the accessible forests suffered due to large scale felling of valuable timber trees. The forests of western coastal tract were heavily exploited for teak and other timber required for the Navy. Later, British began to realize that forests were not so inexhaustible and there was need for conservancy, leading to introduction of systematic working and regeneration measures (GOI, 2010). The first steps in Indian forestry towards conservancy began in the south in Malabar forests and after the appointment of an officer (Conservator of Forest) in 1806 in Madras, but only to organize timber exploitation and supplies from the West Coast (Sharma, 1980). The operations of cutting down of trees were extended to the whole country in public as well as private forests, and nothing was done to conserve and regenerate them. It was only in 1842, that action was taken by the Collector of Malabar Mr. Conolly to raise plantations of teak near Nilambur to replenish those forests which had vanished due to careless exploitation. Subsequently, Dr. D. Brandis while working as Superintendent of Forests in Pegu, Burma (now Myanmar) since 1856 prepared the first Working Plan for a period of 5 years for the management of Pegu forests. For the first time he estimated the growing stock of forests size class-wise by introducing Linear Valuation Survey, and then the rates of growth of teak by extensive ring counting. This is considered as the beginning of scientific forestry in India. After appointment as the first Inspector General of Forests (IGF) in 1864, Dr. Brandis initiated the Working Plan preparation in other selected valuable forests.

**Period during 1882-1951:** Madras Forest Act 1882 was introduced and Forest was started to maintain as a source of high revenue only. Priority was given to agriculture and diverted for agriculture works, tea plantations, coffee plantations, cinchona plantations. The concept of plan wise working in Forest and making specific prescriptions for improvement of forest wealth and also extraction of forest resources, first ever started in this division in 1900. During this period emphasis was given for exploitation of every kind of produces from the natural forest without much concern to the keeping up the health of the forest. The forests were exploited for commercial purposes only. However, owing to scanty untrained staff, and heavy work load of survey, settlement, demarcation, fire protection, the progress till 1884 was very slow and only 282 km² forests owned by Government of India was brought under sanctioned Working Plan and practically nothing was done in Bombay and Madras Presidencies (FSI, 2010). In 1884, the control of preparation of Working Plans and management of government forest were centralized with Inspector General of Forest (IGF) by the Government of India. The new Constitution of India came into force in 1950, after the Government announced the setting up of Planning Commission. The era of five-year plans in India is of a recent origin started since 1951, while the working plan era was started in 1900.
Section-II

First Five-Year Plan (1951-56): Although during the first five year plan, the planners had to give more attention to the food sector and agriculture was given topmost priority and forestry received low priority. Top most priority was given to agriculture being the first plan and the main activity during this decade was focused on the rehabilitation of the degraded forests and also on creation of plantations of industrial and economic importance. Such species were mainly suitable for match-woods and other commercial useful wood, match wood plantation where the chief item of works undertaken. National Forest Policy enunciated in 1952 emphasized that the forests should be managed on the principle of progressively increasing, and eventually getting the highest Sustained yield to meet the requirements of defence, industries and the people, ensuring at the same time that production of both wood and fodder is maintained. Therefore attention was focused on rehabilitating the forest that had been over-exploited during the wars, and consolidation and settlement of private forests taken over by the government.

Second Five Year Plans (1956-61): During the Second Plan, the heavy industries and the power sector got the highest priority, however for forestry development scheme the outlay was considerably stepped up. The various Schemes under Second Five Year Plan aimed at rehabilitation of the denuded areas and degraded forests, creation of industrial plantations as well as plantations of other commercial species and conservation of Wildlife. Various soil conservation works were initiated. Raising industrial plantations such as Wattle, Bluegum was also commenced during this plan period. Farm forestry plantation had taken birth during this period.

Third Five Year Plan (1961-66): The Third Five Year Plan evinced special interest to meet the long term requirements of the country. During this period more efficient and economic utilisation of the valuable forest product was ensured. The main aim was to increase output from the existing forests by means of better techniques of timber extraction, improvement of communications and by putting the commonly known Indian timbers of secondary importance to use, after proper preservative treatment. The main aim of different schemes during the Third Five Year Plan was to attain self-sufficiency in industrial timbers, fuelwood and other forest products and to undertake large scale plantations of industrially valuable species. A new centrally sponsored scheme “Planta-tion of Quick Growing Species” was initiated in the States. Pre-investment Survey of Forest Resources was introduced in collaboration with the United Nations Special Fund (UNSF) and Food and Agricultural Organisation (FAO). This project was initiated mainly to investigate the availability of raw materials in the possible industrial catchment areas to determine their economic viability. As a matter of policy improved logging tools were used with a view to obtain higher timber yields from the forest areas under exploitation and to minimize the wastage.

Annual Plans (1966-69): No new initiative has been taken during annual plan, specific emphasis was laid only on the plantations of quick growing species and modernizing harvesting and plantation techniques and this was done mainly with an idea to consolidate economic gains.

Fourth Five Year Plan (1969-74): During fourth five year plan short term and long term
requirement in respect of agricultural and industrial sectors were emphasised to be met from the
forest development activities. Quick growing species and species of economic and industrial
importance were created in large scale plantations. All this was done with a view to achieve
self-sufficiency in forest products within the earliest possible span of time, especially in respect
of pulp, paper, newsprint, wood panel products and matches. This was done to discourage the
imports of some of these items and to boost the export of pulp and wood panel products. Three
main objectives were taken in during this period in the forestry sector. These were:

(a) To increase the productivity of forests,
(b) To develop forests for supporting rural economy and
(c) To create a linkage of forest development with various forest-based industries.

Fifth Five Year Plan Period (1974-78): The primary objective in the Fifth Five Year Plan
is to take up a dynamic programme of production forestry, aiming at clear-felling and creating
large scale man-made forests with the help of institutional financing. The sale proceeds from
clear-felled areas is also proposed to be utilised in wood-based industries by locating additional
units wherever required. There was development of farm forestry on a large scale and to improve
degraded forests to increase the fuelwood and small timber supply for the people in rural areas.
A proper forest survey will be required to assess the present growing stock, increment and
potential increments by forest divisions, natural regions and States along with a proper information
system.

The establishment of man-made forests and forest-based industries will be done through a
network of State Forest Corporations. The use of Project Planning approach will be done on
wide scale. During the Fifth Five Year Plan, a number of projects are proposed to be prepared in
various States in respect of short term and long term benefits to increase the raw materials for
industries and additional revenues at different levels of investment. A new feature of the Fifth
Five Year Plan is that commercial forestry, which was absent so far in the country, is going to be
introduced. For this purpose a tentative outlay of Rs. 248.5 million has been provided as share
capital of the equity in Forest Corporations. This scheme is likely to cover about sixteen states
and two Union Territories.

Sixth Five Year Plan period (1979-85): The Sixth Five year plan continued the momentum
gathered during the previous plan period. However the thrust was on social and community forestry
and development without destruction. The principal objectives of the Sixth Five Year Plan under
Forestry Sector Schemes were:

I) Extension of forestry activities through massive Social Forestry Programme in areas outside
Reserved Forests with a view to increase the area under vegetative cover and to maintain
ecological balance and reduce environmental pollution;

II) To raise plantations of industrial and commercial uses, in order to meet the increasing
demand from Wood based industries.

III) Employment was provided to the ever increasing rural population with special attention to
the weaker sections of the society.
IV) Initiative for Agro Forestry programme were taken and the most important landmarks of this period were: ‘The 42nd Constitutional Amendment, which placed forests on the Concurrent List, thereby paving the way for strengthening legislative control of the Central Government over forestry affairs; Forestry came to be adopted as one of the priority sector under 20 Point Programme and Promulgation of Forest (conservation) Act, 1980 by the government of India to seal the diversion of forest land for non forestry purposes as it was regularly diverted earlier and achieved its purpose to a large extent.

However, people were not taken as the custodian of the resources they have created rather their services were utilized on the basis of daily wages and mandays were generated. And finally, benefits were distributed through the local panchayats as 50:50 share from the revenue realized from, I sale of the plantations raised under this programme.

**Seventh Five year plan (1985-90):** During this plan period National Forest Policy, 1988 has been introduced and the role and importance of forest in the general economic development of the country in terms of protection of the eco-system and supply of forest products was better appreciated. The objectives, approaches and strategies of this plan were:

I) Conservation of ecologically fragile eco-systems and preservation of biological diversity in terms of fauna and flora;

II) Increasing substantially the vegetative cover by massive afforestation through social forestry, farm forestry and other plantation programmes;

III) Meeting the basic needs of the people in respect of fuelwood, fodder, minor forest produce and small timber

IV) Ensuring close linkages between Forestry programmes and welfare of the tribal and other communities traditionally dependent upon forests;

V) Special emphasis on forestry research, education, training and extension;

VI) Implementing the national wildlife action plan for wildlife conservation, and

VII) Creating a massive people’s movement for achieving the above objectives.

The main achievements during this plan period were—I) Social and farm forestry programmes were taken up; II) more emphasis was laid on the afforestation of degraded lands and wastelands. The national wastelands development board (NWDB) was set up III) research and training were strengthened by the creation of the ICFRE and IGNFA. IV) More stress was laid on preserving the eco-system and wildlife.

**Section-III**

**Eighth Five year plan period (1992-97):** The approaches during Eighth Five Year Plan were under six categories namely: Conservation Forestry, Restoration and Protection forestry, Production forestry, Community forestry, Private forestry and Frontier forestry, etc.

The objectives of Eighth Five Year Plan were:

(I) To biologically upgrade the areas and preserve biological diversity;
(II) To maintain ecological processes such as protection and regeneration of soil;
(III) To ensure food security to local population through forest conservation;
(IV) To ensure sustained supply of goods and services for communities, village industries and to the extent possible for major industries;
(VI) To concentrate on human resource development in Department;
(VII) To utilise and involve land and human resources outside traditional forest areas to meet local needs.

The strategy followed was: Conservation of biodiversity, Biological upgradation, Promoting Tree Planting, Comprehensive watershed development, Improvement of tribal people. Increase productivity, Development of bio-aesthetic woodlots, Awareness creation, Improvement of research infrastructure, drawing up “Sustainable District Forestry Programme” and Protection of forest resources from fire, smuggling, poaching, etc.

Ninth Five year plan period (1997-02): Objectives for this plan period have played a very crucial role in the ecological stability and rural development of the State. The following important objectives have been fulfilled during this period:

1. Maintain the environmental stability and ecological balance.
2. Conserve the flora and fauna, which forms the rich biodiversity.
3. Conserve the moisture and soil in the catchment areas of rivers, reservoirs and lakes.
4. Increase the tree cover substantially in the private and community lands.
5. Create massive peoples movement in forestry through ‘Joint Forest Management’.
6. Meet the genuine requirement of fuelwood, fodder, and non-wood forest products of rural and tribal population in particular.
7. Increase the forest or tree cover in the State to one third of total land area.
8. Stabilize the fragile ecosystem in the coastal areas.

Tenth Five Year Plan (2002-07): During there were four major plan schemes under the forestry sector viz. Integrated Forest Protection Scheme (IFPS), Strengthening of Forestry Divisions, National Afforestation and Eco-Development Board (NAEB), National Afforestation Programme (NAP) and Eco-Task Forces. A new Integrated Forest Protection Scheme (IFPS) has been initiated by the MoEF in to assist all states for prevention and control of forest fires, strengthening of infrastructure for forest protection & preparation of working plans / survey & demarcation of forest areas. The funding pattern was 75 : 25 cost sharing between Centre and the States/UTs except for NE States and special category States of J&K, HP and Uttarakhand for which it was 90 : 10. Difficulty in the matching state share of project cost and delays in release and revalidation of funds were identified as bottlenecks. An ongoing plan from eighth plan carried for strengthening of forestry divisions to monitor and evaluate all ongoing forestry development projects/ schemes with specific emphasis on conservation of forest, and carry out assigned tasks related to the Forest Conservation Act, 1980, about Rs. 32.39 crore were spent during tenth plan. There are another three ongoing schemes in National Afforestation and Eco-development Board (NAEB) for creating capacity building, producing quality planting material, and awareness generation, monitoring and evaluation of sanctioned projects, and support to regional centres of the NAEB to assist in dissemination of technologies and NAEB programmes through training and workshop, conduct studies relevant to afforestation and eco-development,
etc for this about Rs. 83.23 crore were spent. A new 100 percent centrally sponsored scheme National Afforestation Programme (NAP) started in 2002-03 for regeneration and eco-development of degraded forests and adjoining areas on watershed basis, protection and conservation of natural resources through active involvement of people, and checking land degradation, deforestation and loss of bio diversity. Higher allocation is required to affect intensive efforts to meet the target of bringing additional 5% of land area under forest and tree cover. Special emphasis and programmes for this scheme has yielded excellent results in empowering local communities and development of forests. Rs.1208.11 crore has been spent for this scheme during the Tenth Plan. There were 715 new FDA projects operationalised during the period and for natural and artificial regeneration total project coverage is 9, 23,606 ha. A another new scheme Eco Task Forces (ETFs) started with the objective to undertake the task of ecological restoration in highly degraded and fragile areas and for rehabilitation of ex-servicemen for this about Rs.42.27 crore were spent on the scheme yielding good results in many difficult areas.

Eleventh Five year plan period (2007-12): The Eleventh Plan was committed to pursue development agenda which was environmentally sustainable based on a strategy that not only presumes and maintains natural resources but also provides equitable access to those denied. The eleventh plan emphasized the socio-economic goals for forestry sector in terms of monitor able targets. Out of four monitor able targets, the monitor able target for forestry was fixed to increase the forest and tree cover by 5 percent. The emphasis was more on “quality” of the forests cover. Till the 10th plan, focus was more on increasing area rather than focusing on increasing the density of existing forests, regenerating degraded forests and eco-restoration of scrubs and grasslands.

Strategy for the Eleventh Five Year Plan

I) To include forest development and poverty alleviation through JFM.

II) Promotion of agro forestry and farm forestry, creation of plantations for production of timber; rehabilitation of degraded forests for production of fuelwood; augmentation of bamboo resources; establishment of high input nurseries; in-situ and ex-situ conservation of medicinal plants and incentives for people’s action in development and conservation of trees.

III) Capacity building, infrastructure development and information management

IV) Effective and efficient forest protection including strengthening survey & land record, fire surveillance, boundary demarcation and fire protection.

V) Promotion, participatory improvement and conservation of specialized habitats, viz., mangroves, wetlands, biosphere reserves, corals, alpine grassland, desert scrub along with improvement in livelihoods of the dependent communities.

VI) Fund allocation for planting under schemes of Ministry of Agriculture and Rural Development including NREGA for forestry related employment generation

VII) Provide enrichment of forests for production of NTFP, augment supplies of fodder, and management of grazing areas and undertake pro-poor market reforms through rationalization of import tariffs, promotion of future markets, rationalization of transit regulations, credit and insurance.

VIII) Increased support to rehabilitation of shifting cultivation areas through tree planting.
IX) Promotion of enterprise oriented tree plantation, viz., rubber, palm oil, silk worm rearing, bio-fuel etc.

X) Convergence and merging, if possible, of forestry schemes to avoid duplicity and channelize smooth flow of funds.

XI) Creating an enabling environment for development of key factors, which have significant bearing on forestry such as forest information management; Strengthening of forestry research; Capacity building; Technological up gradation; Strengthening of institutional linkages; Infrastructure development,

Pursuant to directions from the Planning Commission and the Finance Ministry, large number of ongoing Plan schemes of the Ministry was clubbed/merged into 22 broad thematic schemes as a measure of rationalization exercise carried out by the Ministry for its 11th Five Year Plan. Out of these, 13 schemes pertain to Forestry and Wildlife. The following 7 thematic schemes pertaining forestry, with each scheme having further components/programmes, have been approved by the Planning Commission for the 11th Plan of the Ministry:

1) Intensification of Forest Management
2) Grants-in-aid to forestry and Wildlife institutions
3) National Afforestation and Eco Development Board , NAEB
4) Capacity building in forestry sector
5) Strengthening of Forestry Division
6) International Cooperation Activities
7) Gregarious Flowering of Muli Bamboos

Twelfth Five Year Plan (2012-2017): In this plan with the increase in plantation target and required escalated efforts for sustainable management of forests, wildlife, ecosystem and biodiversity with the participation of community, a critical review and strengthening of forestry administration at the cutting edge level would be the critical determinant and the main thrust areas for intervention during 12th Five Year Plan are:

- Conserving forests for bio-diversity and enhancement of ecological services
- Development of forests for enhancing livelihood options of forest dependent communities
- Optimizing productivity of the under-utilized/ degraded lands and forest lands by growing multi-tier vegetation / plantations / forests through judicious combination of grasses, creepers, herbs, shrubs and trees in various tiers / storey for density improvement etc.
- Sustainable development of NTFPs including its value addition and marketing linkages
- Soil and Moisture conservation to ensure water security and better productivity of agricultural land
- Agro-forestry and silvi-pasture development in rangelands, energy plantation, fodder farms at appropriate distances to reduce the drudgery of women, in areas adjoining forests
- Greening the urban and peri-urban spaces
- Institution building for promoting enhanced participation of people in forest management and for better governance
Dr. Manisha Sharma & Gurwinder Kaur

- Technology based monitoring and evaluation to know the performance of interventions made and its outcome for mid-course corrections / changes, if required
- Capacity building of local communities and forestry officials to sustainably manage the forest resources and augmentation of livelihood of local people including women.

Develop negotiation potential for attracting international funds like REDD⁺, CDM, ITTO etc

Proposed Schemes under 12th Five Year Plan
Ongoing Schemes
1. National Afforestation Programme (NAP) Scheme
2. Intensification of Forest Management Scheme

New Schemes
1. Scheme for Sustainable Livelihoods through NTFP Management
2. Capacity Development of the Gram Sabha including JFMCs and other Stakeholders
3. Green India Mission Scheme
4. Rangeland and Silvi-pasture Development Scheme
5. Satellite based Forest Resource Assessment and technological based M & E
6. Forestry Institutional and Technology Management Scheme

Suggestions
Forest plays an important role in environment stability and provides a variety of benefit to the Economy. Forestry sector can play important role in building green economy and also contribute to increase foreign trade so government should increase investment in the forest sector and realize the importance of forest in every plan.

Conclusion
During the British time, total Government policy was to harvest as much as forest resources could be but after the independence in 1947, till the fifth five-year plan, our emphasis ever remained with extraction of timber, supply of raw material to the industries, protection wild fauna. Before five year plan period the Forest Policies did not accord due recognition to forestry, and placed it below the agricultural needs of the country, especially as far as land use was concerned. There was no mention of any percentage of the land area that should be under the forest cover in India, probably because no need was felt at that time and realization of maximum revenue was the guiding factor. The Five-year plans shows that the Policies Acts as well as their implementation practices mostly remain concerned with in terms of calculation of tangible benefit flow while the services of the forest (intangible benefit flow) in national budgeting has always been ignored. Before liberalisation up to fifth five year plan period policies were aimed at expanding the government control on the valuable forest resources of the country and denying the local communities their traditional rights and participation in the forest management. Interface Forestry Programmes implemented with the participation of people have brought about a change in tackling the problems associated with degradation and protection of forests. Adoption of democratic partnership attitude by the forest staff has instilled a positive response from villagers towards natural resource
management. People have realized that protection and development of forests will bring about development and prosperity of the village and this realization has increased their stake in management of forests sustainably. During seventh plan with the introduction of 1988 policy the subject of environmental stability and joint forest management introduced. After liberalisation environment stability, community partnership, green India mission targets were taken and the approach and strategy of Eighth Plan is very relevant even today and will be further continued with changes and modifications wherever necessary. During tenth five year plan the latest Forest Rights Act, 2006 has been viewed as a landmark and revolutionary step in empowering tribal and forest dwelling communities to have decisive role in forest management. The review of afforestation programme clearly indicated that fund availability to the major afforestation programme (National Afforestation Programme) of the Central Government has not only been stagnating but diminishing in the 11th Plan in spite of increasing costs of inputs, which gets reflected in the decreasing annual targets set for afforestation. The National Development Council stipulated monitor able target for the forest cover at 25 percent and 33 percent by the end of 10th and 11th plan respectively. However, the targets set in the National Forest Policy were not provided matching allocation which affected the afforestation drive aimed to achieve the targeted growth in forest cover. One causative factor for apathy reflected in allocation of financial resources to the sector is that the contribution of this sector to GDP has been underestimated at 1.0 to 2.5 percent only as a range of non-priced as well as undervalued products such as fuel-wood, fodder and Non timber Forest Products (NTFPs) including medicinal plants that are exchanged in an informal manner are not measured. Moreover the ecological services contributed by the forests are totally ignored for income accounting. Though there has been continuous increase in forest cover (653,898 sq. km. in 2001 to 690,899 sq.km. in 2009), the country could not take a positive stride in improving the quality of forest or meeting the target due to unavailability of matching financial resources.

References
Science/Policy Interface Task Force regional meeting held in Chennai, India at the M.S. Swami
Chaithanaya, E.P. (2009). Historical Injustice Toward Tribals: A Reflection On Forest Policies Of India,
International Journal of Social Science & Interdisciplinary Research 11(1), November 2012
and Political Weekly, 18(44), (Oct. 29, 1983), 1882-1896
GOI (2010). Forest Sector Report India, Indian council of Forestry research and Education, Ministry of
Environment and Forests, Dehradun
Government of India.
MOEF (2002). Interim country report – India for United Nations Forum on Forest (UNFF – II). New Delhi,
Government of India.
Dr. Manisha Sharma & Gurwinder Kaur

Rabha, Bipul Kumar, Forest Policies In India: A Historical Analysis, Electronic Copy Available At: Http://Ssrn.Com/Abstract=2065897

The Effect of Bhagavad Gita in the Present Scenario of Education

Dr. Surina Sharma* & Dr. Gaurav Sachar**

ABSTRACT

Shrimad Bhagavad Gita is one of the most popular books of Hindu: Holy Gita is considered to be the greatest contributions of India to the World. It is revealed scripture in the views of Hindus, the scripture for Hindus represents the words and message of god, the book is considered among the most important texts in the history of literature and philosophy. In the present research paper, the researcher has attempted to find the effect and implication of Bhagavad Gita in the present scenario of education with the educational theories and thoughts developed in the West. However, we have inadequate information about our own historical and cultural thoughts in relation to education, despite their importance and comprehensiveness. In the Bhagavad Gita, some of the basic components of educational philosophy are present. Among the various aspects of educational thoughts, this paper deals with the interpretation of the meaning of education that can be found in the Bhagavad Gita. Interpretation of a comprehensive meaning of education consisted within the Bhagavad Gita can contribute to inspire academicians to look behind the curtain of history for searching valuable knowledge. It can also provide some basis for comparative study of educational philosophy in the East and the West. From methodological perspective, this paper is a product of an Arts-based hermeneutical interpretation of a historical scripture that has established interesting links to cultural practice, personal experiences and feelings of the author. Bhagavad Gita is one of the most popular books of Hindu: Holy Gita is considered to be the greatest contributions of India to the World. In the present research paper, the researcher has attempted to find the effect and implication of Bhagavad Gita in the present scenario of education.

Key Words: Srimad Bhavad Gita, Literature, comprehensive, Interpretation, historical scripture, Education in India.

Introduction

The Bhagavad Gita also more simply known as Gita, is a 700-verse Hindu scripture that is part of the ancient Sanskrit epic, the Mahabharata, but is frequently treated as a freestanding text, and in particular, as an Upanishad in its own right, one of the several books that constitute

* Assistant Professor, Divya Shiksha Gurukul College of Education, Ballopur, Lalru, Mohali.
** Assistant Professor, P.K.R Jain (P.G.) College of Education, Hisar Road, Ambala City.
general Vedic tradition. It is revealed scripture in the views of Hindus, the scripture for Hindus represents the words and message of god, the book is considered among the most important texts in the history of literature and philosophy. The teacher of the Bhagavad Gita is Lord Krishna, who is revered by Hindus as a manifestation of god (Parabraham) Himself, and is referred to within as Bhagavan, the Divine One. In short it is collection of writings on will which are verifiable in scalar time.

The context of the Gita is a conversation between Lord Krishna and the Pandava prince Arjuna taking place in the middle of the battlefield before the start of the Kurukshetra War with armies on both sides ready to battle. Responding to Arjuna’s confusion and moral dilemma about fighting his own cousins who command a tyranny imposed on a disputed empire, Lord Krishna explains to Arjuna his duties as a warrior and prince, and elaborates on different yogic and vedantic philosophies, and explains different ways in which the soul can reach the Supreme Being with examples and analogies.

The Gita tries to build up a philosophy of karma based on janana and supported by Bhakti in a beautiful manner. The real meaning of education is to impart knowledge. True education would provide children not only an intellectual stimulation, but also a real purpose in life. The Bhagavad-Gita is called the king of education because it is the essence of all doctrines and philosophies. It is the purest knowledge and because it gives direct perception of the self by realization.

Some branches of Hinduism give it the status of an Upanishad, and consider it to be a Šruti or “revealed text”. According to Pandit, who gives a modern-orthodox interpretation of Hinduism, “since the Bhagavad Gita represents a summary of the Upanishadic teachings, it is sometimes called ‘the Upanishad of the Upanishads’.”

Metaphysics of Gita

The important metaphysical point of teaching in Soul cannot be killed by sword, it cannot be diminished or destroyed by fire, air or rain can diminished it. Neither soul is born nor it dies it is out and out immortal and everlasting. He, who find the ultimate reality seated equally in all beings and un-perishing with the perishing bodies, see truly. Bhakti (devotion) is defined as disinterested service to God. So it is a form of Karma. The Lord himself lifts up his devotees from the ‘ocean of birth-and-death’. To love of God becomes the divine and supreme love.

Epistemology

There is no specific theory of knowledge provided by Gita. As per Gita, yoga is essentially and predominantly the path of knowledge. The yogi’s ideal is self realization which cannot be attained without knowledge. Even the devotees are granted knowledge by the Lord so that they may realize the goal.

Axiology

Action is better than inaction. Life depends upon action as none can remain just inactive for a single moment. Inaction is death. The Bhagavad Gita anticipates the conception of Bradley ‘My station and duties’. Every individual is born with particular attitudes. His station in society is
The Effect of Bhagavad Gita in the Present Scenario of Education

determined by his particular aptitudes. By performing his own specific duties appropriate to his station in society, he can contribute to the good of the society and realize his infinite self.

Gita describes four kinds of devotees

1. Arta (The suffering one)
2. Jigyasu (Seeker of truth)
3. Artharth (Self-interested one)
4. Janani or Gyani (The wise man)

The practical form of the Gita’s karma yoga

In the Gita, Krishna was both supreme God and Arjuna’s spiritual guide. Krishna advised Arjuna to surrender to Him and to simply follow His instructions. By transferring his motivation for action to a divine personality, Arjuna would not be responsible for the

In Arjuna’s situation, in spite of engaging in war, all his actions were counted as devotion, because his heart, mind and body were fully dedicated to the will of Krishna.

This again highlights one of the most important points of karma yoga: The mind is the performer of action, not the physical body.

Benefits of Karma Yoga

- Serve with your whole mind
- Spirit of detachment
- Almind to God
- All work is goga
- Dynamic peace
- Spirit of service
- Adapt and adjust
- You have freewill
- Freedom in action

Relation between Bhagavad Gita and Education

“Shrikrishna Bhagw¡an says, the real meaning of education is receiving of virtual knowledge but question arise ‘what is virtual knowledge’? Whenever we see or we feel the university in diversity and God exists everywhere”. “True knowledge is that which teach us to see God in each soul”. The Lord says that King of all such knowledge, the essence of all knowledge that can be derived from the study of the Vedas and different kinds of philosophies. The Bhagavad Gita specially stresses on the importance of the soul. The Lord says that this body is perishable and the soul is not perishable. That is a confidential part of knowledge; simply knowing that the spirit soul is different from this body is finished, or one is liberated from the body, the soul remains in a void and becomes impersonal. But actually that is not the fact, how can the soul, which is so active after being liberated from the body. It is always active. If it is eternal, then it is eternally active, and its activities in the spiritual kingdom are the most confidential part of spiritual knowledge.
Education According to Bhagavad Gita

In order to formulate the principles of education the divine teacher Lord Krishna has not imparted his wisdom to his student as mere dictation like others. The Gita answer the ‘why’ of such education. The human child in the world is not a tabula rasa or an empty being. He inherits the certain tendencies, instincts, propensities of character, mental dispositions etc. from his past life. Parents give to child only his body but his physical apparatus and soul’s doing are his own. This explains individual differences.

The student, according to the Gita, is not a disciple but a learner. But the first and the last characteristic of an ideal student are to surrender before the teacher accepting his ignorance of the subject he wants to know. Genuineness, humanity, obedience, faith in his teacher is the essential characteristics of a good learner. He must also posses an intense urge to know without which he will not be able to digest what the teacher gives. Humility, obedience, faith etc. towards the teacher imply that the student should be virtuous. The student, according to Gita, must shun three great vices- Kama, Krodh and Lobha in his personality. Obedience means respect to the teacher; however, it does not mean the foolish obedience in which everything is accepted by the student blindly. The eager intellect of the student must be satisfied.

Educational Implications of the Gita

True meaning of Education

We can imbibe true meaning of education by understanding virtuous knowledge as propounded by Lord Krishna. Virtuous knowledge is that by which we feel unity in diversity and see the abode of God in every creature. Thus according to the philosophy of the Gita we can say that true education is that which enables one to see the existence of God in the soul of each living being.

Ideals of Education

As a corollary to the teaching of the Gita we can explain ideals of education in six parts as below:

(i) Development of Virtuous Knowledge: Like us all, our students too, are ignorant of virtuous knowledge. In the Gita Lord Krishna removes the ignorance of Arjun and induces him to do his duty. So, we may say that the aim of education is to remove ignorance and impart virtuous knowledge.

(ii) Development of Personality and its Refinement: The personality of every man includes good and evil attributes. In other words, Kauravas and Pandavas dwell in everyone of
us. Lord Krishna awakens the virtuous powers latent in Arjun and inspires him to pursue the right path. That is what a teacher should do to his students. Thus the aim of education should be development of personality and its refinement.

(iii) Harmony between Individual and Social Aim: In the battlefield Arjun is on the horns of a dilemma regarding his individual freedom and social responsibility. His individual freedom lay in his decision to fight or not to fight. But his social responsibility demanded that for establishment of peace he should take part in the battle in order to punish the evil-doers. Lord Krishna induces him to take up his Gandiv (bow) for killing the evil-doers and their associates. Thus we may infer that the aim of education should be to bring harmony between individual and social aim.

(iv) Development of Inner-Consciousness: Arjun wants to avoid war. Krishna does not want to compel him to fight against his will. So he takes recourse to reasoning and makes him conscious of his duty (Swadharma) consequently, Arjun becomes ready to fight his opponents. Thus Lord Krishna, as a Guru and friend succeeds in awakening the inner conscience of Arjun. A teacher should follow this procedure in developing inner-consciousness in his students.

(v) Development of Intellectual and Reasoning Ability: Arjun doubts in the utility of the battle. His doubt is the origin of the teachings of the Gita. Lord Krishna uses the ability of his intellect, skill and reasoning in removing the doubts of Arjun in order that he might take his own decision in choosing a course from the different alternatives. This should also be the aim of our education in the context of the teacher and pupil relationship.

(vi) The Importance of Doing one’s Duty (Swadharma): A person can be happy only by establishing a balance between his rights and duties. Lord Krishna tells Arjun that there is nothing better than performing one’s duty. It is very necessary to emphasize such an attitude before our students today. We can bring heaven on earth, if our students adopt such an attitude in life.

Active Teachings of Lord Krishna

Lord Krishna, is the one of the most loved Gods of the Hindu religion. His teachings on various aspects of human life to Arjuna during the epic battle of Mahabharata are world famous. His teachings were written in form of a book by famously known as Bhagwad Gita. Bhagwad Gita literally means divine songs of Lord. Teachings of the lord are relevant even in the present age. They are being promoted by a number of spiritual gurus. Few of his important teachings are as follows:-

Four Kinds of Actions:

1. Liberation and Bondage: Lord Krishna emphasised on being free from all kinds of negative and positive emotions like, joy, sorrow, grief, happiness, jealousy, as they are all illusions or maya. These emotions are ephemeral. All the beings are bonded due to lack of knowledge but they get free and achieve liberation once they realize that the world is nothing but illusion. All the souls taking birth on the Earth must surrender to Lord, be free from attachments to living and non living objects. One should not be conditioned by body or the worldly things around.
2. **Glory of Satsanga:** Lord Krishna described, ‘satsanga’ as the fastest means to be closer to him and please him. Satsanga literally means being in the company of Sadhus or the knowledgeable one.

3. **Withdrawal from Sense-Objects:** Lord Krishna preached withdrawal from all the sensory-objects as a means to avoid delusion. All the objects of desire ultimately lead to misery. One must control his senses and not run after the pursuit of desires.

4. **Path to Life Long Happiness:** Lord Krishna describes, Karma(action) Jnana(Knowledge) and Bhakti (Devotion) as the three fold way to attain Lord and please him. This is sure shot way to achieve happiness and Moksha. Being knowledgeable will help perform the right Karma and not worry about the fruit of the action.

**Objectives of Education According to Bhagavad Gita**

- Development of virtual knowledge
- Development and modification of personality
- Adjustment in individual and social aims
- Development of internal consciousness
- Development of intellectual and reasoning ability
- Establishment of importance of duties in life

**Curriculum According to Gita**

- Types of Vidya
  - Apara Vidya:- The knowledge of mundane affairs
  - Para Vidya:- It means spiritual knowledge or knowledge about God. For the knowledge of mundane affairs

- Two types of Gyan (knowledge)-
  - Physical (Art, Science, Engineering etc)
  - Spiritual (Knowledge of body and soul)

**Methods of Teaching**

- Conversational method
- Question-Answer method
- Learning by doing
- Demonstration method
- Contemporary method (rational analysis with proper analysis)

**Discipline**

Gita rightly strikes at the root of the problem. Ideal personalities of teachers and deep scholarly efforts can save the untracked indiscipline among students. Faith on the instructions of Gita can remove the problem of indiscipline and anomie that are prevailing in Indian education.

**Conclusion**

Thus, the teachings of Lord Krishna are everlasting effect on the minds of People. The
The Effect of Bhagavad Gita in the Present Scenario of Education

Bhagavad Gita is called the king of education because it is the essence of all doctrines and philosophies. It is the purest knowledge and because it gives direct perception of the self by realization In this age of intellectual capital you are busy acquiring the latest skills and expertise in the belief that it guarantees success. But success comes only when you put all the knowledge to us. The Gita introduces you to your inner personality. The intellect, which reasons and discriminates the mind, is the centre of emotions and impulses.

References

Socio-Economic Status of Beneficiaries of Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA): A Case Study of Hoshiarpur District

Harpreet Kaur* & Ramanpreet Kaur**

ABSTRACT

The study was conducted in Hoshiarpur district of Punjab with 120 beneficiaries as respondents to assess the socio-economic status of the MGNREGA beneficiaries from the villages of Hoshiarpur district. A questionnaire is used for collecting primary data from the participants of MGNREGA. It has been found that significant changes have taken place in the socio-economic variables like age distribution, caste and religion details, education, family size, and occupation, movable assets, livestock, income of the beneficiaries of the MGNREGA. The study revealed that 60 per cent respondents were having owned Pakka houses and the major occupation of the beneficiaries of the MGNREGA in Hoshiarpur district appeared to be agriculture labour (87.5 per cent) and only 12.5 per cent involves in the other works. The 34.2 per cent beneficiaries said that their income rise due to MGNREGA and their annual income is more than Rs.10000 per annum. The data also revealed that the 70 per cent of the sample of the beneficiaries said their economic condition highly improved due to MGNREGA. Thus MGNREGA plays an important role to improve the socio economic status of the beneficiaries in the study area.

Key Words: MGNREGA, Socio-Economic status, MGNREGA Beneficiaries

Introduction

MGNREGA is one of the programmes that play a major role for the rural development in India. It is the world’s biggest employment guarantee programme and aims at enhancing livelihood security of households in rural areas of the country by providing 100 days of guaranteed wage employment in a financial year to every household whose adult members volunteer to do unskilled manual work. It also provides equal opportunities to Schedule Caste, Schedule Tribes and other weaker sections of the society. Considering all these aspects, it is decided to carry out an impact assessment of MGNREGA in Hoshiarpur district of Punjab. An attempt has been made to
find out the socio-economic impact of the MGNREGA on its beneficiaries.

The scheme is in the last eight years of its existence has brought in a noticeable change in the rural areas with regard to the employment opportunities, provide livelihood security to the people who lives in rural areas. Many studies that related to MGNREGA revealed that after implementation of MGNREGS migration has been reduced from rural areas and showing a greater positive socio economic impact on rural women and analysed the labour wages have increased significantly from Rs.60 to Rs110 per day since the implementation of MGNREG scheme (Maheshwari, M. and Gangwar, L.S. 2011). Annual income of the beneficiaries of MGNREGS has increased between 9 to 16 per cent (Harisha, B.G.; Nagaraj, N.; Chandrakantha, M.G. and Srikantha Murthy, P. S. 2011).

Objective of the Study

• To find out socio-economic impact of the MGNREGA on its beneficiaries.

Methodology

The aspects related to socio-economic and demographic components like age distribution, caste and religion details, education, family size, occupation, movable assets, livestock, annual income and social benefits of the participants of the MGNREGA. The sample profile of respondents reflects the true picture of various economic and demographic aspects of areas covered under survey. A questionnaire is used for collecting data from the participants of MGNREGA.

The researchers selected the Hoshiarpur-1 and Bhunga and Hoshiarpur-2 and Tanda to check the socio-economic status of MGNREGA beneficiaries in Hoshiarpur district. Blocks and villages are selected on the basis of the best performing in the Hoshiarpur. A sample of 30 respondents from each GP is selected. The selection of MGNREGA beneficiaries is purposively.

Tools used

For Statistical analysis, the data collected from the primary sources is analysed by using the ratio analysis, percentage under SPSS.

Results and Interpretation

The results have been discussed as:

1. Age Distribution of the Respondents: Household respondents of beneficiaries are interviewed in four blocks of Hoshiarpur district. Age is one of the important aspects of the socio economic features of the respondents. The sample size is 120. In the table 1 the data shows that there is majority of the people that working under MGNREGA are belonged to the age group 45-60 that are 61 beneficiaries. The 17 out of 120 beneficiaries are belonged to the age group 19-30. In age group 30-45, there are 22 out of 120 beneficiaries are working under MGNREGA.
Table: 1 Age distribution of the beneficiaries of MGNREGA in Hoshiarpur district

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Age Group (in Yrs)</th>
<th>Beneficiaries (N= 120)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19-30</td>
<td>17</td>
<td>14.2</td>
</tr>
<tr>
<td>2</td>
<td>30-45</td>
<td>22</td>
<td>18.3</td>
</tr>
<tr>
<td>3</td>
<td>45-60</td>
<td>61</td>
<td>50.8</td>
</tr>
<tr>
<td>4</td>
<td>&gt;60</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

There are 20 people of MGNREGA are under MGNREGA that belong to the age group greater than 60. Thus this data revealed that only above 50yrs old people are mostly working under MGNREGA and get their livelihood security by getting the sufficient timely wage rates.

2. **Caste- wise distribution of the MGNREGA beneficiaries:** Caste is the one of the major social factors in the Indian society. Moreover, the major objective of the introduction of MGNREGA is to enhance the livelihood of vulnerable sections of the rural people across the country. Details regarding caste particulars are divided into three categories namely Schedule Castes (SC), Schedule Tribes (ST) and others.

Table 2: Caste- wise Distribution of MGNREGA beneficiaries

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Caste Distribution</th>
<th>Beneficiaries (N= 120)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>SC</td>
<td>102</td>
<td>85.0</td>
</tr>
<tr>
<td>3</td>
<td>ST</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Others</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In the caste distribution the respondents that are mostly belong to the SC caste that are of the 85 per cent of the total respondents of the MGNREGA beneficiaries (Sample size). The people that belong to the others category are only 15 per cent of the sample size. There are no people in the sample size that belong to the general and ST castes. The data revealed that there were mainly schedule caste people that working under MGNREGA in Hoshiarpur district. They secure their livelihood by getting hundred days employment in their villages.

3. **Religion:** Religion is another important social factor after caste. Details regarding religious affiliation are also collected from the beneficiaries in the four select blocks of Hoshiarpur District under the study and are divided into four categories: Sikh, Hindu, Muslim, and other religions. In the religion details, the maximum MGNREGA beneficiaries from sample are belonged to the Hindu religion that are of the total sample of the 85.8 per cent.

In the sample there are no people that are belong to the others category. There are 14.2 per cent people that are belong to the other categories of the religion. That shows that the total of the sample size people working under MGNREGA are belong to the Hindu religion. In Hoshiarpur
district mainly four categories of the people live namely Sikh, Hindu, Muslim. And other categories also include the other religions.

**Table 3: Religion details of MGNREGA Beneficiaries**

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Category</th>
<th>Beneficiaries (N= 120)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sikh</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>Hindu</td>
<td>103</td>
<td>85.8</td>
</tr>
<tr>
<td>3</td>
<td>Muslim</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>4</td>
<td>Others</td>
<td>17</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The main portion of the Hindu religion people working under MGNREGA while conducting survey in that areas.

**4. Education:** Formal education attained by an individual plays an important role in a holistic development of an individual, family and finally the society. Hence, education details of family head were also collected and assessed. Respondents are classified into 5 categories like illiterate (who doesn’t have any formal education), primary school education (who have education level in between 1 – 5 standards), secondary school education (who have education level in between 6 – 10 standards), higher secondary (who have formal education of 11 – 12 standards) and graduation and above (who have degree and above level of education). The education details of the MGNREGA beneficiaries are shows that there are maximum people that are working under MGNREGA from sample have only the Primary education till to the 5th standard that are 38.3 per cent of the total sample. There are 23.3 per cent people are illiterate that have no any education qualification. In sample respondents, there are 25 per cent people have the secondary level education (10th standard) and the 10 per cent people have the education to the higher secondary (12th standard) also.

**Table 4: Education details of Beneficiaries**

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Level of Education</th>
<th>Beneficiaries (N= 120)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Illiterate</td>
<td>28</td>
<td>23.3</td>
</tr>
<tr>
<td>2</td>
<td>Primary</td>
<td>46</td>
<td>38.3</td>
</tr>
<tr>
<td>3</td>
<td>Secondary</td>
<td>30</td>
<td>25.0</td>
</tr>
<tr>
<td>4</td>
<td>Higher secondary</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>5</td>
<td>Graduate</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

There are unemployment in the rural areas so there are 3.3 per cent people that have done
their graduation that are also working under MGNREGA for securing their livelihood.

5. Family Size: Family size indicates the number of people live in a family. Family size is another important factor as MGNREGA shows employment for 100 days per a family in a financial year. Family size also a factor in determining the number of individuals can afford to participate either in MGNREGA or in non-MGNREGA works. Hence, family size is considered as one of the key factors of the socio economic features of the respondents. Details regarding family size of beneficiaries are captured in the present section. Based on the number of members living in a family, family size is categorised into three groups like: Small size family (up to 4 members), Medium size family (5 to 8 members) and large size family (above 8 members).

Table 5: Family Size of beneficiaries of MGNREGA

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Family size (Members)</th>
<th>Beneficiaries</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Small Size (Up to 4 members)</td>
<td>63</td>
<td>52.5</td>
</tr>
<tr>
<td>2</td>
<td>Medium Size (5 to 8 members)</td>
<td>39</td>
<td>32.5</td>
</tr>
<tr>
<td>3</td>
<td>Large size (Above 8 members)</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In the family size, there are maximum people that are working under MGNREGA are belongs to the small family size that means 52.5 per cent people of the sample are have the family members up to four members of family. The people that are belonging to the medium size are 32.5 per cent that means the people have the five to eight members of the family they have. In the sample respondents there are 15 per cent people that have the large families that means they have more than eight family members.

6. Occupation: Occupation indicates an activity / work / job performed by an individual for earning his/her livelihood. Occupation details are confined to the head of the family. Occupation is also an important factor in determining the intensity (number of days) of participation either in MGNREGA or non-MGNREGA works. Hence, occupational particulars are also collected from beneficiaries of the MGNREGA.

Table 6: Occupation of the MGNREGA beneficiaries

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Occupation</th>
<th>Beneficiaries</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agriculture</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>Agriculture Labour</td>
<td>105</td>
<td>87.5</td>
</tr>
<tr>
<td>3</td>
<td>Other works</td>
<td>15</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The occupation details shows, the most of the people working under MGNREGA are have the occupation as an agricultural labour that means in sample there are 87.5 per cent people that have the occupation as a agricultural labour. In the sample, there are people that are also works in other works in the village that are 12.5 per cent of the total sample. Some of them are working in the houses of the people for part time. But most of the people are working in the agricultual
sector for their livelihood and they doing agricultural operations like: ploughing, land preparation, sowing, weeding etc. works. But there are also women that are prefer to working under MGNREGA because that work provides in their villages and easy than the agricultural operations.

7. **House Type**: Based on the type of the house, economic condition of the respondent may be assessed. Hence, a detail regarding type of house in which the respondent family is residing was also gathered to measure the relationship (if any) between participation in MGNREGA and type of house. In the details of the house type of the MGNREGA beneficiaries, there are sample of the 120 respondents of the MGNREGA beneficiaries that are working under MGNREGA from which total of the sample size 60 per cent people lives in the pakka house that are their own houses.

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>House type</th>
<th>Beneficiaries (N=120)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Owned Pakka</td>
<td>72</td>
<td>60.0</td>
</tr>
<tr>
<td>2</td>
<td>Semi- Pakka</td>
<td>33</td>
<td>27.5</td>
</tr>
<tr>
<td>3</td>
<td>Rented- Pakka</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Owned- kacha</td>
<td>15</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

But from the sample there are 27.5 per cent people are lives in the semi- pakka houses that mean they have pakka houses but with some areas of the house are the kacha. In sample, there are no people lives in the rented houses they live their own houses and permanent residents of the villages. But there are also people that lives under below poverty line have the kacha houses that means the sample of the 12.5 per cent people are living in the kacha houses that they make from the soil and bamboos etc. Thus the house type of the people shows their economic conditions of them. The data revealed that there are most of the people are living in the pakka houses and they think their economic status rise because of the MGNREGA.

8. **Movable Assets**: Details regarding major movable household asset are collected from of MGNREGA. Details of movable assets like TV, Fridge, Mobile phone, Scooter, Fan and any other movable assets are presented in this section. The following table 8 shows the number of movable assets of the beneficiaries.

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Type of the movable assets</th>
<th>Beneficiaries (N=120)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TV</td>
<td>110</td>
<td>91.67</td>
</tr>
<tr>
<td>2</td>
<td>Mobile</td>
<td>114</td>
<td>95.0</td>
</tr>
<tr>
<td>3</td>
<td>Fridge</td>
<td>78</td>
<td>65.0</td>
</tr>
<tr>
<td>4</td>
<td>Scooter</td>
<td>49</td>
<td>40.84</td>
</tr>
<tr>
<td>5</td>
<td>Fan</td>
<td>102</td>
<td>85.0</td>
</tr>
</tbody>
</table>

The movable assets are those assets which are in the houses like TV, mobile, fridge, scooter,
fan, furniture etc. But in the present study for analyse the movable assets of the sample of MGNREGA beneficiaries are choosen the main movable assets that they have at the present state. Most of the beneficiaries have brought their movable assets after joining MGNREGA. The samples of the data 91.67 per cent people have TV, 95 per cent have mobile, 65 per cent have fridge and 40.84 have scooter. The data revealed that most of the people have TV and Mobile. In the sample, there are 85 per cent people have fan in their houses. Thus the data shows the economic status of MGNREGA beneficiaries is increased after joining MGNREGA.

9. **Livestock assets**: Livestock is an inseparable component from rural and agrarian system in India. Moreover, livestock and rural/agricultural systems are inter linked and inter dependent. Hence, details regarding live-stock also collected from the respondents, which consist of cows, buffalos, goats, poultry birds and others. The following table 9 shows the number of the livestock assets the MGNREGA beneficiaries have.

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Livestock assets</th>
<th>Beneficiaries (N=120)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cows</td>
<td>85</td>
<td>70.84</td>
</tr>
<tr>
<td>2</td>
<td>Buffaloes</td>
<td>99</td>
<td>82.5</td>
</tr>
<tr>
<td>3</td>
<td>Goat</td>
<td>26</td>
<td>21.67</td>
</tr>
<tr>
<td>4</td>
<td>Poultry birds</td>
<td>106</td>
<td>88.34</td>
</tr>
<tr>
<td>5</td>
<td>Others</td>
<td>13</td>
<td>10.84</td>
</tr>
</tbody>
</table>

The data shows the livestock assets of the MGNREGA beneficiaries, the sample of people have the 88.34 per cent poultry birds; they have 70.84 per cent cows in their houses. The data shows that the people have 82.5 per cent buffaloes and 21.67 per cent goat they have. The people also have other animals that show their economic status by the number of livestock they have. Thus this data shows that the people are brought many of livestock animals after joining MGNREGA.

10. **Annual Income**: The average annual income coming from different income sources are collected and analysed for the participant of the MGNREGA. Different income sources are: farm income, agricultural labour, livestock, MGNREGA and other sources. The following table 10 shows the aggregate annual income of the MGNREGA beneficiaries.

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Income (Rs.)</th>
<th>Beneficiaries (N=120)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&lt;5000</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>2</td>
<td>5000-10000</td>
<td>23</td>
<td>19.2</td>
</tr>
<tr>
<td>3</td>
<td>10000-15000</td>
<td>41</td>
<td>34.2</td>
</tr>
<tr>
<td>4</td>
<td>15000-25000</td>
<td>34</td>
<td>28.3</td>
</tr>
<tr>
<td>5</td>
<td>&gt;25000</td>
<td>12</td>
<td>10.0</td>
</tr>
</tbody>
</table>

The data shows that there is 34.2 per cent of the sample of the MGNREGA beneficiaries that have the income between 10000 to 15000Rs. Per annum. There is 28.3 per cent people said that they have annual income between 15000 to 25000Rs. And some of them have means 10 per
cent have the more than 25000Rs. Per annum. Thus the data shows that there is only 8.3 per cent people have the income less than 5000Rs. The data revealed that there is sharp increase in the income of the beneficiaries after joining MGNREGA. Most of the people said that they have more than 10000Rs. annual income and their economic status rises.

11. Economic condition improved due to MGNREGA: That shows the most of the MGNREGA beneficiaries of the sample that said that their economic condition is highly improved (70 per cent) after joining MGNREGA and only 26.7 per cent beneficiaries said that their economic condition improved moderately. The following table 11 shows the economic condition improved due to MGNREGA:

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Economic condition improved</th>
<th>Beneficiaries (N=120)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extremely</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>2</td>
<td>Highly</td>
<td>84</td>
<td>70.0</td>
</tr>
<tr>
<td>3</td>
<td>Moderately</td>
<td>32</td>
<td>26.7</td>
</tr>
<tr>
<td>4</td>
<td>Slightly</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>5</td>
<td>Not improved</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Conclusion

Majority of the beneficiaries belong to SC caste in Hoshiarpur district (85 per cent) and 15 per cent belongs to the other caste. Most of the people have primary level education (38.3 per cent) and only 10 per cent people have higher secondary education. Proportion of small size families (up to 4 members) was higher in beneficiary in Hoshiarpur districts. In Hoshiarpur district proportion of large size families of (15 per cent). More number of beneficiaries is residing in own pakka houses in Hoshiarpur district (60 per cent) and 27.5 per cent lives in semi-pakka houses. Proportion of the beneficiaries who have movable assets is improved after joining MGNREGA in Hoshiarpur. Proportion of participants who have livestock was also improved in case of beneficiaries. Beneficiaries of Hoshiarpur districts have more buffalos and cows and poultry birds. The 34.2 per cent beneficiaries said that their income rise due to MGNREGA and their annual income is more than Rs.10000 per annum. The data also revealed that the 70 per cent of the sample of the beneficiaries said their economic condition highly improved due to MGNREGA. Thus we can say that MGNREGA plays an important role for the socio economic status of the people that lives in the rural areas and their socio economic status rise due to MGNREGA.

References


Harisha, B.G; Nagaraj, N.; Chandrakantha, M.G and Srikantha Murthy, P.S. (2011). Impacts and Implications of MGNREGA on Labour Supply and Income Generation for Agriculture in Central Dry Zone of

Attitude of College Students Towards Environment Pollution in Ferozepur

Harsangeet Kaur*

ABSTRACT

The present study was conducted on attitude of college students towards environment pollution in Ferozepur. The major objective was to ascertain the attitude of college students towards environmental pollutions. The another objective was to ascertain the differences in the attitude of male and female colleges students towards environmental pollution. This study consists of data from two different colleges from Ferozepur district only. The investigator aims to study the attitude towards environment pollution of 200 college students (100 boys and 100 girls) studying in different colleges. The data were collected through mailing, questionnaire and personal visits. The descriptive statistical technique was used for analysis of the data. Results of study revealed that both boys and girls have positive attitude towards environmental pollution.

Key Words: Attitude, Environment Pollution

Introduction

Today man is living in a world of crises. The social, economic, political and value crises are some of the threats, which the humanity faces, and these threats are quite alarming. Added to this, in the recent decades, the environmental crisis has become another important factor which has made everyone in the world to think of its gravity. Though the environment dimension has its own history, it has gained prominence in the recent past due to several reasons such as urbanization, industrialization, automation and population explosion, along with pollution, acid rains, gas leaks, nuclear disasters which have made man a helpless victim.

“Pollution of the environment” is one of the most horrible ecological crisis to which we are subjected today. We know that three basic amenities for living organisms are air, land or soil and water. Sometimes in the past, these amenities were pure, virgin undisturbed, uncontaminated and basically most hospitable for living organisms. But situation is just the reverse today, because progress in science and technology is also leading to pollution of environment and serious ecological imbalance which in the long run, may prove disastrous for mankind. Many people, even educated,-

* Assistant Professor, Dev Samaj College of Education for Women, Ferozepur City
do not know what environmental pollution is. Environmental pollution means making the environment unclean, impure by throwing all sorts of contaminated materials and perished on the roads and dumping garbage in the residential areas where people are living. It is the people, who do not have any civic sense and health consciousness, contribute to the environmental pollution.

**Environment**

Environment means different things to different people some consider it the sum total of all the factors that affects on organism.

Environment Protection Act (1986) of India “Environment includes water, air, land and the inter relationship which exists among and between water air, and land; and humans beings, other living creatures, plants, micro organisms and property.”

According to Roberts, (1994) “Environment is the physical, chemical, biological conditions of the region in which an organism lives”.

According to Gupte, (1999) the environment of the earth means the physical, biological and atmospheric conditions existing on and around the earth. It includes living and non-living matter on the earth. It includes living and non-living matter on the earth.

The word environment is derived from and old French word “Environ” meaning ‘encircle’. In our limited human existence in fact, we are encircled right from time of our birth. We are generally surrounded by plants, physical object, animals, people etc. All those are part of our environment.

**Attitude**

Whittakar, (1970) an attitude is pre-disposition or readiness to respond in a predetermined manner to a relevant stimulus.

Laykock and Munro, (1985) states attitude play a significant role in determining success or failure in one’s pursuits in any field.

**Pollution**

Webster’s Dictionary, (1996) defines pollution “As a state of being impure or unclean or the process of producing the state.”

Spillaus, (1996) stated “Pollution is an undesirable change in the physical chemical or biological characteristics of our air land and water that may or will harmfully affect human life or that of other desirable species, our industrial processes, living conditions and cultural assets or that may or will waste or deteriorate our raw material resources.

Dhami and Shrivastva, (2000) “Pollution may be defined a change in the physical chemical or biological aspects of environment which makes it harmful for humans, for other living organisms and for cultural assets.

**Environmental Pollution**

“Environmental Pollution” means the presence in the environment of any environmental pollutant.”

The report of the Environment Panel of the US President’s Science Advisory Committee,
defines Environmental Pollution as the unfavorable alteration of our surroundings, wholly or largely as a byproduct of man’s action, through direct or indirect effects, of changes in energy patterns, radiation levels chemical and physical constitution and abundance of organisms”.

Environment Protection Act, (1986) “Environment Pollution” means any solid liquid or gaseous substance present in such concentration as may be, or tend to be, injurious to environment.

Need of the Present Study

It is quite evident that the whole humanity is today facing an unprecedented situation with respect to the global conditions of environmental degradation. Blind milking of natural resources for development has disturbed the ecological balance.

If man is to survive it is imperative that all these problems of environment be dealt with simultaneously. This dimension can be achieved only when we enlighten our younger generation and impart to them proper education. The present study entitled Attitude of College Students towards Environmental Pollution is an effort to know the attitude of growing up young adults (college going students) towards environmental pollution. These young people will become future citizen. To check environmental pollution the target group is most suitable and efficient group. Mr. Nelson Mandela in the global meet of environmental is Durban stated “Without Youth, the future is not secure”.

So, students can play crucial role in checking environmental pollution. Efforts have to be made to make pupils aware of the factors related to ecological system, wild life and misuse of resources and population explosion. There should be individual and joint effort to awaken environmental consciousness though research activities, seminars, workshops and other common forms.

Objectives of the Study

1. To study the attitude of College Students towards environmental pollution.
2. To study the differences in the attitude of male and female college students towards environmental pollution.
3. To study the difference in the attitude of undergraduate students towards environmental pollution.
4. To study the difference in the attitude of post-graduate students towards environmental pollution.

Hypotheses

1. The college students have positive attitude towards environmental pollution.
2. There exists no significant difference between the attitude of male and female college students regarding environmental pollution.
3. There is no significant different between the attitude of undergraduate and postgraduate students towards environmental pollution.

Delimitations of the Study

1. The present study is delimited to a random sample taken from post-graduate and undergraduate students of R.S.D. College, Ferozepur and DAV College, Ferozepur.
2. The study is delimited to a sample of 200 students comprising 100 male students R.S.D. College, Ferozepur, 100 female students of DAV College, Ferozepur.

**Tool used**

The Present student employed Dr. M. Rajamanickam “Environmental Pollution Attitude Scale” (1998) (English Version for the Purpose of data collection)

**Statistical Techniques used**

Statistical is a mathematic technique for the purpose of gathering, describing, organizing, analyzing and interpreting numerical data. Hence, Standard Deviation, Correlation, percentage and T-ratio would be used.

**Sample**

The present study has been conducted of the R.S.D. College, Ferozepur and DAV College for Women, Ferozepur.

For this study, a sample of 200 students was drawn from these two colleges in such a way that equal representations were given to male and female.

<table>
<thead>
<tr>
<th>Name of the College</th>
<th>Category</th>
<th>No. of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.S.D. College, Ferozepur</td>
<td>Boys</td>
<td>100</td>
</tr>
<tr>
<td>D.A.V. College, Ferozepur</td>
<td>Girls</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

**Table 1: Showing details of the sample taken for the study**

**Attitude of students towards Environmental Pollution**

In order to find out the attitude of graduate and post-graduate students of R.S.D. College, Ferozepur and DAV College for Women, Ferozepur towards environmental pollution, the “Environmental Pollution Attitude Scale” was administrated. The scores obtained were subjected to mean and standard deviation. The table given below represents the data with regard to attitude of students towards environmental pollution.

**Analysis and Interpretation**

**Attitude of Students towards Environmental Pollution**

The raw scores obtained from 200 students of Ferozepur are being presented in the following table:

<table>
<thead>
<tr>
<th>C.I.</th>
<th>Frequency</th>
<th>% Age</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>136-150</td>
<td>30</td>
<td>10%</td>
<td>Extremely favorable</td>
</tr>
<tr>
<td>106-135</td>
<td>200</td>
<td>66.6%</td>
<td>Favorable Attitude</td>
</tr>
<tr>
<td>46-105</td>
<td>50</td>
<td>16.6%</td>
<td>Normal Attitude</td>
</tr>
<tr>
<td>46-75</td>
<td>14</td>
<td>4.6%</td>
<td>Unfavorable Attitude</td>
</tr>
<tr>
<td>30-45</td>
<td>6</td>
<td>2.1%</td>
<td>Extremely Unfavorable Attitude.</td>
</tr>
</tbody>
</table>
Attitude of under-graduate Students towards Environmental Pollution

The raw scores obtained from 100 under-graduate of Ferozepur are being presented in the following table:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>C.I.</th>
<th>Frequency</th>
<th>% age</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>136-150</td>
<td>3</td>
<td>3%</td>
<td>Extremely favourable</td>
</tr>
<tr>
<td>2.</td>
<td>106-135</td>
<td>75</td>
<td>75%</td>
<td>Favourable Attitude</td>
</tr>
<tr>
<td>3.</td>
<td>76-105</td>
<td>10</td>
<td>10%</td>
<td>Normal Attitude</td>
</tr>
<tr>
<td>4.</td>
<td>46-75</td>
<td>9</td>
<td>9</td>
<td>Unfavourable Attitude</td>
</tr>
<tr>
<td>5.</td>
<td>30-45</td>
<td>3</td>
<td>3%</td>
<td>Extremely Unfavourable attitude</td>
</tr>
</tbody>
</table>

Attitude of post-graduate Students towards Environmental Pollution

The raw scores obtained from 100 post-graduate students of Ferozepur are being presented in the following table:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>C.I.</th>
<th>Frequency</th>
<th>% age</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>136-150</td>
<td>10</td>
<td>10%</td>
<td>Extremely favourable</td>
</tr>
<tr>
<td>2.</td>
<td>106-135</td>
<td>70</td>
<td>70%</td>
<td>Favourable Attitude</td>
</tr>
<tr>
<td>3.</td>
<td>76-105</td>
<td>12</td>
<td>12%</td>
<td>Normal Attitude</td>
</tr>
<tr>
<td>4.</td>
<td>46-75</td>
<td>6</td>
<td>6%</td>
<td>Unfavourable Attitude</td>
</tr>
<tr>
<td>5.</td>
<td>30-45</td>
<td>2</td>
<td>2%</td>
<td>Extremely Unfavourable attitude</td>
</tr>
</tbody>
</table>

Attitude of Male Students towards Environmental Pollution

The raw scores obtained from 100 boys of R.S.D. College, Ferozepur are being presented in the following table:

<table>
<thead>
<tr>
<th>C.I.</th>
<th>Frequency</th>
<th>% Age</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>136-150</td>
<td>6</td>
<td>6%</td>
<td>Extremely favorable</td>
</tr>
<tr>
<td>106-135</td>
<td>67</td>
<td>67%</td>
<td>Favorable Attitude</td>
</tr>
<tr>
<td>76-105</td>
<td>15</td>
<td>15%</td>
<td>Normal Attitude</td>
</tr>
<tr>
<td>46-75</td>
<td>7</td>
<td>7%</td>
<td>Unfavorable Attitude</td>
</tr>
<tr>
<td>30-45</td>
<td>5</td>
<td>5%</td>
<td>Extremely Unfavorable Attitude.</td>
</tr>
</tbody>
</table>

Attitude of Female Students towards Environmental Pollution

The raw scores obtained from 100 female students from DAV College for Women, Ferozpeur through “Environmental Pollution Attitude Scale” and are being presented in the following table:
Table 6: Attitude of Female Students towards Environmental Pollution

<table>
<thead>
<tr>
<th>C.I.</th>
<th>Frequency</th>
<th>% Age</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>136-150</td>
<td>5</td>
<td>5%</td>
<td>Extremely favorable</td>
</tr>
<tr>
<td>106-135</td>
<td>69</td>
<td>69%</td>
<td>Favorable Attitude</td>
</tr>
<tr>
<td>76-105</td>
<td>23</td>
<td>23%</td>
<td>Normal Attitude</td>
</tr>
<tr>
<td>46-75</td>
<td>6</td>
<td>6%</td>
<td>Unfavorable Attitude</td>
</tr>
<tr>
<td>30-45</td>
<td>3</td>
<td>3%</td>
<td>Extremely Unfavorable Attitude</td>
</tr>
</tbody>
</table>

From the table 1,2,3,4,5 and 6, it is depicted that majority of percentage of students have favorable Attitude towards environmental pollution. Thus it shows that our hypothesis (H1) is accepted.

Table 7: Showing the comparison of attitude of male and female students towards Environmental Pollution

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>100</td>
<td>102.23</td>
<td>21.63</td>
<td>1.12 (N.S.)</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>101.73</td>
<td>21.23</td>
<td></td>
</tr>
</tbody>
</table>

N.S. –Not Significant

Since ‘t’ value is 1.12, it shows that our hypothesis (H2) is accepted and there is no significant differences in the attitude of male and female college students towards environmental pollution.

Table 8: Showing the comparison of attitude of undergraduate and postgraduate students towards Environmental Pollution

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>100</td>
<td>110.30</td>
<td>23.07</td>
<td>1.14 (N.S.)</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>100</td>
<td>113.94</td>
<td>21.71</td>
<td></td>
</tr>
</tbody>
</table>

N.S. –Not Significant

Since ‘t’ value is 1.12, it shows that our hypothesis (H3) is accepted and there is no significant differences in the attitude of undergraduate/postgraduate college students towards environmental pollution.

Findings

The main findings of study are discussed under following headings:

1. It is found from the study that all the sampled students have positive attitude towards environmental pollution.
2. It was found that there exists no significant difference (t=1.12) between the attitude of male and female students regarding environment pollution.
3. Again it was found that there exists no significant difference (t=1.14) between the attitude of undergraduate and post graduate students.
Conclusions

1. There exists no significant difference ($t=1.12$) between the attitude of male and female students regarding environmental pollution.

2. Again it was found that there is no significant difference ($t=1.14$) between the attitude of graduate and post-graduate college students towards environmental pollution.

References

A Study of Anxiety Level and Emotional Intelligence among B. Ed. Teacher-Trainees

Dr. Kavita Mittal*

ABSTRACT

The present study was conducted to study the level of anxiety and emotional intelligence of B. Ed. teacher-trainees. It compares the anxiety level of male and female teacher-trainees and the level of anxiety among students belonging to arts and science stream. It also compares the anxiety level of high and low emotionally intelligent groups of teacher-trainees. The data was collected from 274 students studying in teacher-training colleges affiliated to Punjabi University, Patiala. Comprehensive Anxiety Test by Sinha and Sinha (1971) and Emotional Intelligence Scale by Hyde, Pethe and Dhar (2001) were used to collect the data. t-test was employed for analyzing the data. The results revealed that (a) There is significant difference in the anxiety level of male and female teacher-trainees. Female teacher-trainees have higher level of anxiety than those of males. (b) There is no significant difference in the anxiety level of teacher-trainees belonging to arts and science stream; (c) There is a significant difference in the anxiety level of teacher-trainees belonging to high and low emotionally intelligent groups. Teacher-trainees having low emotional intelligence exhibit higher level of anxiety as compared to those with high emotional intelligence.

Key Words: Anxiety, Emotional Intelligence and B. Ed. teacher-trainees

Introduction

Feeling worried or nervous is a normal part of everyday life. Everyone frets or feels anxious from time to time. Mild to moderate anxiety can be an effective means of helping us focus our attention, energy and motivation. However, if anxiety is severe, we may have feelings of helplessness, confusion and extreme worry that are out of proportion with the actual seriousness or likelihood of the feared event. Anxiety can cause physical and/or emotional symptoms in a specific situation. When the situation passes, the symptoms usually go away. Anxiety affects the part of the brain that helps control the creative expression and complex communication. This makes it more difficult to express us creatively or function effectively in relationships. Anxiety is an unpleasant, emotional state that involves a complex combination of emotions involving intense

* Principal, Desh Bhagat College of Education, Bardwal-Dhuri, Sangrur, Punjab
feelings of fear, worry and apprehension often associated with specific situations, events or objects.

Anxiety is a vague unpleasant emotion that is experienced in anticipation of some (usually ill-defined) misfortune. It is a relatively permanent state of worry and nervousness occurring in a variety of mental disorders, usually accompanied by compulsive behaviour or attacks of panic. The presence of some degree of fear or anxiety is not necessarily a completely undesirable factor. Feeling anxious can sometimes be a good thing. Anxiety can actually help a person by motivating him to prepare for a big test or by keeping him on his toes in potentially dangerous situations. Occasional anxiety isn’t something to be worried about. The emotional condition becomes a problem when it persists over a long period of time or recurs with such intensity as to incapacitate an individual for daily living. Anxiety may occur without a cause, or it may occur based on a real situation but may be out of proportion to what would normally be expected.

Sullivan (1953) states that anxiety is an intensely unpleasant state of tension arising from experiencing disapproval in interpersonal relations. It is experienced for the first time when the infant is capable of differentiating people and his own bodily limitations. According to Dictionary of education by Good (1959), “Anxiety is a painful uneasiness of mind concerning impending or anticipated ill”.

Ruebush (1963) states that anxiety may refer to secondary drive acquired by the child, the operation for which is an avoidant response to a particular stimulus situation. The child is assumed to become anxious if and only if such an avoidant response is stimulated. Marmor (1965) states, “Anxiety is a normal natural response and is as important to the safety and security of human organism as is the ability to perceive pain”. Kagan and Haveann described anxiety as a vague, unpleasant feeling accompanied by premonition that something undesirable is about to happen.

Anxiety may manifest itself as a feeling of helplessness, uncertainty of oneself, lack of sufficient strength in the face of external factors, and exaggeration of their potency and threat. Behaviourally, anxiety manifests itself in generally disorganized activity (Petrovsky and Yaroshesky, 1985). It has been said, “Anxiety is characterized by feelings of powerlessness and helplessness and when these are too strong to cope with, the anxiety paralyzes the person”.

Anxiety is a feeling of nervousness, apprehension, fear, or worry. The vagueness of anxiety makes it particularly difficult to handle. We usually can not explain why we feel as we do or what is that we fear from. Our feelings can be intensely painful or can become chronic. The people plagued by anxiety are likely to have a lower threshold for other kinds of emotional responses. They may be irritable and quickly moved to anger, and they may also over react to pleasurable stimuli.

Anxiety is both productive and destructive. Slight anxiety is good for man and moves him off the dead center. Severe anxiety leads a man to utter confusion and renders him incapable of intelligent action. According to J. Kegan and J. Segal, although the causes of anxiety are difficult to pinpoint, there appear to be five situations in which it is most likely to occur. When

1) we have conflicting motives (such as wanting to dedicate our lives to helping others, yet at the same time wanting the solitude to write great novels)

2) we experience a conflict between our behaviour and inner standard (as when we do
something we believe to be wrong)
3) we encounter some unusual event that we can not immediately understand and adjust to
4) we are faced with events whose outcome is unpredictable (e.g., the scores we will make on an important test),
5) we confront the loss of a beloved person.

Anxiety is a physiological state characterized by cognitive, somatic, emotional and behavioural components (Seligman, Walker and Rosenhan, 2001). These components combine to create the feelings that we typically recognize as fear, apprehension or worry. Anxiety is often accompanied by physical sensations such as heart palpitations, nausea, chest pain, shortness of breath, stomachache, or headache. The cognitive component entails expectation of a diffuse and uncertain danger. Somatically the body prepares the organism to deal with threat (known as emergency reaction). Externally, somatic signs of anxiety may include pale skin, sweating, trembling, and pupillary dilation. Emotionally, anxiety causes a sense of dread or panic and physically causes nausea, and chills. Behaviourally, both voluntary and involuntary behaviours may arise directing at escaping or avoiding the source of anxiety.

Emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them. It plays a pivotal role in designing the personality, build up the emotional maturity suitable to age, build up the ability in the self adaptation for solving the stress problems and the pressure of life in the competing status of an individual. Daniel Goleman, who popularized the concept of emotional intelligence is of the opinion that intelligent quotient accounts for 20% success in a person’s life, whereas most of the 80% factors are based on emotional intelligence. It can be improved throughout life but IQ remains constant after a particular age group.

The present study is an effort to study the level of anxiety and emotional intelligence among secondary school teacher-trainees which will further help in improving the curriculum and instructional strategies of teacher-training courses so that to develop confident and emotionally well balanced personalities of teachers.

**Objectives of the Study**
1. To study the anxiety level among teacher-trainees.
2. To study the emotional intelligence among teacher-trainees.
3. To compare the anxiety level of teacher-trainees belonging to arts and science group.
4. To compare level of anxiety among male and female teacher-trainees.
5. To compare the level of anxiety among teacher-trainees belonging to high and low emotionally intelligent group.

**Hypotheses**
1. There is no significant difference in anxiety level of teacher-trainees belonging to arts and science groups.
2. Male and female teacher-trainees do not differ significantly in their level of anxiety.
3. There is no significant difference in the anxiety level of teacher-trainees belonging to high and low emotionally intelligent groups.

**Methodology**

Descriptive survey method of research was employed to investigate the significance of difference between various variables of the study.

**Sample**

The sample of the study comprised 274 teacher-trainees selected randomly from teacher-training colleges affiliated to Punjabi University, Patiala.

**Tools Used**


**Statistical Techniques Used**

Critical ratio (t-ratio) was used to find out the significance of difference between the variables.

**Results and Discussion**

1. **Anxiety Level among teacher-trainees**

   Raw scores of the subjects on anxiety test were added to obtain the total anxiety scores. Frequency distribution of anxiety scores of the total sample is shown in Table 1 and Mean and S. D. for anxiety scores are shown in Table 2.

   Anxiety scores of subjects spread from 4 to 70. The range is 66. The table 2 shows that mean score on anxiety test of teacher-trainees is 30.2 with S.D. 15.2.

   **Table 1: Frequency Distribution of Anxiety scores of total sample**

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>Percentage</th>
<th>CPF</th>
</tr>
</thead>
<tbody>
<tr>
<td>71-80</td>
<td>1</td>
<td>0.36</td>
<td>100</td>
</tr>
<tr>
<td>61-70</td>
<td>9</td>
<td>3.28</td>
<td>99.64</td>
</tr>
<tr>
<td>51-60</td>
<td>18</td>
<td>6.57</td>
<td>96.36</td>
</tr>
<tr>
<td>41-50</td>
<td>33</td>
<td>12.04</td>
<td>89.79</td>
</tr>
<tr>
<td>31-40</td>
<td>73</td>
<td>26.64</td>
<td>77.75</td>
</tr>
<tr>
<td>21-30</td>
<td>60</td>
<td>21.90</td>
<td>51.11</td>
</tr>
<tr>
<td>11-20</td>
<td>54</td>
<td>19.71</td>
<td>29.21</td>
</tr>
<tr>
<td>1-10</td>
<td>26</td>
<td>9.50</td>
<td>9.50</td>
</tr>
</tbody>
</table>

   **Table 2: Showing Mean and S.D. of Anxiety Scores**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>274</td>
<td>30.2</td>
<td>15.2</td>
</tr>
</tbody>
</table>
The distribution of scores indicate that 22% of the students lie in mean interval i.e. 22% of the teacher trainees have average level of anxiety. It may also be observed from the table that 29% of the students have scores less than mean interval and 49% of the students have anxiety scores higher than the mean interval.

It can be inferred that 22% of the teacher-trainees have average level of anxiety, 29% of the teacher-trainees have below average and 49% of the teacher trainees of the total sample have above average anxiety.

II. Emotional Intelligence among teacher-trainees

Raw scores of subjects on emotional intelligence scale were added to obtain the total emotional intelligence scores. Frequency distribution of raw scores of the total sample is shown in Table 3 and Mean and S. D. for emotional intelligence scores are shown in Table 4.

Emotional intelligence scores spread from 92 to 166. The range is 74. The table 4 shows that mean score on emotional intelligence of teacher-trainees is 136.9 with S.D. 12.8.

Table 3: Frequency Distribution of Emotional Intelligence scores of Total Sample

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
<th>Percentage</th>
<th>CPF</th>
</tr>
</thead>
<tbody>
<tr>
<td>160-169</td>
<td>9</td>
<td>3.28</td>
<td>100</td>
</tr>
<tr>
<td>150-159</td>
<td>38</td>
<td>13.87</td>
<td>96.72</td>
</tr>
<tr>
<td>140-149</td>
<td>66</td>
<td>24.09</td>
<td>82.85</td>
</tr>
<tr>
<td>130-139</td>
<td>81</td>
<td>29.56</td>
<td>58.76</td>
</tr>
<tr>
<td>120-129</td>
<td>63</td>
<td>23.00</td>
<td>29.20</td>
</tr>
<tr>
<td>110-119</td>
<td>12</td>
<td>4.38</td>
<td>6.20</td>
</tr>
<tr>
<td>100-109</td>
<td>3</td>
<td>1.09</td>
<td>1.82</td>
</tr>
<tr>
<td>90-99</td>
<td>2</td>
<td>0.73</td>
<td>0.73</td>
</tr>
</tbody>
</table>

Table 4: showing Mean and S.D. of Emotional Intelligence Scores

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>274</td>
<td>136.9</td>
<td>12.8</td>
</tr>
</tbody>
</table>

The distribution of scores indicate that 29.56% of the students lie in mean interval i.e. approx. 30% of the teacher trainees have average level of emotional intelligence. It may also be observed from the table that 29.20% of the students have scores less than mean interval and 41.24% of the students have emotional intelligence scores higher than the mean interval.

It can be inferred that 30% of the teacher-trainees have average level of emotional intelligence, 29% of the teacher-trainees have below average and 41% of the teacher trainees of the total sample have above average emotional intelligence.
A Study of Anxiety Level and Emotional Intelligence among B. Ed. Teacher-Trainees

III. Mean Difference in the anxiety scores of teacher-trainees of Arts and science stream

Table 5: Significance of difference between the means of anxiety scores of teacher-trainees belonging to arts and science stream

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>148</td>
<td>29.6</td>
<td>15.6</td>
<td>1.82</td>
<td>0.60 NS</td>
</tr>
<tr>
<td>Science</td>
<td>126</td>
<td>30.7</td>
<td>14.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NS indicates non-significant value

Table 5 shows that the t-value indicating the difference between the means of anxiety scores of teacher-trainees belonging to arts and science stream is 0.60 which is not significant at 0.05 level of significance meaning thereby that significant difference does not exist in anxiety level of arts and science stream teacher-trainees.

Thus hypothesis 1 ‘There is no significant difference in anxiety level of teacher-trainees belonging to arts and science groups’ stands accepted.

IV. Mean Difference in the anxiety scores of Male and Female teacher-trainees

Table 6: Significance of difference between the means of anxiety scores of male and female teacher-trainees

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>73</td>
<td>27</td>
<td>14.4</td>
<td>2.00</td>
<td>2.15*</td>
</tr>
<tr>
<td>Female</td>
<td>201</td>
<td>31.3</td>
<td>15.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*indicates value significant at 0.05 level of significance

Table 6 shows that the t-value indicating the difference between the means of anxiety scores of male and female teacher-trainees is 2.15 which is significant at 0.05 level of significance meaning thereby that significant difference exists in anxiety level of male and female teacher-trainees.

Thus hypothesis 2 ‘Male and female teacher-trainees do not differ significantly in their anxiety level’ stands rejected. Female teacher-trainees show high level of anxiety as compared to males.

V. Mean Difference in the anxiety scores of teacher-trainees in terms of their levels of emotional intelligence

Students were categorized into three groups on the basis of their scores on emotional intelligence scale. Students in the upper 27% emotionally intelligent group (i.e. scoring 146 and above, N=80) formed the high emotionally intelligent group; those in the lower 27% group (i.e. scoring 128 and below, N=80) formed the low emotionally intelligent group; and the remaining
students (i.e. scoring between 129 and 145, N=114) were placed in the average anxiety group. Anxiety scores of students belonging to High and low emotionally intelligent groups were noted. Their mean and standard deviation was found and then t-value was calculated to find out whether significant difference exists between the means of anxiety scores of high and low emotionally intelligent groups. The values are shown in tables 7.

Table 7: Significance of difference between the means of anxiety scores of teacher-trainees belonging to high and low emotionally intelligent groups

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Emotionally Intelligent</td>
<td>80</td>
<td>24.5</td>
<td>13.6</td>
<td>2.26</td>
<td>6.11*</td>
</tr>
<tr>
<td>Low Emotionally Intelligent</td>
<td>80</td>
<td>38.3</td>
<td>15.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*indicates that value is significant at 0.01 level of significance.

The table 7 shows that the t-value indicating the difference between the means of anxiety scores of high and low emotionally intelligent groups of teacher-trainees is 6.11 which is significant at 0.01 level of significance meaning thereby that significant difference exists in the level of anxiety of teacher trainees having high and low levels of emotional intelligence. Thus hypothesis 3 ‘There is no significant difference in the anxiety level of teacher-trainees belonging to high and low levels of emotional intelligence’ stands rejected. Teacher-trainees with low emotional intelligence show high level of anxiety and vice-versa.

Conclusions

• There is no significant difference in the anxiety level of teacher-trainees belonging to arts and science groups.
• Male and female teacher-trainees differ significantly in their level of anxiety. Anxiety level of female teacher-trainees is greater as compared to males.
• There is significant difference in the anxiety level of teacher-trainees belonging to high and low emotionally intelligent group. Teacher-trainees having low emotional intelligence exhibit higher level of anxiety than those of high emotionally intelligent group.

Educational Implications

The study reveals that teacher-trainees with low emotional intelligence exhibit high level of anxiety. High level of anxiety interferes with the teacher’s creative ability as well as confidence level. And if the would be teachers are not confident and creative and if they are not able to express themselves in a convincing way, they will not be able to justify their professional commitment. So the teacher-trainees should be made emotionally intelligent and confident through teacher-education courses by involving them in various extra-curricular activities along with the prescribed academic curriculum.
References


Study of Environmental Awareness among Adolescents in Relation to their Academic Achievement

Gurjit Kaur Deol*

ABSTRACT

Environmental awareness means knowledge and information regarding environment. The optimum development of a nation depends upon the nature and kind of its human resources. A study of environment awareness among adolescents in relation to their academic achievement was conducted. It was conducted on a sample of 100 students of Xth class. Environmental Awareness Ability scale (EAAS) by Jha, P. (1998) and for Academic Achievement their IXth class marks have been taken to collect data. The obtained data was analyzed using Pearson’s correlation and t-test. The study revealed significant relationship between environment awareness and academic achievement and significant difference in environment awareness among boys and girls. No difference found regarding locale.

Key Words: Environmental awareness, Academic Achievement and Adolescents

Introduction

There is a paramount need to create a consciousness of environment. It must permeate all ages and all sections of the society beginning with the child. Environmental consciousness should inform teaching in schools and colleges. This aspect will be integrated in the educational process.

National Policy on Education, 1986

It is now a truism to say that mankind is efficiently committing ecocide, making the planet inhospitable for life of any kind. Global climate warming with its enormous effects: the destruction of the Ozone layer; deforestation; the accelerating rate of extinction of species at the rate of seventy four species per day; the loss of arable land and reduction in groundwater levels owing to expanding human settlement; contamination and desertification; the unchecked growth of human population; the threat of nuclear warfare; industrial accidents; poisoning of oceans, the list is endless, and the question that naturally arises in one’s mind is that what will happen if these

* Assistant Professor, SDS College of Education for Women, Lopon (Moga)
environmental disasters are not checked. Man’s interference and the resultant violence on nature and environment have disturbed the eco-balance on an alarming speed. School being the first and basic institutions of formal learning can play an important role in spreading the awareness about environment. But the level of awareness varies among the students as the level of academic achievement varies among them.

The word ‘environment’ is derived from the French word ‘environ’ and ‘environer’ which means around, roundabout and to ‘surround’ to encompass these words ‘éviron’ and ‘environer’ in turn originate from the old French word ‘virer’ and ‘virion’ (together with prefix-en) which means “a circle around the country”. According to the etymological view environment is the total of the things or circumstances around an organism including human. Though environment is limited to the surrounding neighborhood of a specific place, the neighborhood or vicinity (Encyclopedia of the Environment, 1999).

“Environment includes a complex term of natural built and social components of humanity and that of the social components constitute a set of cultural, moral, personal values and interrelation” Tbilisi Conference (1977).

**Academic Achievement**

Academic Achievement is the accomplishment or acquired proficiency in the performance of an individual in a given or body of knowledge. It means knowledge attained and skills developed in the subjects usually designed by test scores or by marks assigned by teachers or by both. Since academic achievement is the criterion for selection, promotion or recognition in the various walks of life.


So, Academic achievement is the students’ performance determined on the basis of cognitive test in the form of his/her acquired abilities according to the standard set for the class. High academic achievement in the school/college builds self-esteem and self-confidence. It helps in career development and future planning. Entire future of a personal stands on sound development of academic achievement front. It is the prime and special responsibility of educational institutions. Academic achievement helps in shaping the career of the individual.

Kaur (2006) studied the attitude of secondary school students towards environmental pollution and found that the students have positive attitude towards environmental pollution.

Bharambe (2013) carried out a study to see the extent of environmental awareness among 304 IX standard students and to compare environmental awareness among them in relation to gender, educational qualifications and occupation of their parents. The results revealed that there was no environmental awareness among IX standard students at higher level. Also there was no significant gender difference in environmental awareness but there was significance difference between environmental awareness mean scores of students in relation to qualification of parents. There studies shows positive correlation between environmental awareness and gender

Bajwa and Kaur (2013) found in their study that no significant interaction between gender and chance control on the variable of environmental awareness is obtained.
Significance of the Study

Environmental education has assumed great importance worldwide during the last three decades of the 20th century. It is because the survival of flora and fauna including the man on this planet is threatened due to environment pollution. Nature has been supporting man not only for this survival but also in his effort to improve the quality of life from the dawn of his existence. Man has been engaged in polluting the nature since its existence because it is inevitable. But the situation gradually becoming so alarming that the species-specific environment is being affected seriously challenging not only but survival of man as well as the survival of many species. The solution lies in preventing pollution and preserving the environment. Among all living beings man is only specie that can put his efforts in this endeavor. Therefore, it widely recognizes the need and importance of environment in their life. The students with high academic achievement are more aware about water, soil and air and they always try to transform good and better environment for gaining knowledge, mastering skills, developing environment-friendly behavior in responsible way with commitment to preserve the nature.

Objectives of the Study
1. To study the relationship between environmental awareness and academic achievement among 10th class students.
2. To study significant difference of environmental awareness between urban and rural 10th class students.
3. To study significant difference of environmental awareness between boys and girls 10th class students.

Hypotheses
1. There is no significant relationship between environmental awareness and academic achievement among 10th class students.
2. There is no significant difference in mean scores of environmental awareness of urban and rural 10th class students.
3. There is no significant difference in mean scores of environmental awareness of boys and girls 10th class students.

Methodology
The descriptive survey method has been adopted for the present study.

Sample
The School sample was drawn from the representative senior secondary schools of Ludhiana district. 100 students (50 boys and 50 girls) were selected randomly from the 10th class of government senior secondary schools.

Tools used
1. Environment Awareness Ability Measure (EAAM) by Dr. Parveen Kumar Gha (1998).
2. Percentage scores obtained in 9th class examination were used as a measure of Academic Achievement.

Statistical Techniques
In the present study, following statistical techniques were used:
1. Co-efficient of correlation
2. Descriptive statistics (Mean, Standard Deviation)
3. Differential Statistics (t-test)

Results and Conclusions

Table 1: Showing coefficient of correlation between environmental awareness and academic achievement of students of 10th class (total sample)

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Co-relation('r')</th>
<th>Level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Awareness</td>
<td>100</td>
<td>0.121</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 indicates the coefficient correlation between environmental awareness and academic achievement of 10th class students. The value of coefficient of correlation is 0.121, which is positive and significant at 0.05 level of significance, means thereby, students with higher environmental awareness have better academic achievement. Hence Hypothesis 1 stating, “There is no significant relationship between environmental awareness and academic achievement among 10th class students,” stands rejected.

Table 2: Showing means scores of environmental awareness of government and private students of 10th class

<table>
<thead>
<tr>
<th>Variables</th>
<th>Locale</th>
<th>Mean</th>
<th>SD</th>
<th>S.E.D.</th>
<th>t-value</th>
<th>Level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Awareness</td>
<td>Urban</td>
<td>40.38</td>
<td>7.23</td>
<td>0.979</td>
<td>2.9</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>39.73</td>
<td>7.97</td>
<td></td>
<td></td>
<td>Non-Significant</td>
</tr>
</tbody>
</table>

The result represented in table 2 indicates no significant difference exists in mean scores of environmental awareness of urban and rural students. The mean scores of rural and urban students are 40.38 and 39.73 and SD is 7.23 and 7.97 respectively. The calculated value of t is 0.979 which is non-significant. Hence Hypothesis 2 stating, “There is no significant difference in mean scores of environmental awareness of urban and rural 10th class students,” stands accepted.

Table 3: Showing means scores of environmental awareness of boys and girls students of 10th class

<table>
<thead>
<tr>
<th>Variables</th>
<th>Gender</th>
<th>Mean</th>
<th>SD</th>
<th>S.E.D.</th>
<th>t-value</th>
<th>Level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Awareness</td>
<td>Boys</td>
<td>38.86</td>
<td>8.36</td>
<td>1.105</td>
<td>2.9</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>42.71</td>
<td>7.20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result represented in table 3 indicates significant difference exists in mean scores of environmental awareness of boys and girls. The mean scores of boys and girls are 38.86 and
Gurjit Kaur Deol

42.71 and SD is 8.36 and 7.20 respectively. The calculated value of $t$ is 2.9 which is significant at 0.01 level. It shows that girls have more environmental awareness than boys. Hence Hypothesis 3 stating, “There is no significant difference in mean scores of environmental awareness of boys and girls 10th class students,” stands rejected.

**Educational Implications**

Environmental awareness is most important thing, one must aware about it. In present situation man and environment are considered interrelated and both are interdependent on each other. The environment becomes a source of sorrow and happiness, because the dust of earth, light and air of sky has the adverse effect on human beings. Environment education may be made a part of school curriculum. Through this children can be made aware of the value of our environment which is becoming polluted day–by–day. Hence we can save our environment which is the essential need of present life.

**References**


Inter-District Disparities in Sex Ratio in Punjab: 
A Micro Perspective

Harwinder Kaur*

ABSTRACT

Punjab is one of the economically developed states of India. Despite of its high growth rate it lagged behind in sex ratio which is consider one of the important social indicators of development. So far the importance has been given to study the macro level disparities in sex ratio. The present paper identifies micro level inter-district disparities in sex ratio in Punjab. Using data from the Census of India, the districts of Punjab has been categorized into highest and lowest sex ratio districts. Urban and rural male female population has also been divided into lowest and highest sex ratio districts. The data was analyzed by using paired sample t-test as well as independent sample t-test. It is revealed that the sex ratio in the year 2011 was higher than the sex ratio in the year 2001 and the result is also statistically significant. The sex ratio in rural population was higher than that of urban population. Findings shows that though the overall sex ratio in Punjab has improved but still inter district variations in sex ratio are present. The government of Punjab is actually needed to encourage and provide better social atmosphere in those districts where sex ratio is low.

Key Words: Punjab, sex ratio, disparities, urban, rural, population

Introduction

Sex Ratio is a term used to define number of females per 1000 males. It is one of the important social indicators to find the equality of males and females in a society at a given period of time. According to Census of India 2011, sex ratio was okay till the time of Independence, thereafter it has declined regularly and any Improvement of Sex ratio indicates a healthy growth rate among female to male population in India. The state of Kerala and union territory of Pondicherry are only two places in India where sex ratio is above 1000 or exceeds female to male ratio. Total population of Punjab is 27743338. In last decade total population change from 2001 to 2011 is 13.89%. As per 2011 census of Punjab total male population is 14634819 and female population is 13069417. National male female ratio is 940 whereas for Punjab this ratio stood at 895 which is much lower than national ratio. Why sex ratio in Punjab is lower than other

* Research Scholar, Lovely School of Business, Lovely Professional University, Phagwara
states of India is matter of concern. There is a need to study districts wise variation in sex ratio in Punjab for micro level study of the aspect. This study reveals the district wise variations in sex ratio in Punjab.

Review of Literature

There is wide variety of literature on poor sex ratio in some states of India. Poor sex ratio is one of the main components of gender disparities. Economic development with unequal male female ratio can cause serious concern for the society. It leads to poor social structure in the society and leads to gender discrimination. Dunn (1993) examined the situations of woman in schedule castes and tribes in India. The study found gender Inequality among scheduled groups specially with respect to women’s. Rashmi (2012) concluded that those regions which are more open to trade have higher gender inequalities rather than those which have restricted trade policy. Kaur (2012) and Das (2012) examined the trends of inter-districts disparities for female work participation in labour market in Punjab. Using regression and some variables conclusion is drawn that high literacy and sex ratio have significant relation with women work participation. It was found that there exist wage disparities in labour market in India. Analysis concludes that Indian labour market is featured with wide wage inequality. Ranjana et al. (2014) examined the inter-state disparities in India in terms of social development and status of women. It has been concluded that social developments positively influence social status of women.

Objectives of the Study

1. To examine the intra-district disparities in sex ratio in Punjab

Methodology

The data for sex ratio has been collected from 1991-2011 from Economics and Statistical Organization of Punjab. Descriptive statistics has been used to analyze the data. To study the significant change in the Sex Ratio in Punjab, t-test has been applied.

Results and Discussion

<table>
<thead>
<tr>
<th>Districts</th>
<th>Sex Ratio 2001</th>
<th>Sex Ratio 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General</td>
<td>Urban</td>
</tr>
<tr>
<td>Punjab</td>
<td>875</td>
<td>849</td>
</tr>
<tr>
<td>Gurdaspur</td>
<td>890</td>
<td>870</td>
</tr>
<tr>
<td>Kapurthala</td>
<td>888</td>
<td>845</td>
</tr>
<tr>
<td>Jalandhar</td>
<td>887</td>
<td>860</td>
</tr>
<tr>
<td>Hoshiarpur</td>
<td>935</td>
<td>891</td>
</tr>
<tr>
<td>S. B.S. Nagar</td>
<td>914</td>
<td>890</td>
</tr>
</tbody>
</table>
Inter-District Disparities in Sex Ratio in Punjab: A Micro Perspective

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatehgarh Sahib</td>
<td>854</td>
<td>838</td>
<td>861</td>
<td>871</td>
<td>841</td>
<td>884</td>
</tr>
<tr>
<td>Ludhiana</td>
<td>824</td>
<td>783</td>
<td>879</td>
<td>873</td>
<td>857</td>
<td>897</td>
</tr>
<tr>
<td>Moga</td>
<td>887</td>
<td>884</td>
<td>888</td>
<td>893</td>
<td>890</td>
<td>894</td>
</tr>
<tr>
<td>Firozpur</td>
<td>885</td>
<td>860</td>
<td>894</td>
<td>893</td>
<td>870</td>
<td>902</td>
</tr>
<tr>
<td>Muktsar</td>
<td>891</td>
<td>888</td>
<td>891</td>
<td>896</td>
<td>890</td>
<td>899</td>
</tr>
<tr>
<td>Faridkot</td>
<td>883</td>
<td>867</td>
<td>891</td>
<td>890</td>
<td>873</td>
<td>900</td>
</tr>
<tr>
<td>Bathinda</td>
<td>870</td>
<td>864</td>
<td>872</td>
<td>868</td>
<td>858</td>
<td>874</td>
</tr>
<tr>
<td>Mansa</td>
<td>880</td>
<td>882</td>
<td>879</td>
<td>883</td>
<td>890</td>
<td>881</td>
</tr>
<tr>
<td>Patiala</td>
<td>868</td>
<td>870</td>
<td>868</td>
<td>891</td>
<td>891</td>
<td>891</td>
</tr>
<tr>
<td>Amritsar</td>
<td>876</td>
<td>862</td>
<td>885</td>
<td>889</td>
<td>877</td>
<td>904</td>
</tr>
<tr>
<td>Tarn Taran</td>
<td>887</td>
<td>858</td>
<td>870</td>
<td>900</td>
<td>889</td>
<td>901</td>
</tr>
<tr>
<td>Rupnagar</td>
<td>871</td>
<td>874</td>
<td>870</td>
<td>915</td>
<td>904</td>
<td>919</td>
</tr>
<tr>
<td>S. A. S. Nagar</td>
<td>840</td>
<td>838</td>
<td>845</td>
<td>879</td>
<td>889</td>
<td>867</td>
</tr>
<tr>
<td>Sangrur</td>
<td>871</td>
<td>870</td>
<td>871</td>
<td>885</td>
<td>887</td>
<td>884</td>
</tr>
<tr>
<td>Barnala</td>
<td>907</td>
<td>873</td>
<td>883</td>
<td>876</td>
<td>864</td>
<td>881</td>
</tr>
</tbody>
</table>

Sources: Calculated from Census of India

Sex ratio in Punjab is 875 in general which is very low as we compare to other states like Kerla having 1058 females per 1000 males. This comparison proves shortfall of girl in Punjab. For 2011 sex ratio in urban Punjab was found to be 875 and for rural it was found 907. It is surprising to see that sex ratio in rural Punjab is higher than both urban sex ratio and general sex ratio of Punjab.

Table 2: General Sex Ratio Districts of Punjab

<table>
<thead>
<tr>
<th>Highest Sex Ratio Districts</th>
<th>Lowest Sex Ratio Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>2011</td>
</tr>
<tr>
<td>Hoshiarpur</td>
<td>Hoshiarpur</td>
</tr>
<tr>
<td>S.B.S.Nagar</td>
<td>S.B.S.Nagar</td>
</tr>
<tr>
<td>Barnala</td>
<td>Rupnagar</td>
</tr>
<tr>
<td>Muktsar</td>
<td>Jalandhar</td>
</tr>
<tr>
<td>Gurdaspur</td>
<td>Kapurthala</td>
</tr>
<tr>
<td>Kapurthala</td>
<td>Tran Taran</td>
</tr>
<tr>
<td>Tarn Taran</td>
<td>Muktsar</td>
</tr>
<tr>
<td>Jalandhar</td>
<td>Moga</td>
</tr>
<tr>
<td>Firozpur</td>
<td>Firozpur</td>
</tr>
<tr>
<td>Faridkot</td>
<td>Patiala</td>
</tr>
<tr>
<td>Mansa</td>
<td>Faridkot</td>
</tr>
<tr>
<td>Amritsar</td>
<td></td>
</tr>
</tbody>
</table>

Sources: Calculated from Census of India
Table 2 indicates that sex ratio in Punjab has improved from 875 in 2001 to 895 in 2011. Five districts with the highest sex ratio in 2001 are Hoshiarpur, S.B.S.Nagar, Barnala, Mukatsar, Gurdaspur whereas in 2011 Hoshiarpur, S.B.S.Nagar, Rupnagar, jalandhar, Kapurthala stood among top five. It is interesting to see that position of all districts have interchanged but Hoshiarpur and S.B.S.Nagar are two district remained on the top position with highest sex ratio. Whereas five districts with lowest sex ratio (2001) are Ludhiana, Fatehgarh, Patiala, Bathinda, Rupnagar whereas in 2011 Bathinda, Fathegarh Ludhiana, Barnala, and S.A.S. stood among top five with lowest sex ratio in Punjab but two districts Fathegarh and Ludhiana are among top five for decadal period. Some districts like Mansa and Amritsar have deteriorated from highest sex ratio districts to lowest sex ratio districts of Punjab and Rupnagar has improved on its position.

Table 3: Urban Sex Ratio Districts of Punjab

<table>
<thead>
<tr>
<th>Highest Urban Sex Ratio Districts</th>
<th>Lowest Sex Ratio Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001 Hoshiarpur</td>
<td>2001 Ludhiana</td>
</tr>
<tr>
<td>2001 S.B.S.Nagar</td>
<td>2001 Fatehgarh</td>
</tr>
<tr>
<td>2011 Hoshiarpur</td>
<td>2011 Gurdaspur</td>
</tr>
<tr>
<td>2011 S.B.S.Nagar</td>
<td>2011 Rupnagar</td>
</tr>
<tr>
<td>2001 Mukatsar</td>
<td>2001 S.A.S.Nagar</td>
</tr>
<tr>
<td>2001 Rupnagar</td>
<td>2001 Ludhiana</td>
</tr>
<tr>
<td>2001 Moga</td>
<td>2001 Kapurthala</td>
</tr>
<tr>
<td>2001 Mansa</td>
<td>2001 Bathinda</td>
</tr>
<tr>
<td>2001 Rupnagar</td>
<td>2001 Firozpur</td>
</tr>
<tr>
<td>2001 Barnala</td>
<td>2001 Mansa</td>
</tr>
<tr>
<td>2001 Sangrur</td>
<td>2001 Moga</td>
</tr>
<tr>
<td>2001 Patiala</td>
<td>2001 Faridkot</td>
</tr>
<tr>
<td>2001 Gurdaspur</td>
<td>2001 Sangrur</td>
</tr>
<tr>
<td>2001 Faridkot</td>
<td>2001 Jalandhar</td>
</tr>
<tr>
<td>2001 Bathinda</td>
<td>2001 Kapurthala</td>
</tr>
<tr>
<td>2001 Amritsar</td>
<td>2001 Amritsar</td>
</tr>
<tr>
<td>2001 Jalandhar</td>
<td>2001 Firozpur</td>
</tr>
<tr>
<td>2001 Tarn Taran</td>
<td>2001 Tarn Taran</td>
</tr>
</tbody>
</table>

Sources: Calculated from Census of India

Sex ratio in urban Punjab is 849(2001) and 875(2011). Sex ratio in urban India is 926(2011) which is quite high than urban sex ratio in Punjab. It is very much clear from the table that in 2001 there was 16 district among highest sex ratio districts of Punjab and in 2011 the number falls down to 13. The disparities in sex ratio are widening. It is clear from analysis that four districts of Punjab remained under the lowest sex ratio districts of Punjab in 2001 but in 2011 the number of districts in this category increased to seven. Though the urban sex ratio in Punjab has Improvedbut overall performance of urban sex ratio in terms of sex ratio has further deteriorated. Ludhiana and Fathegarh are two districts remained under the lowest urban sex ratio districts of Punjab.
Table-4: Rural Sex Ratio districts of Punjab

<table>
<thead>
<tr>
<th>Highest Rural Sex Ratio Districts 2001</th>
<th>Lowest Rural Sex Ratio Districts 2001</th>
<th>2011</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoshiarpur</td>
<td>Moga</td>
<td>Amritsar</td>
<td>Firozpur</td>
</tr>
<tr>
<td>S.B.S.Nagar</td>
<td>Amritsar</td>
<td>Firozpur</td>
<td></td>
</tr>
<tr>
<td>Jalandhar</td>
<td>Barnala</td>
<td>Tarn Taran</td>
<td></td>
</tr>
<tr>
<td>Kapurthala</td>
<td>Mansa</td>
<td>Faridkot</td>
<td></td>
</tr>
<tr>
<td>Gurdaspur</td>
<td>Ludhiana</td>
<td>Muktsar</td>
<td></td>
</tr>
<tr>
<td>Firozpur</td>
<td>Bathinda</td>
<td>Ludhiana</td>
<td></td>
</tr>
<tr>
<td>Mukatsar</td>
<td>Sangrur</td>
<td>Moga</td>
<td></td>
</tr>
<tr>
<td>Faridkot</td>
<td>Patiala</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rupnagar</td>
<td>Sangrur</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Patiala</td>
<td>Fathegarh</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fathegarh</td>
<td>Barnala</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.A.S.Nagar</td>
<td>S.A.S. Nagar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mansa</td>
<td>Bathinda</td>
<td></td>
</tr>
</tbody>
</table>

Sources: Calculated from Census of India

Nearly 67.5% of population of Punjab is living in rural Punjab. Sex ratio in rural Punjab is higher as compare to urban Punjab. It is clear from table 4 that there is an improvement in the sex ratio 890(2001) to 907(2011). Sex ratio for rural India is 947 which is quite high than sex ratio in Punjab. There is almost equal number of districts among highest sex ratio districts of Punjab for time period 2001 and 2011. Five districts with highest rural sex ratio in 2001 are Hoshiarpur, Jalandhar, Kapurthala, Gurdaspur and S.B.S.Nagar whereas in 2011 Hoshiarpur, Jalandhar, Kapurthala, S.B.S.Nagar and Rupnagar stood among top five. All those districts with rural sex ratio lower then 890(2001) and 907(2011) are categorized in lowest sex ratio districts of Punjab. There is almost same number of districts(12 in 2001 and 14 in 2011) in this category for considered time period. The variations among districts of Punjab has not improved. In rural areas variations are more.

Table 5: Results of Paired Sample T Test

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std.dev.</th>
<th>Mean Diff.</th>
<th>t-value</th>
<th>df</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex Ratio (2001)</td>
<td>876.9</td>
<td>20</td>
<td>25.27</td>
<td>-20.05</td>
<td>-5.80</td>
<td>19</td>
<td>.000</td>
</tr>
<tr>
<td>Sex Ratio (2011)</td>
<td>896.95</td>
<td>20</td>
<td>24.72</td>
<td>-20.05</td>
<td>-5.80</td>
<td>19</td>
<td>.000</td>
</tr>
</tbody>
</table>

Table 5 depicts that means sex ratio in 2011 is 896 (24.72) is higher than the sex ratio in 2001 which is 876 (25.27). The mean difference (-20) is statistically significant at p value 0.000. It means that sex ratio has improved in Punjab.
Results of Independent Sample T test (Sex Ratio 2001)

Table 6 (a): Group Statistics

<table>
<thead>
<tr>
<th>locality</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>urban</td>
<td>20</td>
<td>863.3500</td>
<td>24.43094</td>
<td>5.46293</td>
</tr>
<tr>
<td>rural</td>
<td>20</td>
<td>882.3000</td>
<td>24.27062</td>
<td>5.42708</td>
</tr>
</tbody>
</table>

Table 6 (a) exhibits that mean sex ratio in rural Punjab is 882(24.27) which is higher than sex ratio in urban Punjab which is 863(24.43).

Table: 6 (b) Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td></td>
<td>Equal variances assumed</td>
<td>Equal variances not assumed</td>
</tr>
<tr>
<td></td>
<td>.043</td>
<td>.837</td>
</tr>
</tbody>
</table>

In Levene’s Test for Equality of Variances f value 0.043 is not significant at 0.0837 which shows that group variance is not equal. This table shows that mean difference between urban and rural sex ratio is -18 which is statistically significant at p value 0.019. This implies that sex ratio in rural Punjabis higher than urban Punjab.

Results of Independent Sample T test (Sex Ratio 2011)

Table 7(a): Group Statistics

<table>
<thead>
<tr>
<th>locality</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>urban</td>
<td>20</td>
<td>881.1500</td>
<td>21.31289</td>
<td>4.76571</td>
</tr>
<tr>
<td>rural</td>
<td>20</td>
<td>905.5500</td>
<td>28.97817</td>
<td>6.47972</td>
</tr>
</tbody>
</table>

Table 7(b): Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>Sex ratio 2011</td>
<td>1.167</td>
<td>.287</td>
</tr>
<tr>
<td></td>
<td>Equal variances assumed</td>
<td>Equal variances not assumed</td>
</tr>
<tr>
<td></td>
<td>1.167</td>
<td>.287</td>
</tr>
</tbody>
</table>

67
Inter-District Disparities in Sex Ratio in Punjab: A Micro Perspective

In Levene’s Test for Equality of Variances f value 1.167 is not significant at 0.287 which shows that group variance is not equal. This table shows that mean difference between urban and rural sex ratio is -2.4 which is statistically significant at p value 0.005. This implies that sex ratio in rural Punjab is higher than urban Punjab.

Conclusion

Sex ratio in Punjab is low as compare to other states of India. Though overall sex ratio in Punjab has improved in the last decade but still some district like Hoshiarpur and S.B.S. Nagar etc have highest sex ratio whereas districts like Ludhiana, Fatehgarh are such district where sex ratio is low and has not improved. Statistically it has been proved that the difference between urban and rural sex ratio is significant. Analysis of t test proves that the improvement in sex ratio in Punjab is significant but there exists disparities at micro level among districts of Punjab. Government need to address these findings to reduce disparities with other states of India.

References


Retrieved from http://www.censusindia.gov.in
Study of Job Satisfaction — An Employee Performance Booster in Banks with Special Reference to ICICI Bank

Veenu Arora*

ABSTRACT

Job is the basic need of human beings without job we can’t survive in this world. Job satisfaction is a psychological concept we can feel it and not explain it. There are a lot of variable which affect our job satisfaction level these factors are related with individual, job, work environment and a lot of other variables. Job satisfaction improves the work efficiency of employees. Job satisfaction is beneficial both employees and employer. This paper is related the job satisfaction level of ICICI bank employees. The main purpose of the study is to explain the levels of job satisfaction among employees and the factors affecting to job satisfaction. Training and development are continuous process in improving the performance of employees and contributing towards job satisfaction. It is an attempt to improve their current and future caliber. The rapidly changing business environment in banking sector and the constant challenges it poses to organizations and businesses make it imperative to continuously enhance and improve knowledge and skill sets across the organization. ICICI Bank believes that building a learning organization is critical for being competitive in products and services and meeting customer demands and achieving customer satisfaction. ICICI bank views and values human resource as a key source of competitive advantage. Consequently the development and management of human capital is an essential element of their strategy and an important management activity.

Key Words: Job satisfaction, factors leading to job satisfaction, training and development program, banking sector

Introduction

Banking system occupies an important role in the economy of a nation. In fact, banking system of any country is the lifeblood of an economy. A banking institution is indispensable in the modern society. An efficient banking structure can promote greater amount of investment which can further help to achieve a faster growth rate of economy. Worldwide experience confirms that countries with well developed and market oriented free banking system grow faster and more consistently. Employees of the bank are supposed to proficient and proactive rather than

* Research Scholar, Mewar University, Gangrar, Chittogarh (Rajasthan)
reactive to abide duties and responsibilities to achieve not only personal goals but also for entire economy. In order to satisfy consumers from all walks of life banks need to have efficient manpower which can be possible by offering them quality training, training programme should keep pace with changing times it must be unconventional. Training changes mental and social outlook of employees.

Review of Literature

Human resources play a significant role in the development of any organization. Job is our basic need. Job satisfaction is another concept which drives from any job. It is a positive and emotional state that occurs when a person's seems to fulfill his/her important and value which generate through the job. Job satisfaction is must necessary for every employees growth and development as well as an employer. It improves and develops the efficiency and productivity of employees also. Satisfied employees are key sources of the success of any organization. Employees satisfaction is affected by a lot of variables which are classified as individual factors, job factor factors, work environment factors, psychological factors etc.

Training and development is one of the important factor in job satisfaction. "The purpose of a training needs assessment is to identify performance requirements or needs within an organization in order to help direct resources to the areas of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services." (Janice A. Miller, SPHR and Diana M. Osinski, Reviewed July 2002.) "The most valuable asset of a 20th century company was its production Equipment. The most valuable asset of a 21st century institution will be its knowledge Workers and their productivity (Drucker, 1999).

"After employees have been selected for various positions in an organizations training them for the specific tasks in which they have been assigned assumes great importance. It is true in many organizations that before an employee is fitted into a harmonious working relationship with other employees, he is given adequate training. Training is the act of increasing the knowledge and skills of an employee for performing a particular job. The major outcome of training is learning. A trainee learns new habits, refined skills and useful knowledge during the training that helps him improve performance. Training enables an employee to do his present job more efficiently and prepare himself for a higher level job. (V S Rama Rao (2010) Areas of prime concern like industry, education and human resources are still waiting for major changes to take place and to stand out at par with international standards. As knowledge workers are the most valuable asset of any institution in 21st century (Peter F. Drucker,1999). As A result of training the trainee learn new habits, refined skills and useful knowledge during the training that helps him improve performance (V S Ramarao, 2010).

Introduction of ICICI

ICICI Bank was originally promoted in 1994 by ICICI Limited, an Indian financial institution, and was its wholly owned subsidiary. ICICI's shareholding in ICICI Bank was reduced to 46% through a public offering of shares in India in fiscal 1998. ICICI Bank is a leading Indian private
sector commercial bank offering a variety of products and services. May 10, 2007, ICICI Bank has the largest market capitalization among all banks in India. ICICI Bank believes that the international markets present a major growth opportunity and have, therefore, expanded to countries other than India to serve its customers’ cross border needs and offer its commercial banking products to international customers.

**Merger by ICICI Bank**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Mergers by ICICI Bank Ltd. in India</th>
<th>Year of Merger</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SCICI</td>
<td>1996</td>
</tr>
<tr>
<td>2</td>
<td>ITC Classic Finance Ltd.</td>
<td>1997</td>
</tr>
<tr>
<td>3</td>
<td>Anagram Finance</td>
<td>1998</td>
</tr>
<tr>
<td>4</td>
<td>Bank of Madura Ltd.</td>
<td>2001</td>
</tr>
<tr>
<td>5</td>
<td>ICICI Personal Financial Services Ltd</td>
<td>2002</td>
</tr>
<tr>
<td>6</td>
<td>ICICI Capital Services Ltd.</td>
<td>2002</td>
</tr>
<tr>
<td>7</td>
<td>Standard Chartered Grindlays Bank</td>
<td>2002</td>
</tr>
<tr>
<td>8</td>
<td>Sangli Bank Ltd.</td>
<td>2007</td>
</tr>
<tr>
<td>9</td>
<td>The Bank of Rajasthan Ltd. (BoR)</td>
<td>2010</td>
</tr>
</tbody>
</table>

**Limitations of the Study**

1. Sample may not represent the true population.
2. Job satisfaction level may differ from person to person.
3. Study may be absolute because of changing environment and needs.
4. Employees were not cooperative.

**Objectives of the Study**

The present study is aimed at finding out job satisfaction of bank employees through different dimension and density of satisfaction levels.

More specifically we can furnish the objectives as follows

1. To study the factors affecting the job satisfaction of bank employees.
2. To study the job satisfaction level of employees of private sector banks.
3. To find out the satisfaction level of private sector banks regarding different job aspects
4. To identify the factors responsible for satisfaction or dissatisfaction of the private sector bank employees

**Research Methodology and Design**

Descriptive research is used which includes surveys and fact finding enquires of different kinds. Researcher has no control over the variables of this type of research. The policy statements...
Study of Job Satisfaction - an Employee Performance Booster in Banks with Special Reference...

and schemes of the bank is looked at through secondary sources like journals, magazines, official public documents, internet, handbooks, case studies and reports on the banking industry.

Sample Size
For purpose of our study a sample of 100 bank employees from managerial and executive levels of ICICI Bank in Delhi is drawn.

Data Type
Both primary and secondary data are used.

Tool Used
Schedules (structured) and personal interviews are used for primary data collection. The researcher used 12 variables to frame questions and five point Likert scale is used for measuring attitude and job satisfaction level of employees.

Statistical Techniques Used
Paired t-test, correlation and factor analysis is used with the help of SPSS(student version 15.0) to test the hypothesis, identification of factors and analysis the data. Formula of paired t-test used in this study:

\[
t = \frac{\Sigma d}{\sqrt{\frac{n(\Sigma d^2) - (\Sigma d)^2}{n-1}}}
\]

Analysis and Interpretation

<table>
<thead>
<tr>
<th>Table 1: Demographic details of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2: Demographic details of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Groups</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>18-25 years</td>
</tr>
<tr>
<td>26-35 years</td>
</tr>
<tr>
<td>36-45 years</td>
</tr>
<tr>
<td>46-55 years</td>
</tr>
<tr>
<td>55 years &amp; above</td>
</tr>
</tbody>
</table>
Table 3: Rank Analysis for Variables Selected for Study

<table>
<thead>
<tr>
<th>S No</th>
<th>variables</th>
<th>1 Highly dissatisfied</th>
<th>2 dissatisfied</th>
<th>3 Neutral</th>
<th>4 satisfied</th>
<th>5 Highly dissatisfied</th>
<th>Total</th>
<th>Weighted Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Work Environment</td>
<td>23</td>
<td>26</td>
<td>12</td>
<td>36</td>
<td>0</td>
<td>100</td>
<td>17.140</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Stress</td>
<td>8</td>
<td>38</td>
<td>11</td>
<td>40</td>
<td>2</td>
<td>100</td>
<td>19.133</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Employee welfare Amenities</td>
<td>2</td>
<td>4</td>
<td>20</td>
<td>62</td>
<td>11</td>
<td>100</td>
<td>24.867</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Training &amp; Development</td>
<td>2</td>
<td>16</td>
<td>24</td>
<td>55</td>
<td>2</td>
<td>100</td>
<td>22.400</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Team Culture/ Peer Relation</td>
<td>2</td>
<td>8</td>
<td>11</td>
<td>61</td>
<td>17</td>
<td>100</td>
<td>25.330</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Rewards &amp; Recognition</td>
<td>2</td>
<td>13</td>
<td>21</td>
<td>57</td>
<td>6</td>
<td>100</td>
<td>21.670</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Growth &amp; Development</td>
<td>1</td>
<td>0</td>
<td>14</td>
<td>80</td>
<td>4</td>
<td>100</td>
<td>25.530</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Remuneration</td>
<td>2</td>
<td>56</td>
<td>19</td>
<td>22</td>
<td>0</td>
<td>100</td>
<td>17.270</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>Retention Strategy</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>73</td>
<td>9</td>
<td>100</td>
<td>25.670</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Working Hours</td>
<td>0</td>
<td>54</td>
<td>34</td>
<td>8</td>
<td>3</td>
<td>100</td>
<td>17.130</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>Satisfied with Merger &amp; Acquisition</td>
<td>18</td>
<td>67</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td>100</td>
<td>13.200</td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>Job Satisfaction Influence Retention &amp; Attrition</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>75</td>
<td>15</td>
<td>100</td>
<td>26.530</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Primary Data Calculated through SPSS (Student Version 20.0)

As we can see above it has been evaluated that the job satisfaction influence retention & attrition is the major factor which affects job satisfaction & retention strategy has been ranked first by the respondent. The next factor is retention strategy which is followed by the HRM strategy. The next factors have been ranked fourth & fifth are team culture/ peer relation and Employee welfare Amenities respectively. The next factors have been ranked sixth & seventh are Training & Development and rewards; and recognition respectively. The factors have been eighth & ninth are Remuneration & Work Environment respectively; employees were not feeling comfortable and not satisfied with their current salary. The next further factors are Stress, Working Hours and dissatisfied with merger & acquisition respectively.

Suggestions
1. ICICI Bank should implement specific strategies for improving the work environment for employees so that they can do their job effectively.
2. Employees are in stress and could not perform effectively their personal life.
3. Bank should resettle the employees from pressure, overtime & anxiety that they can perform well.
4. Recognition and appreciation is one of the major problem facing by the employees, supervisors should appreciate their subordinate for their performance as they motivate with recognition & appreciation for efficient performance.
5. Salary is one of the key factors of dissatisfaction with job. So bank should give remuneration according to their efficiency and give extra remuneration for overtime.
6. Team culture/peer relation is also influence the job dissatisfaction. So, there should be good relationship between boss & colleagues.
7. To update employee’s knowledge and skill suitable training must be provided at regular intervals i.e. in a year or as per the requirement to keep the employees updated.
8. Though ICICI Bank has seen stellar growth over the past decade. The Bank has focused on customer satisfaction and productivity of employees, but it has also faced high rates of employee turnover due to lack of employee focus. Some of suggestion to improve T&D activities over the coming year:

**Recommendations**
1. Provide them the necessary environment to grow
2. Cross functional training should be done so that they can be absorbed in other job as well when the need arises
3. Reassign and redesign responsibilities that the employee does not like or that are routine
4. Invite the employee to contribute on a department or company level decisions and planning and business level organization goals
5. Allow employees to pursue training and development in directions they choose and in the way they want, not just in company-assigned directions
6. On the Job Training and Mentoring by senior employees should be encouraged

**Conclusion**

We can conclude that the financial sector is a nerve system of Indian economy. For steady growth in economy innovations and development in financial sector is very important. Training and development should also include more of upgrading the social behavior of employees as they connect to various clients belonging to various social backgrounds of society. Decentralization of training will make the training convenient for employee. Managers who are at high levels are trained in restricted numbers of training centers which are located in few states of India that makes training inconvenient for employees living far off regions. To overcome language barrier the employees of bank must be provided at least one day training for understanding regional language. All the banks whether private or public should share their training and learning techniques as a separate body it should provide standardized and uniform training so that young people will not get tangled up in “different bank different training” strategy. To update employee’s knowledge and skill suitable training must be provided at regular intervals i.e in a year or as per the requirement.

**References**

Veenu Arora


Burnout in Relation to Occupational Stress Among Secondary School Teachers

Sunaina*

ABSTRACT

Teacher plays a pivot role in the educational institution. But now-a-days, teaching becomes a stressful occupation and teacher educators are at risk for developing burnout syndrome. Research evidences indicate that teachers experience more work related stress than many other occupational groups. Teachers showing symptoms of burnout, directly or indirectly affect their teaching performance. A sample of 200 teachers was taken from secondary schools of Ferozepur District. Equal number of male and female (i.e.100 each) were taken from government and private secondary schools. Insignificant difference has been found in the level of burnout and occupational stress of government and private secondary school teachers and between male and female secondary school teachers. Insignificant relationship has been found between the level of burnout and occupational stress of secondary school teachers.

Key Words: Burnout, occupational stress, secondary school teachers

Introduction

Education is multipurpose which is not only an implication of social, economic and cultural change in humanity but is also an important medium for grasping and promoting life enhancing values among human being. According to Education Commission (1952-53)The most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his training and the place that he occupies in the school as well as in the community. Thus success of educational process depends on the quality, competence and character of teacher.

Burnout

Initial studies of Burnout began in the late 1960’s and investigated human service job. The term burnout came in popular usage by Greene’s Novel, ‘Burnout Case” that appeared in 1961. Lee and Ash forth(1996) described work load and time pressure as antecedent’s burnout. Maslach and leither (1999)stated that burnout occurs when work load is combined with lack of personal control, insufficient rewards, the absence of fairness, the breakdown of the working community or
conflicting values. Azar (2000) defined burnout as exhaustion of a practitioner’s mental and physical resources attributed to his or her prolonged and unsuccessful striving towards unrealistic expectation.

**Occupational stress**

Occupational stress is a term used to define ongoing stress that is related to the workplace. The stress may have to do with the responsibilities associated with the work itself or be caused by conditions that are based on the corporate culture or personality conflicts. As with other forms of tensions, occupational stress can eventually effect physical and emotional well being if not managed effectively. Shrivastva (1999) said stress at work resulting from increasing complexities of work and its divergent demands, has become a prominent and pervading feature at organization. Researchers in this area have used the term job stress to denote employee’s mental state aroused by a perceived job situation presenting divergent demands. Japson and farrest (2006) said that stress which in general term used for pressure that people are exposed to in life may be defined as the individual harmony effort that the person displays against a stimulant which has excessive psychological and physical pressure on the person.

**Emergence of the problem**


Mainly the work of burnout is done on nurses (Conner, 1982; Turnipseed, 1987; Parker & Kulik, 1995; Sood, 1999; Bajwa, 2001), vocational supervisors (Barrick, 1989), library professionals (Astash & Chopra, 2007), and school psychologists (Briley, 2003).

Panday and Tripathi (2001) found that various job-stressors were correlated positively with emotional exhaustion and depersonalization and negatively with the personal accomplishment and job stressors such as role ambiguity, unreasonable group pressure also play an important role in it.

Griffin, Hogan and Lambert (2010) investigated the association of job involvement, job stress, job satisfaction and organizational commitment with burnout among staff. The findings highlighted the significance of variables in relation to burnout. Specifically, job satisfaction had an inverse relationship with emotional exhaustion, depersonalization, and a sense of reduced accomplishment at work, whereas job stress had a significant positive relationship with depersonalization and emotional exhaustion. However commitment to the organization had no relationship with any of the three dimensions of burnout.

**Objectives of the Study**

1. To investigate the significance of difference between means of burnout of government and
private secondary school teachers.
2. To investigate the significance of difference between means of burnout of male and female secondary school teachers.
3. To investigate the significance of difference between means of occupational stress of government and private secondary school teachers.
4. To investigate the significance of difference between means of occupational stress of male and female secondary school teachers.
5. To investigate the relationship between burnout and occupational stress among secondary school teachers.

**Hypotheses**

1. There exists no significant difference in burnout of government and private secondary school teachers.
2. There exists no significant difference in burnout of male and female secondary school teachers.
3. There exists no significant difference in occupational stress of government and private secondary school teachers.
4. There exists no significant difference in occupational stress of male and female secondary school teachers.
5. There exists no significant relationship between burnout and occupational stress among secondary school teachers.

**Tools used**

1. Maslach Burnout Inventory (MBI) by Maslach and Jackson
2. Occupational Stress Index (SOI) by Dr. Shrivastava and Dr. Singh

**Sample**

A sample of 200 teachers was taken from secondary schools of Ferozepur District. Equal number of male and female (i.e. 100 each) were taken from government and private secondary schools.

**Statistical Techniques used**

Mean, Standard Deviation, t-ratio and co-efficient of correlation were used for the analysis of data.

**Analysis and Interpretation**

To give the authenticity and credibility to work of research, analysis and interpretation is always done in the light of objectives and hypotheses.

**Hypothesis 1**

There exists no significant difference in burnout of government and private secondary school teachers.
For this purpose, ‘t’ value between the mean scores of government and private secondary school teachers was calculated.

Table 1: Showing the difference in the level of burnout among secondary school teachers of government and private schools

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>50</td>
<td>70</td>
<td>10.23</td>
<td>0.315</td>
<td>Insignificant at both 0.05 and 0.01 levels</td>
</tr>
<tr>
<td>Private</td>
<td>50</td>
<td>67.88</td>
<td>10.78</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 indicates that ‘t’ value between the mean scores of burnout of government and private secondary school teachers has been calculated to be 0.315. Since the calculated value is less than table values at both 0.05 and 0.1 levels, so, it is not significant at both the levels of significance. This means that there is no significant difference in the level of burnout of govt. and private secondary school teachers. Therefore, hypothesis 1 is accepted.

Hypothesis 2: There exists no significant difference in burnout of male and female secondary school teachers.

For this purpose, ‘t’ value between the mean scores of male and female secondary school teachers was calculated.

Table 2: Showing the difference in the level of burnout of male and female secondary school teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>69</td>
<td>9.95</td>
<td>0.95</td>
<td>Insignificant at both 0.05 and 0.01 levels</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>68.88</td>
<td>11.14</td>
<td>0.95</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 indicates that ‘t’ value between the mean scores of burnout of male and female secondary school teachers has been calculated to be 0.95. Since the calculated value is less than table values at both 0.05 and 0.1 levels, so, it is not significant at both the levels of significance. This means that there is no significant difference in the level of burnout of male and female secondary school teachers. Therefore, hypothesis 2 is accepted.

Hypothesis 3: There exists no significant difference in occupational stress of government and private secondary school teachers.

For this purpose, ‘t’ value between the mean scores of govt. and private secondary school teachers was calculated.

Table 3: Showing the difference in the level of occupational stress among secondary school teachers of government and private schools

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>50</td>
<td>123.3</td>
<td>16.9</td>
<td>0.67</td>
<td>Insignificant at both 0.05 and 0.01 levels</td>
</tr>
<tr>
<td>Private</td>
<td>50</td>
<td>124.7</td>
<td>15.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 indicates that ‘t’ value between the mean scores of occupational stress of government
and private secondary school teachers has been calculated to be 0.67. Since the calculated value is less than table values at both 0.05 and 0.1 levels, so, it is not significant at both the levels of significance. This means that there is no significant difference in the level of occupational stress of govt. and private secondary school teachers. Therefore, hypothesis 3 is accepted.

**Hypothesis 4:** There exists no significant difference in occupational stress of male and female secondary school teachers.

For this purpose, ‘t’ value between the mean scores of male and female secondary school teachers was calculated.

**Table 4: Showing the difference in the level of occupational stress of male and female secondary school teachers**

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>121.9</td>
<td>16.68</td>
<td>0.18</td>
<td>Insignificant at both 0.05 and 0.01 levels</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>126.6</td>
<td>16.21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 indicates that ‘t’ value between the mean scores of occupational stress of male and female secondary school teachers has been calculated to be 0.18. Since the calculated value is less than table values at both 0.05 and 0.1 levels, so, it is not significant at both the levels of significance. This means that there is no significant difference in the level of occupational stress of male and female secondary school teachers. Therefore, hypothesis 4 is accepted.

**Hypothesis 5:** There exists no significant relationship between burnout and occupational stress among secondary school teachers.

For this purpose, the co-efficient of correlation was calculated by using Pearson Product moment method.

**Table 5: Showing the correlation between burnout and occupational stress of secondary school teachers**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>r</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnout</td>
<td>100</td>
<td>0.072</td>
<td>Insignificant at both 0.05 and 0.01 level</td>
</tr>
<tr>
<td>Occupational Stress</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5 shows the coefficient of correlation ‘r’ between the burnout and occupational stress of secondary school teachers was found to be 0.072. Since the calculated value is less than table values at both 0.05 and 0.1 levels, so, it is insignificant at both levels of significance. Therefore, hypothesis 5 is accepted.

**Findings**

The major findings of the present study are as follows:

1. The ‘t’ value between the mean scores of burnout of government and private secondary school teachers has been calculated to be 0.315 which is not significant at both 0.5
and 0.1 levels of significance.

2. The t’ value between the mean scores of burnout of male and female secondary school teachers has been calculated to be 0.95 which is not significant at both the levels of significance.

3. The t’ value between the mean scores of occupational stress of government and private secondary school teachers has been calculated to be 0.67 that is not significant at both the levels of significance.

4. The ‘t’ value between the mean scores of occupational stress of male and female secondary school teachers has been calculated to be 0.18 that is not significant at both the levels of significance.

5. The coefficient of correlation ‘r’ between the level of burnout and occupational stress of secondary school teachers is found to be 0.072 that is insignificant at both levels of significance.

**Educational Implications**

Technological advancements had brought so many revolutions all over the sphere including the education system. These revolutions had passed numerous challenges for the teaching community thus, generating lot of stress for the teachers. Teacher’s stress has to be seriously dealt otherwise it can have detrimental emotional, cognitive, physiological and behavioral impact on their health, work and personal lives, further accelerating a gamut of problems in education system. In order to prevent the teachers from adverse consequences, the policy makers, stakeholders, educationists, administrators, managements must find ways to lessen their stress level such as providing congenial working environments, less work load, job securities, maximum provision of facilities, etc. They must have also be familiarized with the various coping strategies to be followed whenever they experience stress like exercise, meditation, walking, listening to music, yoga, social networking, etc.

**References**


Burnout in Relation to Occupational Stress Among Secondary School Teachers


Stress Coping Strategies among Working Women of Teaching and Non-Teaching Professions in Relation to their Professional Ethics and Work Motivation

Mamta*

ABSTRACT

The present study was conducted on stress coping strategies among working women of teaching and non-teaching profession in relation to their professional ethics and work motivation of Kapurthala district of Punjab. The descriptive method of research has been used in the study. 160 working women were selected from Kapurthala district of Punjab. Teaching and non-teaching profession were selected with purposive sampling technique. 80 teaching and 80 non-teaching working women. Three scales were used namely Work Motivation Scale prepared by K.G. Aggarwal, Stress Coping Strategies Scale prepared by investigator and Work Motivation Scale prepared by investigator. Correlation and coefficient of multiple correlations were used to study the relationship between variables and t-test was used to study the difference between the variables.

Key Words: Stress coping strategies, Professional Ethics, Work Motivation, working women.

Introduction

Stress Coping Strategies

Coping strategies refer to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. Stress Coping strategies of working women who are working in different profession and non-profession they face many problems.

Aminabhavi and Triveni (2000) in their study found that age, sex, coping strategies of bank employees have not influenced their occupational stress.

Harshpinder and Aujla (2001) investigated the different physical stress management techniques utilized by women.

Hasnain et al. (2001) on his study “role stress and coping strategies in different occupational groups” assessed the coping strategies in three different occupational groups (20 engineers, 20 managers and 20 teachers).

* Research Scholar, School of Education, Lovely Professional University, Phagwara
Professional Ethics

Ethics in the area of a profession is called professional ethics. Professional ethics concern one’s conduct out profession work. Such work may include consulting, researching, teaching and non teaching professions (Owen, 2006).

Ethics is a commitment to higher order moral values and ability to distinguish right from wrong. (Kingra, 2006).

“Ethics is a system of beliefs, values and underlying judgments about the rightness or wrongness of acts” (Zimbardo, 1988).

Values are basic and fundamental beliefs that guide as motivate attitudes as action (Mintz, 1995).

Work Motivation

Work Motivation is the force to initiate work related behavior, and to determine its form, direction, intensity and duration. Motivation is the one of the most basic elements of human behavior.

Hackman and Oldham (1980) put forward their theory of work motivation in the form of the “Job Characteristics Model.”

Wiegman (1985) studies dealing with the persistent problem of developing effective teachers and stimulating effective teaching.

Meister (2010) conducted a qualitative research study of experienced high school educators who have remained motivated and highly engaged in their teaching.

Significance of the Study

Working women are the pillars of sound and progressive society. Modern working life is associated with increasing demands of learning new scale need to adapt to new type of work pressure and hectic jobs and increasing stress among working women. There is a big need to do work on such area. Professional ethics are the laid down standards of integrity professionalism and confidentially which the school heads are bound to respect in their world.

The results of this study will highlight the factors responsible for stress coping strategies among teaching and non teaching profession. Working women will come to know the ways how to cope with stress while working in teaching and non teaching profession. Investigator wants to explore that is the stress coping strategies or professional ethics and develop work motivation in teaching and non teaching profession. If yes then how much and the results of the study will be beneficial for society.

Objectives of the Study

1. To study the stress coping strategies, professional ethics and work motivation of working women.
2. To study the difference in the stress coping strategies of women working in teaching and non-teaching professions.
3. To study the difference in professional ethics of working women in teaching and non-
teaching professions.
4. To study the difference in work motivation of working women in teaching and non-teaching professions.
5. To study the relationship of stress coping strategies with professional ethics and work motivation.

Hypothoses
1. There is no significant difference in the stress coping strategies of women working in teaching and non-teaching profession.
2. There is no significant difference in professional ethics of women working in teaching and non-teaching profession.
3. There is no significant difference in work motivation of working women in teaching and non-teaching profession.
4. There is no significant relationship among stress coping strategies, professional ethics and work motivation of working women.

Delimitation of the Study
The present study will be delimited to teaching and non-teaching working women in Kapurthala district of Punjab.

Methodology
For this particular study the researcher used a descriptive research method to find out the different levels and relationship of three variables.

Sample
The sampling design of the study comprises of 160 working women with equal distribution of 80 teaching and 80 non teaching profession working women from Kapurthala of Punjab. The working women were purposively selected by using purposive sampling technique.

Tools used
In this study following tools were used for data collection:
2. Stress coping Strategies questionnaire prepared by investigator herself.
3. Professional Ethics Questionnaire prepared by investigator herself.

Analysis and Interpretation
After collecting data it was edited for accuracy, utility and completeness. As per the need of the problem, Mean, SD, t- test and Co-efficient of Correlation techniques were used for analyzing and interpreting the data.
Stress Coping Strategies of Working Women

Table 1: Showing mean, SD, Df and t-value of stress coping strategies of women working in teaching and non-teaching profession

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress coping strategies</td>
<td>Teaching</td>
<td>80</td>
<td>158.4</td>
<td>16.33</td>
<td>158</td>
<td>0.045</td>
</tr>
<tr>
<td></td>
<td>Non-teaching</td>
<td>80</td>
<td>163.76</td>
<td>17.19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows the calculated t-value in 0.045, from the tabulated t values, it was found that the t value at the df of 158 is 1.97 at 0.05 level of significance, since the calculated t-value is less than the tabulated t-values, the null hypothesis ‘There is no significant difference in the stress coping strategies of women working in teaching and non-teaching professions’ is accepted.

Professional ethics of working women

Table 2: Showing mean, SD, Df and t-value of Professional ethics of women working in teaching and non-teaching profession

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional ethics</td>
<td>Teaching</td>
<td>80</td>
<td>158.4</td>
<td>16.33</td>
<td>158</td>
<td>2.28</td>
</tr>
<tr>
<td></td>
<td>Non-teaching</td>
<td>80</td>
<td>111.30</td>
<td>9.51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows the calculated t-value is 2.28, from the tabulated t values, it was found that the t value at the df of 158 is 1.97 at 0.05 level of significance, since the calculated t-value is more than the tabulated t-values, the null hypothesis ‘There is no significant difference in professional ethics of women working in teaching and non-teaching profession’ is rejected.

Work Motivation of Working Women

Table 3: Showing mean, SD, Df and t-value of work motivation of women working in teaching and non-teaching profession

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work motivation</td>
<td>Teaching</td>
<td>80</td>
<td>94.94</td>
<td>8.542</td>
<td>158</td>
<td>2.738</td>
</tr>
<tr>
<td></td>
<td>Non-teaching</td>
<td>80</td>
<td>90.45</td>
<td>11.912</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows the calculated t-value in 2.738, from the tabulated t values, it was found that the t value at the df of 158 is 2.73 at 0.01 level of significance, since the calculated t-value is greater than the tabulated t-values, ‘There is no significant difference in work motivation of women working in teaching and non-teaching profession’ is rejected.
Relationship of Stress Coping Strategies with Professional Ethics and Work Motivation

Table 4: Mean, S.D, Co-Efficient of Correlation and Co-Efficient of Multiple Correlation showing Relationship of Stress Coping Strategies with Professional Ethics and Work Motivation

<table>
<thead>
<tr>
<th>Sr. no</th>
<th>Variables</th>
<th>Mean</th>
<th>S.D</th>
<th>r</th>
<th>R1(23)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Stress Coping Strategies</td>
<td>161.087</td>
<td>16.93</td>
<td>0.35</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Professional Ethics</td>
<td>114.00</td>
<td>9.55</td>
<td>0.11</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Stress Coping Strategies</td>
<td>161.087</td>
<td>16.93</td>
<td>0.36**</td>
<td>0.36**</td>
</tr>
<tr>
<td>4</td>
<td>Work Motivation</td>
<td>92.69</td>
<td>10.57</td>
<td>0.06</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Professional Ethics</td>
<td>114.00</td>
<td>9.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Work Motivation</td>
<td>92.69</td>
<td>10.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at 0.01 level of significance

It has been revealed that stress coping strategies of working women has positive relationship with professional ethics and work motivation. Hence the hypothesis number 4 was rejected.

Conclusions

1. There is no significant difference in the stress coping strategies of women working in teaching and non-teaching profession.
2. There is significant difference in professional ethics of working women in teaching and non-teaching profession.
3. There is significant difference in work motivation of working women in teaching and non-teaching profession.
4. There is significant relationship between stress coping strategies of working women with professional ethics and work motivation.

References


Gender and Higher Education in Punjab

*Dr. Manisha* & **Manjinder Kaur**

**ABSTRACT**

The education of women in India plays a significant role in improving living standards in the country. A higher women literacy rate improves the quality of life both at home and outside home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate. The Indian higher education system is one of the largest in the world. It consists of colleges, universities, institutions of national importance and autonomous institutions with the status of deemed universities. Higher education typically comprises under-graduate, post graduate degrees and pre-doctoral and doctoral programs. This paper examines the gender inequality in higher education system in Punjab. Punjab with 958 colleges has a share of 2.75 percent of all colleges in India and ranks 12 on total number of colleges in any state in India. In Punjab, enrolment is skewed as 52.8 percent is of males, while 47.2 percent of the enrolment is of females.

**Key Words:** Gender Inequality, Higher Education System, Punjab

**Introduction**

A sound higher education sector plays an important role in economic growth and development of a nation. Higher education, in terms of its relevance and importance, enjoys a significant position in the education system as it equips people with appropriate knowledge and skills to be gainfully employed. India has one of the largest systems of higher education in the world offering facility of education and training in almost all aspects of human creativity and intellectual endeavour. The education of women in India plays a significant role in improving living standards in the country. Higher women literacy rate improves the quality of life both at home and outside home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate. As an independent group, women constitute 48 percent of the total population of India. They not only constitute valuable human resource of the country but their development in the socioeconomic arena also sets pace for sustainable growth of the economy (MHRD, 2013). There has been a phenomenal growth in enrolment of women students in higher education in the country. The share of girls enrolment which was less than 10 percent of the total

---

* Assistant Professor, Economics, Department of Distance Education, Punjabi University, Patiala
** Senior Research Fellow, Economics, Department of Distance Education, Punjabi University, Patiala
enrolment on the eve of independence, has been increased to 41.50 percent in the beginning of
the academic year 2010-11. Higher education typically comprises under-graduate, post graduate
degrees and pre-doctoral and doctoral programs. According to the National policy on Education
(NPE) 1986, Higher education provides people with an opportunity to reflect on the critical
social, economic, cultural, moral and spiritual issues facing humanity (MHRD, 2013-14).

Objectives of the Study

The study is focused on following main objectives:
1. To examine the higher education system in Punjab
2. To analyse gender inequality in higher education system in Punjab

Methodology

Research is based on secondary data. Various sources of secondary information that have
been used for the same include the reports and documents of Ministry of Human Resource and
development, regulatory bodies like the University Grants Commission (UGC), Economic Survey
of India and Five Year plan documents etc. The research is divided into two broad sections.
Section-I examines the higher education system in Punjab. Section-II deals with gender inequality
in higher education system in Punjab

Higher Education System in Punjab

The public expenditure in education sector, especially in higher education has remained
very low over the years, only a little over 1 percent of the GDP. The National Education Policy
1968 and 1986 (revised in 1992) recommends government expenditure on education at 6 percent
of GDP, whereas the 2010-11 (BE) expenditure was only at 3.8 percent, where as in Punjab
expenditure on higher education as percentage of GSDP is 0.34 percent and per capita expenditure
on higher education is Rs.2, 732. Higher education in India has witnessed an impressive growth
over the years. The number of higher educational institutions (HEIs) has increased from about
30 universities and 695 colleges in 1950-51 to about 700 universities and 35,000 colleges as per a
recent UGC report. With an annual enrolment of above 25 million, India is today ranked as the
third largest higher education system in the world after US and China. Punjab ranks fourteenth
among all states in India with 19 total of number of universities. The state also ranks fifteenth on
number of State Public Universities with 8 universities. Punjab has 3 percent of all universities in
the country. Punjab with 958 colleges has a share of 2.75 percent of all colleges in India and
ranks 12 on total number of colleges in any state in India. In terms of access, Punjab has 28
colleges per lakhs population as compared to the all India average of 25 colleges per lakhs
population. In terms of average enrolment per college, Punjab (730) is higher than all India
average of 703. Total enrolment of students in regular mode in higher education institutes in
Punjab is around 288.77lakhs. Out of the total colleges in the state, 95 percent are affiliated to
universities, and the remaining is constituent/university colleges, PG/off campus or recognized
centres by the universities. In terms of management, Punjab colleges dominated by private unaided
colleges, forming 63.6 percent followed by 24.3 percent of government institutions, and 12 percent
Gender and Higher Education in Punjab

Gender Inequality in Higher Education in Punjab

The purpose of education is not merely the attainment of knowledge. It should provide secure and gainful employment opportunities to people. At low levels of literacy and education, women may be engaged in work to a substantial extent but without education, they would not be able to obtain employment characterized by independent income earning opportunity, stability and job security and upward mobility. (Papola, 1993)

The highest share of enrolment (75.7 percent) is at undergraduate level, followed by diploma (13.4 percent) and post-graduate (9.8 percent) with all other levels forming only 0.8 percent. Maximum enrolment share (43.4 percent) is in private unaided colleges in the state. In terms of gender, enrolment is skewed as 52.8 percent comprises males, while 47.2 percent of the enrolment is females. Gender-wise enrolment through regular modes at various levels in Punjab is shown in table 1.

Table 1: Gender-Wise Enrolment through Regular Modes at Various Levels in Punjab

<table>
<thead>
<tr>
<th>Category/Gender</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D</td>
<td>993</td>
<td>961</td>
</tr>
<tr>
<td>M.Phil</td>
<td>416</td>
<td>200</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>48276</td>
<td>25376</td>
</tr>
<tr>
<td>Under Graduate</td>
<td>289977</td>
<td>279077</td>
</tr>
<tr>
<td>PG Diploma</td>
<td>1324</td>
<td>775</td>
</tr>
<tr>
<td>Diploma</td>
<td>17021</td>
<td>83596</td>
</tr>
<tr>
<td>Certificate</td>
<td>595</td>
<td>1090</td>
</tr>
<tr>
<td>Integrated</td>
<td>614</td>
<td>927</td>
</tr>
</tbody>
</table>

Source: Annual Status of Higher Education of States and UTs in India (ASHE), 2014

Table 2 reveals that gender Parity index in Higher Education (18-23) in Punjab during 2011-12 is 0.76 and it increased to 1.09 in 2012-13.

Table 2: Gender Parity Index in Higher Education (18-23 years) in Punjab

<table>
<thead>
<tr>
<th>Year</th>
<th>GPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>0.76</td>
</tr>
<tr>
<td>2012-13</td>
<td>1.09</td>
</tr>
</tbody>
</table>

Source: Annual Status of Higher Education of States and UTs in India (ASHE), 2011-12 and 2012-13

The GER for females (23.6) is higher than GER for males (22.4), resulting in a gender parity index of 1.05 (which is higher as compared to 0.88 at all-India level). Among major states in India, Punjab ranks 8th in terms of overall GER (ASHE, 2014).

Gross enrolment ratio in higher education (18-23) in Punjab is shown in table 3. Table reveals that during 2013-14 GER for Punjab is 23, 22.4 for males and 23.6 for females, GER in
females has decreased from 2011-12 to 2013-14.

### Table 3: Gross Enrolment Ratio in Higher Education (18-23 years) in Punjab

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>22.6</td>
<td>24.9</td>
<td>23.7</td>
</tr>
<tr>
<td>2012-13</td>
<td>21.8</td>
<td>23.8</td>
<td>22.7</td>
</tr>
<tr>
<td>2013-14</td>
<td>22.4</td>
<td>23.6</td>
<td>23</td>
</tr>
</tbody>
</table>

**Source:** Annual Status of Higher Education of States and UTs in India (ASHE), 2011-12, 2012-13 and 2013-14

In the early period of time women used to enter colleges and universities mainly in general education or in arts subjects, now they are entering the private self-financing institutions for pursuing their studies in both the new and the traditionally exist discipline.

**Suggestions**

The main task of education sector is to produce high quality human resources. In fact this is a great economic challenge as it involves providing of huge amount of resources to education sector. Since education is a vital investment of development, it is suggested that different states should be reorganized on the basis of population primarily and colleges and institutes should be established there as per there requirement. Higher education can be increased if students are literate to secondary or graduate level so schools should be according to need and easily approachability. Number of girls’ schools, girls’ colleges and female teachers should increase. For removal of gender disparity, there is a need of structural changes such as removal of cultural barriers against women’s access to education, employment and equal involvement in family decision making. To increase the number of girl students the need of hour is to motivate them to get enrolled in courses by governments through providing them with scholarships, more seats in courses, free books and hostel facilities.

**References**


Economic Survey of India, Government of India (various issues)


Statistical Abstract of Punjab, Government of Punjab (various issues 2001-2014)
Correlation of Achievement Motivation and Emotional Intelligence of Prospective Teachers

Ritika Grover*

ABSTRACT

Individuals differ in their strength of motive to achieve, and various activities differ in the challenge they pose and the opportunity they offer for expression of this motive. Thus, both personality and environmental factors must be considered in accounting for the strength of motivation to achieve in a particular person facing a particular challenge in a particular situation. Emotional intelligence refers to the ability to perceive, control and evaluate emotions. The present study explored the correlation between achievement motivation and emotional intelligence of prospective teachers. Sample comprises of 100 prospective teachers. Purposive Sampling technique was used. The study involved Achievement motive test by V.P. Bhargava and Emotional intelligence scale by Upinder Dhar. The major findings of the study revealed that the distribution of the achievement motivation and emotional intelligence was right skewed and left skewed respectively. It was found that achievement motivation and emotional intelligence of prospective teachers was not significantly correlated to each other.

Key Words: Achievement Motivation, Emotional Intelligence, Prospective Teachers

Achievement Motivation

Achievement motivation referred to as the need for achievement is an important determinant of aspiration, effort and persistence when an individual expects that his performance will be evaluated in relation to some standard of excellence. Such behavior is called achievement-oriented. Motivation to achieve is instigated when an individual knows that he is responsible for the outcome of some venture, when he anticipates explicit knowledge of results that will define his success or failure, and when there is some degree of risk, i.e., some uncertainty about the outcome of his effort. The goal of achievement-oriented activity is to succeed, to perform well in relation to a standard of excellence or in comparison with others who are competitors.

The very same person may be more strongly motivated at one time than at another time, even though in most situations he may generally tend to be more interested in achieving than other people.

* Assistant Professor, Khalsa College of Education, Sri Muktsar Sahib.
McClelland, Atkinson, Clark, & Lowell (1953) described Achievement motivation as affect in connection with evaluated performance in which competition with a standard of excellence was paramount.”

Achievement motivation is defined as the striving to increase or to keep as high as possible, one’s own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail. (Heckhausen, 1967)

Harter & Connell (1984) stated that Achievement motivation typically refers to the level of one’s motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success.

Achievement motivation consists of a varied and complex set of assumptions, assessments, predictions, inferences, values, standards, and affective reactions that may be irrational, inaccurate, and contradictory. (Dweck & Elliott, 1983)

**Emotional Intelligence**

Emotional Intelligence is the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic.

Salovey and Mayer (1999) described Emotional intelligence as the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions. They proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions.

- **Perceiving Emotions**: The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.
- **Reasoning with Emotions**: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.
- **Understanding Emotions**: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he’s been fighting with his wife.
- **Managing Emotions**: The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.
Correlation of Achievement Motivation and Emotional Intelligence of Prospective Teachers

Craparo (2016) investigated the role of resilience and emotional intelligence in achievement motivation, verifying if emotional intelligence mediates the relationship among resilience and achievement motivation. Participants are 488 Italian workers, aged between 18 and 55 years. The findings confirm the significant role played by emotional intelligence on resilience and on motivation to achievement.

Maheshwari et.al. (2013) revealed a significant effect of emotional intelligence on the achievement motivation and educational adjustment of students. However, Emotional intelligence did not have a significant effect on the emotional adjustment, social adjustment and scholastic performance of students.

**Objectives of the Study**

The objectives of the present study were:

1. To study the nature and distribution of achievement motivation and emotional intelligence of prospective teachers.
2. To study the relationship between achievement motivation and emotional intelligence of prospective teachers.

**Hypotheses**

Based on above mentioned objectives, following hypotheses were framed:

1. Motivation and emotional intelligence of prospective teachers have normal distribution.
2. There exists significant relationship between achievement motivation and emotional intelligence of prospective teachers.

**Sample**

The study made use of descriptive method. The total sample of 100 prospective teachers were taken from Khalsa College of Education, Sri Muktsar Sahib and J.D College of education, Sri Muktsar Sahib. Purposive sampling was used.

**Tools Used**

Following standardized tools were used in this study:

1. Achievement Motive test by V.P. Bhargava.
2. Emotional Intelligence scale by Upinder Dhar.

**Statistical Techniques Used**

Descriptive statistics (i.e. mean, standard deviation, skewness and kurtosis), Differential statistics i.e. Product moment correlation were used for data analysis.
Analysis and Interpretation

Table 1: Mean, Standard Deviation, Skewness, Kurtosis of Achievement Motivation and Emotional Intelligence of prospective teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>S.D</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement motivation</td>
<td>17.72</td>
<td>5.009</td>
<td>0.405</td>
<td>-0.067</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>136.97</td>
<td>13.71</td>
<td>-0.439</td>
<td>0.913</td>
</tr>
</tbody>
</table>

Table 1 shows that the mean of achievement motivation and emotional intelligence is 17.72 and 136.97 respectively. The standard deviation of achievement motivation and emotional intelligence is 5.009 and 13.71 respectively.

Table 1 shows skewness of first variable i.e. achievement motivation is 0.405. As skewness is positive in case of first variable thus, the distribution is right skewed. Skewness of second variable i.e. emotional intelligence is -0.439. It is negative in case of second variable thus, the distribution is left skewed.

Kurtosis of first variable i.e. achievement motivation is -0.0671 and for second variable i.e. emotional intelligence is 0.9128. Kurtosis of first variable is less than 0.263, so the distribution is platykurtic and kurtosis of second variable is more than 0.263, thus the distribution is leptokurtic.

Thus, the hypotheses that the variables under study i.e. Achievement motivation and Emotional intelligence have normal distribution was not accepted for present study.

Table 2: Coefficient of Correlation between Scores on Achievement motivation and Emotional intelligence of Total Sample (N=100)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Motivation</td>
<td>17.72</td>
<td>0.110</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>136.97</td>
<td>0.110</td>
</tr>
</tbody>
</table>

Table 2 shows that correlation between achievement motivation and emotional intelligence is 0.110. It is not significant at 0.01 and 0.05 level. The second hypothesis that there is no significant correlation between achievement motivation and emotional intelligence of prospective teachers was not accepted for present study.

Major Findings of the Study
1. The distribution of the achievement motivation and emotional intelligence was right skewed and left skewed respectively.
2. It was found that achievement motivation and emotional intelligence of prospective teachers were not significantly related to each other.

Suggestions for Further Research
1. The study may be replicated on a large sample in order to get a better understanding of variables under study.
2. The study may be conducted at different grades of educational institutes i.e. the primary,
96 Correlation of Achievement Motivation and Emotional Intelligence of Prospective Teachers

senior secondary or even at the college level.
3. Achievement motivation can also be studied with different variables like social intelligence, family environment, mental health etc.
4. The effect of Emotional intelligence can also be studied on job satisfaction, mental health, anxiety, depression, study habits, learning styles etc.
5. It will be a useful endeavor to compare different school systems such as Government and Private, Navodaya and Central, and Public and Private on the phenomenon studied in this investigation.

References

Attitude of Perspective Pupil Teachers towards Women Empowerment

Meenu Choudhary*

ABSTRACT

The present study was designed to investigate the Attitude of Perspective Pupil Teachers in Amritsar and Gurdaspur districts towards Women Empowerment. This study falls under the domain of normative survey method. So, data for this study was collected by survey method. The sample of study consisted of 200 pupil teachers of Amritsar and Gurdaspur districts. A self prepared tool was prepared to collect the data. Chi-square technique from 2x2 fold contingency table was employed to analyze and interpret the data and results.

Key Words: Attitude, Women Empowerment, Perspective Pupil Teachers

Introduction

A man. You literate an individual but when you literate a female you literate the family. (Patanjali, 2005).

The women and men still live in different gender inequality. The women and men still live in different words with different access, opportunities, incentives, reward and legal protection. With a small percentage of women getting to higher education and still pursuing professional courses, the wider and larger area of illiteracy among women still remains a major challenge, what can be done to alleviate the problems faced by women in present day education? Educational reviews, participatory debates/discussions to cull out positive ideas and negative signals are to be held/organized operate without class, caste, sex or religion. Both rich and the deprived women suffer the indignities perpetuated in society against them and the virulent crimes committed on them. Has science and technology got an answer? In 1986, Government of India adopted the National Policy of Education. The policy makers realized that despite of the efforts made so far the education system has not been able to make sufficient contribution towards women education (POA – 1986). The policy envisages the efforts towards equalization of educational opportunities and recommended free education for girls up to secondary level (Shah, 2002). In the Indian context,

* Assistant Professor, Sri Guru Teg Bahadur College of Education, Khankot, Amritsar.
the concern for women’s empowerment was very visible in the thoughts and writing of social reformers of the 19th and 20th centuries and this rich legacy of women empowerment was once again re-emphasized by our constitutional framers which later on were translated by the government into policies, initiatives, schemes, and programs for promoting Women Empowerment. The growing concern for bringing an attitudinal change in society for empowering women got culminated in the declaration of 2001(Panda, N. 2011).

Operational Definition

**Attitude:** American psychological Association supports the mental condition concept by defining an attitude as ‘a catalyzed set’ or ‘disposition’. An Attitude is a stabilized mental set which expresses itself in a tendency to react to any of a class of stimuli in the same way.

**Empowerment:** Vannessa Griffen (1987, cf. A specific feminist perspective) defined ‘Empowerment’ as adding to women’s power as under:

- Power means having control or gaining still further control,
- Having a right to express ideas and also being listened to,
- Able to effect social choices and decisions which have an effect on the whole society,
- Having a right to be recognized and equally respected like all citizens with a contribution to make,
- It means to be able to make a contribution to all levels of society and it does not mean merely home power, but also that women’s contribution be recognized and valued.

**Pupil:** Pupil is that person who is under training for teaching at any training level. In this particular case pupil is a person, who is getting training of teaching in colleges of education particularly for secondary levels.

**Teacher:** A person employed in a official capacity for the purpose of guiding and directing the learning experience of pupil’s or students in an educational institution, whether public or private.

Rationale of the study

No doubt, some social as well as religious leaders tried to fill the gap between men and women and they condemned and did their best to finish ‘Sati’. Some call a women as ; Durga, Chandi, Laxmi, Mother of the whole world; even then, she has to live under the thumb of man, it may be her husband, son, brother- in- law, father- in- law etc. she, therefore needs to be empowered because she is no where independent in any walk of life. They must be enables to face the challenges of the male dominated social structure. To get rid of their own doubts, feeling of inequality, inferiority and inadequacy and at the same time, to have a feeling of personal as well as collective participation in their attempts to step in the way to equality and equity between different genders, ethnic groups, age groups etc. It is necessary to make women fully aware of their rights.

Review of literature

Kumari (2005) conducted a study on Occupational Dilemma as of Educated Women – an analysis. she found that Working women in the age group 41-50 had significant problems. Perhaps
the inherent physical conditions and the problems the associated with middle-aged women did not cope up with occupational demands at the work spot. Women workers with school education were in the lower occupational and income strata and therefore they encountered more problems than their counterparts. The women labour force in the private sector did not enjoy benefits and privileges like their counterparts in the government concerns. So they had more problems. Women working under the male boss had more problems than their counterparts; this problem needs to be proved further. Ngoitiama(2006) conducted a study on Empowering Swazi Women through Income-generating Training for Self-employment problems and Possibilities. The general pattern of migration of males and youth/adults to industrial and South Urban areas in Swaziland and South Africa along with the penetration of cash economy into the rural area, have made the rural women feel, more than ever before, the necessity of cash income bound with the dual responsibilities of home and the farm and limited by their level of education, most of these women do not have opportunity of getting a job for a salary. As a result, many tend to indulge in activities, such as traditional home crafts, beer brewing, selling vegetables and so on, in order to supplement their family income. Puriand Choudhary (2014) conducted a study on Attitude of Secondary School Teachers towards Women Empowerment. The result indicated that there exists no significant difference in the attitudes of male and female, rural and urban, govt. and non-govt. secondary school teachers towards women empowerment as indicated by the chi-square value which was insignificant at 0.05 and 0.01 level of confidence. Attitude towards women empowerment among secondary school teachers was related to academic qualification – graduation and post-graduation as indicated by the chi-square value which was significant at 0.05 and 0.01 level of confidence.

Objectives of the Study

1. To study and compare the Attitude of Rural and Urban Perspective Secondary Pupil Teachers towards Women Empowerment.
2. To study and compare the Attitude of Male and Female Perspective Secondary Pupil Teachers towards Women Empowerment.
3. To study and compare the Attitude of Pupil Teachers belonging to Working and Non-working Parents towards Women Empowerment.
4. To study and compare the Attitude of Pupil Teachers belonging to Illiterate Parents and Literate Parents towards Women Empowerment.
5. To study and compare the Attitude of Perspective Pupil Teachers towards Women Empowerment in relation to their religions – Muslims/Sikhs/Hindus/Christians.
6. To study and compare the Attitude of Pupil Teachers belonging to High Income group and Low Income group of parents towards Women Empowerment.

Hypotheses

1. There exists no significant difference in the attitude of Rural and Urban Perspective Pupil Teachers towards Women Empowerment.
2. There exists no significant difference in the Attitude of Male and Female Perspective Pupil Teachers towards Women Empowerment.
3. There exists no significant difference in the Attitude of Pupil Teachers belonging to Working
and Non-working Parents towards Women Empowerment.

4. There exists no significant difference in the Attitude of Pupil Teachers belonging to Illiterate Parents and Literate Parents towards Women Empowerment.

5. Attitude towards Women Empowerment among Perspective Pupil Teachers is independent of their religions – Muslims / Sikhs / Hindus / Christians.

6. There exists no significant difference in the Attitude of Pupil Teachers belonging to High Income group and Low Income group of parents towards Women Empowerment.

Limitations of the Study

1. The study was limited only to the Distt. Of Amritsar and Gurdaspur.
2. The study was limited only to perspective pupil Teachers.
3. The study was limited to only 200 pupil Teachers.
4. Attitude towards Women Empowerment was studied only in relation Locality (Rural & Urban), gender (Male & Female) (Working & Non-working parents), Type of institutions (Govt. & Non-Govt.) and Academic qualification (Graduation & Post-graduation).
5. Cognitive & Non-cognitive variables such as intelligence, creativity, achievement motivation etc. were not included within the purview of the present investigation

Design of the Study

The present study falls under the domain of normative survey method. So, data for this study was collected by survey method. The present study was designed to investigate the Attitude of Perspective Pupil Teachers in Amritsar and Gurdaspur districts towards Women Empowerment.

Sample

The present study was conducted on the sample of 200 pupil teachers of Amritsar and Gurdaspur districts.

Tools Used

A self prepared tool was prepared to collect the data.

Statistical Techniques Used

Chi-square technique from 2x2fold contingency table was employed to analyze and interpret the data and results.

Results and Interpretation

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>No. of Pupil Teachers</th>
<th>Chi-square Value</th>
<th>Degree of Freedom</th>
<th>Level of Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>200</td>
<td>1.564</td>
<td>1</td>
<td>Insignificant</td>
</tr>
<tr>
<td>2</td>
<td>200</td>
<td>2.426</td>
<td>1</td>
<td>Insignificant</td>
</tr>
<tr>
<td>3</td>
<td>200</td>
<td>1.627</td>
<td>1</td>
<td>Insignificant</td>
</tr>
<tr>
<td>4</td>
<td>200</td>
<td>1.620</td>
<td>1</td>
<td>Insignificant</td>
</tr>
<tr>
<td>5</td>
<td>200</td>
<td>13.836</td>
<td>3</td>
<td>Significant**</td>
</tr>
<tr>
<td>6</td>
<td>200</td>
<td>29.64</td>
<td>1</td>
<td>Significant**</td>
</tr>
</tbody>
</table>
Meenu Choudhary

- The value of chi-square 1.564 indicated in table 1 signifies that there is no significant difference between the opinions of two categories i.e. Rural and Urban Perspective Pupil Teachers towards Women Empowerment at the two conventional level of significance. Thus, the insignificant chi-square value indicates that the hypothesis 1 was accepted.
- The result in table clearly indicated that the value of chi-square for the attitude towards Women Empowerment of Male and Female comes out to be 2.426 which are not significant. Thus, the insignificant chi-square value indicates that the hypothesis 2 was accepted.
- The chi-square value 1.627 as indicated in table 1 signifies that there is significant difference the opinions of two variables i.e. Working and Non-working parents in relation to perspective pupil teachers towards Women Empowerment at the two conventional levels of significance. Thus, the insignificant chi-square value indicates that the hypothesis 3 was accepted.
- The result in table 1 clearly indicate the value of chi-square for Women Empowerment of Illiterate and Literate parents Pupil Teachers comes out to be 1.620, which is not significant at both the levels of confidence Thus, the insignificant chi-square value indicates that the hypothesis 4 was accepted.
- The figure as embodied in table 1 indicate that the value of chi-square for attitude towards Women Empowerment among religions based (Hindus, Sikhs, Christians, Muslims) comes out to be 13.836 which is significant at 0.05 and 0.01 level of confidence. Thus, the significant chi-square level indicates that the hypothesis 5 was rejected.
- The figure as embodied in table 1 indicate that the value of chi-square for attitude towards Women Empowerment among High income and Low income group comes out to be 29.64 which is significant at 0.05 and 0.01 level of confidence. Thus, the significant chi-square value indicates that the hypothesis 6 was rejected.

Conclusion

Kothari Commission stressed the need of special attention towards Women education. The commission recommended that the education of women should be regarded as a major programme in education for some years to come and bold and determined efforts should be made to face the difficulties involved and to fill the existing gap between the education of men and women in as short duration as possible, special scheme should be prepared for this purpose and required funds should be provided on priority basis. Educational institutions should develop such an active programme of women development built around study and awareness of women predicament and for promotion of the communication and organization of women. All leading educational institutions, adult education centers should incorporate a wave of motivation to work for Women’s Empowerment. Women workers should play and activists role towards women equality. Special programmes should develop to promote general awareness and self image through a variety of programmes.

Further Perspectives of the Study

1. The study may be conducted on a large sample covering wide range of area so as to get more reliable results.
2. The study may be conducted on pupil teachers at various levels and aspects of education besides Secondary school stage namely- college level, medical teachers and university level.

3. The study may be also conducted on the people from professions other than teaching so as to know the attitude of the people on the whole towards Women Empowerment.

4. Studies in Women Empowerment may also be conducted in relation to various cognitive and non-cognitive variables such as creativity, intelligence, achievement motivation etc.

Reference


Personality Traits of Teacher Educators Teaching in Govt. Aided and Self-finance College: A Study

Dr. Pawan Kumar*

ABSTRACT

The objectives of the present study are to find the Personality traits of teacher educators in govt.-aided and self-financed Colleges. The sample for the study consisted of 100 (35 in govt.-aided & 65 in self-financed). Teacher Educators from Ludhiana and Moga District were selected by using random sampling technique. In the present study 16 Personality traits test by Dr. R B Cattell (1949) is used to collect data. Mean, Standard Deviation and t-value were employed for analyzing the data.

Key Words: Personality Traits, Teacher Educators, Govt.-aided and self-financed Colleges

Introduction

If a person has a sound personality he has a good virtue to cooperate with each other. Personality should not be taken as synonymous with one character. Character is an ethical concept while personality is a psychological construct. Personality may be defined Allport, “Personality is a dynamic organization within the individual of those psychophysical system that determine his unique adjustment to his environment.”

For all of the differences in orientation, most personality research has been guided by the same fundamental questions: Is personality one thing or it is compared many? Is it relatively constant or does it varies across situations? Does it result from internal drives or external pressures? How does personality develop and how can it be changed? What are the relative influences of conscious and unconscious processes? And how does personality become pathological? Although the responses to these issues have been, and continue to be, extremely varied, they have tended to cluster around two poles associated with two different types of investigative sites: personality as a collection of distinguishable traits analyzed via techniques drawn from the experimental laboratory, and personality as a holistic assessment of an individual’s overall make-up, determined through close observation in a clinical setting.

Holistic depictions of personality received their most influential modern articulation in the psychoanalytic depth psychology of Freud and his followers. For Freud, individual personality is

* Assistant Professor, Gobindgarh College of Education, Alour (Khanna).
developmental, indeed almost archaeological; the accumulated product of an ultimately irresolvable conflict, beginning in infancy, between deep-seated sexual and aggressive drives associated with the id, and various defenses’ against them arising from the ego and superego. Developed out of Freud’s psychopathological work and oriented towards the ideal of the integrated personality, psychoanalytic theory stresses the role of the unconscious and of repression in the formation of personality. Studies by Raymond Cattell and Hans Eysenck have been particularly prominent in this regard, and have helped produce the current consensus around a five-factor model of major personality elements: neuroticism, extraversion, agreeableness, conscientiousness, and openness to experience. While most researchers have assumed that personality traits such as these are nomothetic (equally applicable to all individuals) and vary only in degree, some recent work has argued for an idiographic or contextualist approach, seeing traits as individual- and situation-specific, with behaviour the product of environmental influences interacting with underlying characteristics.

Three other approaches to personality within psychology also bear mention. Physiological or biological theories have accounted for personality primarily on the basis of physical factors, such as body type or genetic make-up. Stimulus-response or learning theories, including those of B. F. Skinner and Albert Bandura, have taken an opposite tack, explaining personality on the basis of external stimuli and the individual’s responses to them. Within these theories, patterns of behaviour are believed to develop as the result of reinforcement of personal experiences or imitations of others, and differences between individuals derive from the varied sets of stimuli experienced from early childhood. Finally, in recent years the cognitive revolution has engendered social-cognitive theories that explain behaviour on the basis of internal representations of context-specific situations. Behavioural consistency (personality) exists because most individuals operate on the basis of a small repertoire of interpretive schemas or scripts, which they then use to guide action in a wide variety of particular circumstances.

They also show that high levels of fitness are often associated with high levels of self-assurance, self-confidence, and emotional stability.

Personality plays an important role in life of human being so as to generally mean that it is the organization and integration of a large number of human traits. Concepts of personality differ widely among different people (i.e. teacher educators).

Need and Importance of Study

The need to study the personality traits of teacher educators is that if they are good at these moral of their personality itself will demonstrate it. It will demonstrate to their personality to the students who are the future of the society. Whatever importance teacher educators will give to certain personality traits ultimately effects the students who forms the society and hence the nation. Teaching is the only profession which always deals with the future. Teaching is not a job; it is an attitude. To be an ideal teacher, who can be a role model, one should ask himself three questions before taking up this noble profession so the attitude of teacher educators will definitely helps in the formation of the attitude of the students teachers.

To Study The “Personality Traits of Teacher Educators” is to capture the wisdom of
the ages and to make it relevant for these times and to help the teacher educators to come up with innovative methodologies to help pupil teachers to harness their latent potential and channel their energies towards cultivation and sharpening of multiple dimensions of human competencies. This dissertation addresses a topic of education from ancient Indian cultural perspective and provides an effective approach to make student teachers more socially concerned, compassionate, liberal, inclusive, ethical, and human through the development of holistic personality.

The present study has been focused on the personality of teacher educators so to study these variables the statement of problem is framed by researcher as –

**Operational Definitions**

**Personality:** According to R.B. Cattell (1970), “Personality is that which permits a prediction of what a person will do in a given situation.”

**Traits:** According to Baumgarten, “A trait is a constant directing psychic force which determines the active and reactive behaviour of the individual.”

**Teacher Educators:** Teacher is a source of information, a guide, a mentor, a surrogate parent, a motivator, all at the same time. Teacher Educators are those who prepare the teachers for the future.

**Government Aided College:** The College in which management is done by the private authority but the finance is provided by government.

**Self Finance College:** The college in which management as well as finance was arranged by private authority.

**Objectives of the Study**

1. To study the Personality Traits of male and female teacher educators.
2. To study the Personality Traits of Govt. aided and self finance college teacher educators.
3. To study the Personality Traits of Govt. aided male teachers and self finance male teacher.
4. To study Personality Traits of Govt. aided female teachers and self finance female teacher.

**Hypotheses**

1. There is no significant difference in Personality traits of male and female teacher educators.
2. There is no significant difference in personality traits of teacher educators of government aided college and self finance college.
3. There is no significant difference in the personality traits of male teacher educators of government aided college and self finance college.
4. There is no significant difference in the personality traits of female teacher educators of government aided college and self finance college.

**Sample**

A sample of 100 Teacher Educators as (Self Finance College Male 30 & Female 35) and (Govt. Aided College Male 20 & Female 15) was taken. Simple Random sampling was used by the researcher for conducting the research.
Personality Traits of Teacher Educators Teaching in Govt. Aided and Self-finance College: A Study

Tool Used

Used Sixteen Personality Factor Questionnaire prepared by Dr. R.B. Cattell in the year 1949.

Statistical Techniques Used

Statistical techniques employed in this study were analyzed in terms of Mean, S.D. and t-test.

Analysis and Interpretation

Hypothesis-1 Personality Traits with reference to Male and Female teacher educators:

To test the hypothesis that, “there is no significant difference in the personality traits of male and female teacher educator”.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Personality Factors</th>
<th>Male Teacher Educators</th>
<th>Female Teacher Educators</th>
<th>‘t’ Value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>9.22</td>
<td>2.39</td>
<td>9.02</td>
<td>3.06</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>9.28</td>
<td>3.14</td>
<td>9.52</td>
<td>3.28</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>11.14</td>
<td>3.73</td>
<td>11.60</td>
<td>2.96</td>
</tr>
<tr>
<td>4</td>
<td>E</td>
<td>11.16</td>
<td>3.14</td>
<td>10.54</td>
<td>3.11</td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>10.80</td>
<td>3.76</td>
<td>10.70</td>
<td>3.22</td>
</tr>
<tr>
<td>6</td>
<td>G</td>
<td>10.82</td>
<td>3.32</td>
<td>11.52</td>
<td>3.36</td>
</tr>
<tr>
<td>7</td>
<td>H</td>
<td>12.14</td>
<td>3.67</td>
<td>11.98</td>
<td>3.50</td>
</tr>
<tr>
<td>8</td>
<td>I</td>
<td>9.34</td>
<td>3.63</td>
<td>10.64</td>
<td>2.95</td>
</tr>
<tr>
<td>9</td>
<td>L</td>
<td>9.16</td>
<td>2.45</td>
<td>8.70</td>
<td>3.13</td>
</tr>
<tr>
<td>10</td>
<td>M</td>
<td>12.10</td>
<td>3.01</td>
<td>10.08</td>
<td>2.99</td>
</tr>
<tr>
<td>11</td>
<td>N</td>
<td>9.56</td>
<td>3.08</td>
<td>10.22</td>
<td>3.30</td>
</tr>
<tr>
<td>12</td>
<td>O</td>
<td>8.95</td>
<td>3.35</td>
<td>9.55</td>
<td>3.28</td>
</tr>
<tr>
<td>13</td>
<td>Q₁</td>
<td>8.51</td>
<td>2.60</td>
<td>8.92</td>
<td>3.26</td>
</tr>
<tr>
<td>14</td>
<td>Q₂</td>
<td>7.28</td>
<td>2.37</td>
<td>9.08</td>
<td>3.02</td>
</tr>
<tr>
<td>15</td>
<td>Q₃</td>
<td>9.70</td>
<td>3.38</td>
<td>11.00</td>
<td>3.74</td>
</tr>
<tr>
<td>16</td>
<td>Q₄</td>
<td>8.38</td>
<td>3.06</td>
<td>8.64</td>
<td>3.37</td>
</tr>
</tbody>
</table>

*=Significant at .05 level **= Significant at .01 level

This shows that female teacher educators are tender minded, practical and self-sufficient while the male teacher educators are tough-minded, imaginative and group-dependent.

Hypothesis-2 Personality Traits with reference to Govt. Aided College Teacher Educators and Self Finance College teacher educators:

To test the hypothesis that “there is no significant difference in personality traits of teacher educators of government aided college and self finance college”.

106
### Table 2: Mean SD & ‘t’ value of teacher educators of Govt. aided and self finance colleges on Personality traits

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Personality Factors</th>
<th>Govt. Aided College Teacher Educators</th>
<th>Self Finance College Teacher Educators</th>
<th>‘t’ Value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean (SD)</td>
<td>Mean (SD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>8.54 (2.70)</td>
<td>9.44 (2.26)</td>
<td>1.76</td>
<td>NS</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>8.62 (1.91)</td>
<td>9.81 (2.97)</td>
<td>2.53</td>
<td>.05*</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>12.28 (1.88)</td>
<td>9.38 (3.02)</td>
<td>5.93</td>
<td>.01**</td>
</tr>
<tr>
<td>4</td>
<td>E</td>
<td>10.80 (3.02)</td>
<td>11.27 (3.14)</td>
<td>0.73</td>
<td>NS</td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>10.08 (3.09)</td>
<td>11.10 (3.53)</td>
<td>1.52</td>
<td>NS</td>
</tr>
<tr>
<td>6</td>
<td>G</td>
<td>8.85 (3.33)</td>
<td>11.33 (3.40)</td>
<td>3.59</td>
<td>.01**</td>
</tr>
<tr>
<td>7</td>
<td>H</td>
<td>10.34 (4.01)</td>
<td>11.98 (2.95)</td>
<td>2.15</td>
<td>.05*</td>
</tr>
<tr>
<td>8</td>
<td>I</td>
<td>10.57 (2.94)</td>
<td>9.67 (3.33)</td>
<td>1.40</td>
<td>NS</td>
</tr>
<tr>
<td>9</td>
<td>L</td>
<td>7.80 (3.32)</td>
<td>9.46 (2.36)</td>
<td>2.67</td>
<td>.01**</td>
</tr>
<tr>
<td>10</td>
<td>M</td>
<td>9.97 (3.03)</td>
<td>11.46 (3.04)</td>
<td>2.36</td>
<td>.05*</td>
</tr>
<tr>
<td>11</td>
<td>N</td>
<td>8.77 (3.22)</td>
<td>10.40 (3.10)</td>
<td>2.50</td>
<td>.05*</td>
</tr>
<tr>
<td>12</td>
<td>O</td>
<td>8.51 (3.04)</td>
<td>9.56 (3.17)</td>
<td>1.64</td>
<td>NS</td>
</tr>
<tr>
<td>13</td>
<td>Q₁</td>
<td>7.68 (2.66)</td>
<td>9.26 (2.92)</td>
<td>2.77</td>
<td>.01**</td>
</tr>
<tr>
<td>14</td>
<td>Q₂</td>
<td>7.57 (2.61)</td>
<td>8.51 (2.92)</td>
<td>1.67</td>
<td>NS</td>
</tr>
<tr>
<td>15</td>
<td>Q₃</td>
<td>8.68 (3.66)</td>
<td>11.24 (3.20)</td>
<td>3.55</td>
<td>.01**</td>
</tr>
<tr>
<td>16</td>
<td>Q₄</td>
<td>8.60 (4.17)</td>
<td>8.61 (2.99)</td>
<td>0.01</td>
<td>NS</td>
</tr>
</tbody>
</table>

* = Significant at .05 level ** = Significant at .01 level

It indicates that teacher educators of self-finance college are abstract thinker, socially bold, imaginative, calculating while teacher educators of govt. aided college are concrete thinker, timid, practical and natural.

**Hypothesis-3 Personality Traits with reference to Govt. Aided College Male Teacher Educators and Self Finance College Male teacher educators:**

To test the hypothesis that “there is no significant difference in the personality traits of male teacher educators of government aided college and self finance college”
Table 3: Mean SD & ‘t’ value of male teacher educators of Govt. aided and self finance colleges on Personality traits

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Personality Factors</th>
<th>Govt. Aided College Male Teacher Educators</th>
<th>Self Finance College Male Teacher Educators</th>
<th>‘t’ Value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>9.25</td>
<td>2.54</td>
<td>9.20</td>
<td>2.28</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>9.35</td>
<td>2.93</td>
<td>9.23</td>
<td>2.83</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>12.70</td>
<td>3.62</td>
<td>9.70</td>
<td>2.76</td>
</tr>
<tr>
<td>4</td>
<td>E</td>
<td>10.40</td>
<td>2.93</td>
<td>11.66</td>
<td>3.04</td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>10.70</td>
<td>2.98</td>
<td>10.86</td>
<td>4.20</td>
</tr>
<tr>
<td>6</td>
<td>G</td>
<td>10.60</td>
<td>2.78</td>
<td>10.96</td>
<td>3.48</td>
</tr>
<tr>
<td>7</td>
<td>H</td>
<td>12.65</td>
<td>3.64</td>
<td>11.80</td>
<td>3.62</td>
</tr>
<tr>
<td>8</td>
<td>I</td>
<td>10.90</td>
<td>2.71</td>
<td>8.30</td>
<td>3.78</td>
</tr>
<tr>
<td>9</td>
<td>L</td>
<td>8.55</td>
<td>2.80</td>
<td>9.56</td>
<td>2.11</td>
</tr>
<tr>
<td>10</td>
<td>M</td>
<td>11.35</td>
<td>2.95</td>
<td>12.60</td>
<td>2.78</td>
</tr>
<tr>
<td>11</td>
<td>N</td>
<td>9.05</td>
<td>3.23</td>
<td>9.90</td>
<td>2.92</td>
</tr>
<tr>
<td>12</td>
<td>O</td>
<td>8.45</td>
<td>3.08</td>
<td>9.20</td>
<td>3.48</td>
</tr>
<tr>
<td>13</td>
<td>Q₁</td>
<td>8.50</td>
<td>2.20</td>
<td>8.50</td>
<td>2.83</td>
</tr>
<tr>
<td>14</td>
<td>Q₂</td>
<td>6.55</td>
<td>2.03</td>
<td>7.76</td>
<td>2.43</td>
</tr>
<tr>
<td>15</td>
<td>Q₃</td>
<td>9.35</td>
<td>3.49</td>
<td>9.93</td>
<td>3.24</td>
</tr>
<tr>
<td>16</td>
<td>Q₄</td>
<td>8.55</td>
<td>3.49</td>
<td>8.26</td>
<td>2.73</td>
</tr>
</tbody>
</table>

* = Significant at .05 level ** = Significant at .01 level

This indicates that male teacher educators of govt. aided college are emotionally stable and dependent while male teacher educators of self finance college are emotionally less stable and self-reliant.

Hypothesis-4 Personality Traits with reference to Govt. Aided College Female Teacher Educators and Self Finance College Female teacher educators:

To test the hypothesis that “there is no significant difference in the personality traits of female teacher educators of government aided college and self finance college”.
Table 4: Mean SD & ‘t’ value of female teacher educators of Govt. aided and self finance colleges on Personality traits

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Personality Factors</th>
<th>Govt. Aided College Female Teacher Educators</th>
<th>Self Finance College Female Teacher Educators</th>
<th>‘t’ Value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>7.53</td>
<td>2.52</td>
<td>9.65</td>
<td>2.25</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>7.66</td>
<td>3.17</td>
<td>10.31</td>
<td>2.99</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>11.00</td>
<td>3.18</td>
<td>11.85</td>
<td>2.78</td>
</tr>
<tr>
<td>4</td>
<td>E</td>
<td>9.60</td>
<td>3.17</td>
<td>10.94</td>
<td>3.05</td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>9.26</td>
<td>3.06</td>
<td>11.31</td>
<td>3.06</td>
</tr>
<tr>
<td>6</td>
<td>G</td>
<td>11.20</td>
<td>3.76</td>
<td>11.65</td>
<td>3.16</td>
</tr>
<tr>
<td>7</td>
<td>H</td>
<td>11.60</td>
<td>4.36</td>
<td>12.14</td>
<td>3.03</td>
</tr>
<tr>
<td>8</td>
<td>I</td>
<td>10.13</td>
<td>3.17</td>
<td>10.85</td>
<td>2.82</td>
</tr>
<tr>
<td>9</td>
<td>L</td>
<td>7.13</td>
<td>3.01</td>
<td>9.37</td>
<td>2.54</td>
</tr>
<tr>
<td>10</td>
<td>M</td>
<td>9.13</td>
<td>2.94</td>
<td>10.28</td>
<td>2.92</td>
</tr>
<tr>
<td>11</td>
<td>N</td>
<td>8.80</td>
<td>3.10</td>
<td>10.82</td>
<td>3.18</td>
</tr>
<tr>
<td>12</td>
<td>O</td>
<td>12.80</td>
<td>2.98</td>
<td>9.88</td>
<td>3.32</td>
</tr>
<tr>
<td>13</td>
<td>Q₁</td>
<td>6.60</td>
<td>2.82</td>
<td>9.91</td>
<td>2.91</td>
</tr>
<tr>
<td>14</td>
<td>Q₂</td>
<td>8.93</td>
<td>2.67</td>
<td>9.14</td>
<td>3.15</td>
</tr>
<tr>
<td>15</td>
<td>Q₃</td>
<td>7.80</td>
<td>3.69</td>
<td>12.37</td>
<td>2.80</td>
</tr>
<tr>
<td>16</td>
<td>Q₄</td>
<td>8.00</td>
<td>3.70</td>
<td>8.91</td>
<td>3.17</td>
</tr>
</tbody>
</table>

*=Significant at .05 level **= Significant at .01 level

It shows that female teacher educators of self finance college are Sober, Trusting & Sentimental while female teacher educators of govt. aided college are happy-go-lucky, suspicious and penetrating.

Findings

It is found that the personality factors which are 16 in no’s, do not show the significant difference in the personality traits of male and female teacher educators in the 12 factors (A,B,C,F,G,H,L,N,O,Q₁,Q₃,Q₄) but 4 factors (E,I,M,Q₂) show the significant difference in the personality traits of male and female teacher educators viz. Harria vs. Premia, Praxernia vs. Autia and Group adherence vs. self – sufficiency.

It shows that male teacher educators are tough minded practical, group dependent while female teacher educators are tender minded, imaginative and self sufficient.

On the basis of Table 2, out of 16 personality factors, only seven personality factors (A,E,F, I, O, Q₂, Q₄) do not differ significantly but nine factors (B, C, G, H, L, M, N, Q₁, Q₃) show significant difference in the personality factors of teacher educators of Govt. aided college & self finance college. So teacher educators of self – finance college are Conscientious, self-opinionated, Liberal, socially precise, abstract thinker, socially bold, imaginative, calculating while the teacher educators of govt. aided college are Expedient, Adaptable, Respecting, established
Personality Traits of Teacher Educators Teaching in Govt. Aided and Self-finance College: A Study

and careless of protocol, concrete thinker, timid, practical and natural.

On the basis of Table 3, out of 16 personality factors, only 14 personality factors (A, B, E, F, G, H, L, M, N, O, Q_1, Q_2, Q_3, Q_4) do not differ significantly but only 2 personality factors, (C, I) show significant difference in the ‘t’ value for the male teacher educators of Govt. aided college & self finance college. Male teacher educator of govt. aided college are emotionally stable and dependent while male teacher educator of self finance college are emotionally less stable and self – reliant.

On the basis of Table 4, out of 16 personality factors, only 9 personality factors do not differ significantly but only 7 personality factors, (A,B,F,L,N,O,Q_1) show significant difference in the ‘t’ value for the female teacher educators of govt. aided college & self finance college. Female teacher educators of self finance college are Sober, Trusting & Sentimental while female teacher educators of govt. aided college are happy-go-lucky, suspicious and penetrating.

Conclusion

The present study is done as to find out some conclusions regarding the personality factors of teacher educators of government aided college & self finance college. The process consists of various steps starting from the data collection, On the other hand the all personality traits of female teacher educators are tender minded, practical and self – sufficient while the male teacher educators are tough–minded, imaginative and group- dependent. Teacher educators of self – finance college are Conscientious, self- opinionated, Liberal and socially precise while the teacher educators of govt. aided college are Expedient, Adaptable, Respecting, established and careless of protocol. Teacher educators of self–Finance College are abstract thinker, socially bold, imaginative, calculating while teacher educators of govt. aided college are concrete thinker, timid, practical and natural. Male teacher educator of govt. aided college are emotionally stable and dependent while male teacher educator of self finance college are emotionally less stable and self – reliant. Female teacher educators of self finance college are warm hearted, more intelligent, self- assured and experimenting while female teacher educators of govt. aided college are reserved, less intelligent, worrying and Conservative..

References

Bunch M.B, Edu., A survey of Research in education Baroda, CASE, M.S. University. 618
V.K. (1990). Personality characteristics of graduate student teachers: Does specialization make a difference?
Fifth Educational Review.
ABSTRACT

The present study was conducted to determine the relationship between time management strategies and learning approaches of B.Ed. pupil teachers. Time management strategies and learning approaches were the two independent variables of the study. The second independent variable, Learning Approaches was studied at two levels viz: Deep Approach (DA) and Surface Approach (SA). Time Management Strategies Questionnaire developed and validated by the investigator herself and Revised Two Factor Study Process Questionnaire (R-SPQ-2F) by Biggs, et al, 2001 were used as tools of study. A sample of 100 pupil teachers was drawn randomly from the randomly selected educational institute i.e. is Government College of Education, Sector-20, D, Chandigarh. The students were composed with regard to the criteria that they were all doing B.Ed. course. The Revised Two Factor Study Process Questionnaire for Learning Approaches was used for classifying students into Deep approach and Surface approach of learning. The structure of the final sample comprised of N=100 based on Deep (N=62) and Surface (38) learning approach. Mean, Standard Deviation, Bar Diagrams and Karl Pearson's co efficient of correlation were used as statistical tools. The results of the study are discussed in detail in paper.

Key Words: Time Management Strategies, Learning Approaches, Pupil Teachers

Introduction

Time management is a very important strategy that is needed by students for their academic success also. Generally students enrolled in higher education have very busy and stressful times schedule because they are attending classes, completing assignments and have giving the exams, preparing for competitive exams etc. In addition, they have their own daily routines and lifestyles that are necessary for creating balance between academic and extra curricular activities.

Time Management

Time management refers to tools or techniques for planning and scheduling time, usually with the aim to increase the effectiveness and efficiency of time usage.

* Assistant Professor, Kirpal Sagar College of Education, Rahon, S.B.S. Nagar
Time Management Strategies of Pupil Teachers

In the present study, the time management strategies adopted by the pupil teachers were be taken up for consideration. The reason being that the curriculum designed by Punjab University, Chandigarh for Bachelor of Education (B.Ed) course is approximately of nine months. Notwithstanding the shorter duration of B.Ed course, it demands manifold tasks from pupil teachers in the form of assignments, preparation and deliverance of lessons, discussion lessons, making of teaching aids, project works etc. All these compulsory tasks create confusion among pupil teachers where they don’t know to manage the available time optimally. The present study with the help of questionnaire will try to find out the time strategies followed by the B.Ed pupil teachers.

The second variable of the study is Learning Approaches.

Learning Approaches

The context of learning has been studied by many researchers where instead of learner, the task of making effective learning by teacher was more focused. But, it was the original work on approaches to learning carried out by Morton and Saljo (1976) where they studied the students approaches to learn a particular task. Students were given an academic text to read, and were told that would subsequently be asked questions from the text. The students adopted the different approaches to learning in this particular study. The first group adopted an approach where they tried to understand the whole picture and tried to comprehend and understand the academic work. These students were identified with adopting a deep approach to learning. The second group tried to remember facts contained within the text, identifying and focusing on what they would be asked later. They demonstrated an approach that was recognized as rote learning, or a superficial, surface approach.

Thus, the experiment conducted by Morton and Saljo (1976) established two major categories which can be used to describe the learning approaches of students for specific academic tasks.

Time Management Strategies and Learning Approaches

Studies in Australia suggest that students progressively drop a deep approach to learning as they move through high school and college. It appears that one of the reasons for following rupercll approach to learning is the failure in judicial time management strategy.

Approach to learning can be described as the relationship between the student’s strategies to learn and the learning task. The linkage between time management strategies and learning approaches can keep students organized which ultimately leads to their success.

Emergence of the Problem

While reviewing the related literature on Time Management Strategies and Learning Approaches, it has been found that the effective time management strategy is somewhat related to deep approach of learning. On the contrary, the students who don’t follow effective time management strategy follows the surface approach towards the learning task.

When the investigator herself was doing B.Ed she found it difficult to manage the available
time due to busy curriculum schedule. So the investigator wanted to know how different time management strategies and learning approaches were followed by the B.Ed pupil teachers.

**Objectives of the Study**
1. To find the time management strategies of the B.Ed pupil teachers.
2. To find the learning approaches of the B.Ed pupil teachers.
3. To find whether there exists any relationship between Time Management Strategies and Learning Approaches of B.Ed. Pupil teachers.

**Hypotheses**
1. There exists no significant relationship between time management strategies and learning approaches of pupil teachers.
1(a). There exists no significant relationship between time management strategies and deep approach of learning.
1(b). There exists no significant relationship between time management strategies and surface approach of learning

**Tools Used**
The following tools were used for collecting the data:
1. Time Management Strategies Questionnaire (developed and validated by the investigator herself).

**Sample**
A sample of 100 pupil teachers was drawn randomly from the randomly selected educational institute i.e. is Government College of Education, Sector-20, D, Chandigarh. The students were composed with regard to the criteria that they were all doing B.Ed course.

The Revised Two Factor Study Process Questionnaire for Learning Approaches was used for classifying students into Deep approach and Surface approach of learning. The structure of the final sample comprised of N=100 based on Deep (N=62) and Surface (38) learning approach.

**Design of the Study**
The study was primarily designed to determine the relationship between time management strategies and learning approaches of B.Ed pupil teachers. Time management strategies and learning approaches were the two independent variables of the study.

The second independent variable, Learning Approaches was studied at two levels viz:
1. Deep Approach (DA)
2. Surface Approach (SA)

**Statistical Techniques**
The following statistical techniques were used to test the various hypotheses based on the objectives of the study:-
1. Mean and Standard Deviations were used.
2. Graphical presentations: Bar Diagrams, Line Graphs, Frequency Curves were drawn,
3. Karl Pearson’s co efficient of correlation.

Analysis

Frequency Polygons of Scores for Time Management Strategies and Learning Approaches

The scores of Time Management strategies of pupil teachers in relation to Deep and Surface learning approaches were depicted through frequency polygons in order to compare the nature of distributions. The frequencies were converted into percentage as shown in Table 1.

Mean Scores for Time Management Strategies and Learning Approaches

The means and SD’s of time management strategies and learning approaches were computed and have been recorded in the following Table 1 along with a Bar Diagram on mean scores of time management strategies and learning approaches.

Table 1 reveals that the mean scores for time management strategies of pupil teacher were invariably higher for both the approaches of learning (DA and SA), Although pupil teacher having Deep Approach of Learning scored high than their Surface Approach of learning. It implies that time management strategies may be considered better for pupil teacher with Deep Approach.

Table 1: Comparative Mean Scores of Time Management Strategies and Learning Approaches

<table>
<thead>
<tr>
<th>Time Management Strategies</th>
<th>Learning Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean= 126.96</td>
<td>Mean= 56.7</td>
</tr>
<tr>
<td>N=100</td>
<td>N = 100</td>
</tr>
<tr>
<td>S.D=12.74</td>
<td>S.D.= 9.23</td>
</tr>
</tbody>
</table>

Figure 1: F 1 Mean scores of Time Management Strategies and Learning Approaches of Pupil Teacher
Table 2: Comparative Mean Scores of Deep Approach and Surface Approach of Learning

<table>
<thead>
<tr>
<th>Surface Approach of Learning</th>
<th>Deep Approach of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean= 26.37</td>
<td>Mean= 30.58</td>
</tr>
<tr>
<td>N=38</td>
<td>N= 62</td>
</tr>
<tr>
<td>S.D= 7.43</td>
<td>S.D= 8.73</td>
</tr>
</tbody>
</table>

Figure 2: Comparative Mean Scores of Deep Approach and Surface Approach of Learning

From the comparison mean scores of Deep and Surface Learning Approaches are 38.58 and 26.37 respectively. Although pupil teacher having Deep Approach of Learning scored high than their Surface Approach of learning.

Correlation between Time Management Strategies and Learning Approaches

The objective of the study was to see the relationship of time management strategies and learning approaches of pupil teachers. To calculate Inter co-relation the raw score obtained by the pupil teachers were taken by the investigator and relationship between the variables was calculated.

Table 3: Correlation Between Time Management Strategies and Learning Approaches

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Coefficient of Correlation</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management and Learning Approaches</td>
<td>100</td>
<td>0.20</td>
<td>Significant at 0.05</td>
</tr>
</tbody>
</table>

DA- Deep Approach of Learning
SA- Surface Approach of Learning
Table 3 reveals the coefficient of correlation between time management strategies and learning approaches of pupil teachers has come out to be 0.20. This shows that the study is significant at 0.05 levels. There is a positive correlation implies between Time Management Strategies and Learning Approaches of pupil teachers. Positive correlation implies that if time management score are high then corresponding scores of learning approaches are also high and vice versa.

**Interpretation**

**Ho1: There exists no significant relationship between Time Management Strategies and Learning Approaches of pupil teachers.**

Time Management has an important role in the process of learning. The pupil teachers who know how to manage time learn subject matter deeply and effectively and also learning retain in their mind for longer time. The correlation between time management strategies and learning approaches is 0.20. It is significant at 0.05 level of significance, Pupil teacher use deep and surface approach of learning according to available time. So the Ho1: There exists no significant relationship between Time Management Strategies and Learning Approaches of pupil teachers is rejected.

**Ho1 (a): There exists no significant relationship between Time Management Strategies and Deep Approach Learning of pupil teachers.**

Time management has played an important role in using different types of learning approaches. The correlation between time management strategies and deep approach of learning is 0.15. It is not significance at both level, but this correlation is more than the correlation between surface approach and time management strategies those pupil teacher works according to time they use deep approach of learning. Ho1 (a): There exists no significant relationship between Time Management Strategies and Deep Approach Learning of pupil teachers is accepted.

**Ho1 (b): There exists no significant relationship between Time Management Strategies and Surface Approach learning of pupil teachers.**

The correlation between time management strategies and surface approach of learning is 0.13. Which is not significance at both the levels, but this correlation is less than the correlation between deep approach and time management strategies. Ho1 (b): There exists no significant relationship between Time Management Strategies and Surface Approach learning of pupil teachers is accepted.

**Educational Implications**

The study seems to have a direct implication for B.Ed. pupil teachers that learning approaches and time management strategies do affect the student’s all round personality. The task of Time Management leads to reduction in the stress level maintain balance, increasing productivity and also setting and trying to reach goals in life time management is very important skill that is needed for academic success. This is an especially effective time management strategy because it allows us to make use of time. This will be an easy strategy for time management if we are
using a calendar to mark our times available.

**Conclusion**

Time management is all about how one organizes himself in order to make the best use of his time and become more effective. At one extreme it is possible to spend long hours, drifting somewhat aimlessly from one subject to another and making only slow progress. At the other extreme one can work fewer hours, but by working much more purposefully you can complete tasks promptly and efficiently.

**References**


Adherence of Technoethics among College Going Students of Punjab in Relation to their Values

Priya Sehjal*

ABSTRACT

The students of present era spend considerable amount of time on electronic screens, smart phones and laptops have become necessities for all the college students. Students use electronic gadgets to communicate, message, blog, share, discuss, watch, listen and read volumes of information. Therefore the study was conducted to study the adherence of technoethics among college going students of Punjab in relation to their values. As the study is of descriptive type, the sample of 180 college going students was selected using sample random sampling technique. Data was collected from 45 students in Jalandhar, 45 students in Ludhiana, 45 students in Amritsar, 45 students in Patiala.

Key words: Technoethics, Values, College going students

Introduction

TechnoEthics

Ethics is the branch of philosophy which addresses questions about morality. The word ‘ethics’ is commonly used interchangeably with ‘morality’ and sometimes it is used more narrowly to mean the moral principles of a particular tradition, group or individual. Ethics is about individual’s actions and decisions. Ethics in technology is subfield of in the study of ethics which deals with the ethical question specific to technology. The philosopher Hans Jonas has produced some prominent works devoted to ethics of technology. The word Technoethics is derived from two words ‘technology’ and ‘ethics’ meaning ethics in technology. Technoethics is concerned with the moral and ethical aspects of technology in society. It draws on theories and methods from multiple knowledge domains to provide insights on ethical dimensions of technologies system and practices for advancing a technological society.

The term technoethics was first coined by a philosopher Mario Bunge in 1977. It was argued that current scientific practices and technological progress are not guided by ethics. It was also suggested that technologists and scientists would be morally or technically responsible for the technology they practice or produce.

* Research Scholar, School of Education, Lovely Professional University, Phagwara, Punjab.
Sloan (1980) noted that reviving the teaching of ethics over a hundred year period shows that ethics has been uniquely and inseparably connected with modern higher education. No wonder there is an emphasis on Technoethics now in the information age. Technology is most important issues in higher education and in education general.

Lathrop and Foss (2000) found that within education much attention has been given to the problems of academic dishonesty, in particular on plagiarism from internet and illegal copying of files. They also studied that academic dishonesty is common at university level.

Gross and Acquisition (2005) studied that 4000 Cargenie Mellon University Facebook profiles found out potential threats to privacy content included on the sites by the students. Potential threats to reconstruct users social security numbers using information often found in profiles, such as hometown and date of birth are exposed in the social sites.

In a modern scenario is particularly marked by misuse of technology in various forms and scales. The misuse of technology at global level is very alarming. Some of the problems which have emerged due to non-adherence of Technoethics are below: Software Copyright Theft, Computer Viruses, Hacking, Computer crime or cyber crime, Privacy, Data hacking and cracking, Cyber-bullying, Eavesdropping, Plagiarism, Prank calls and messages, Cyber stalking.

**Values**

Values are guiding principles or standards of behavior which are regarded desirable, important and held in high esteem by a particular society in which a person lives. Today, the global online village is open 24/7. Youth currently spend online an average of 8.33 hours per day (Rideout, Roberts, & Foehr, 2005) more hours than a full-time working adult engaging with technology-driven media.

Schwartz (2005) defines values as desirable, trans-situational goals that vary in importance and that serve as principles that guide people’s lives. Values are understood as beliefs tinged with emotions, as motivational constructs that transcend specific situations and actions, serving as standards or criteria to guide the selection of actions, policies, people, and events.

Knobel and Bowker (2011), values often play out in information technologies as disaster needing management, because conversations and analysis of the values in technologies generally occur after their design and launch. Consequently, most users are faced with undecipherable and sometimes strange decisions previously made on their behalf, often not to their benefit.

**Significance of the Study**

We live in a high tech world and studied with high tech colleges, schools and classrooms. We are using the benefits of iPads during class, integrating tweets during presentations and teaching students while using smart TVs. We know the many benefits of incorporating technology while teaching, such as adding diversity to lessons, increasing student’s interaction and to bringing new perspectives and knowledge to the class.

Students of these days spend considerable amount of time on electronic screens. Smart phones and laptops have necessities to all the students. They use electronic gadgets to communicate
massages, blog, share, discuss, watch, listen and read volumes of information. They have vast collection of information about audios, videos and graphics about the world, peoples, and countries.

But there can be a negative side resulting from inappropriate of these technologies and that negative side can have serious and long term consequences. An article in Psychology today says that the use of technology can alter the actual wiring of the brain. More than a third of children under the age of two use mobile media. That number only increases as children age, with 95% of teens 12-17 spending time online. A report from the United Kingdom revealed that kids who use computer games and their home Internet for more than four hours do not have the same sense of wellbeing as those who used that technology for less than an hour. One expert explained that with less physical contact, children might have difficulty developing social skills and emotional reactions. Children who use technology may unwittingly share information that can put them in danger. In 82% of online sex crimes against children, the sex offenders used social networking sites to get information about the victim’s preferences. And the anonymity of technology can also make it easier for people to bully others online.

So that the aim and need to this study is the correct use of technologies has become imperative to our students. As the ICT underlying technology continues to change, so it is must our way of going about ethically using technology to further our society. There are many different areas where the study of technology in large corporations is just one sector of technoethics that needs to be fully understood.

**Objectives of the study**

1. To study the awareness of values among male and female college going students of Punjab.
2. To study the adherence of technoethics among the male and female college going students of Punjab.
3. To study the coefficient of correlation between technoethics and values of college going students of Punjab.

**Hypotheses**

1. There is no significant difference in the awareness of values among male and female college going students of Punjab.
2. There is no significant difference in the adherence of technoethics among the male and female college going students of Punjab.
3. There exists a significant relationship on adherence of technoethics among college going students Punjab in relation to their values.

**Delimitations of the Study**

The study was delimited to four district of Punjab Jalandhar, Ludhiana, Amritsar, Patiala and the study was delimited to 180 college students of male and female.

**Methodology**

The present study was descriptive in nature hence descriptive survey method was used to describe and interpret pertinent facts concerning status of phenomena. Sample random sampling technique was employed for study. The data was collected form 180 college going students in
four district of Punjab.

**Tools Used**

Two self constructed tools were used

1. Self constructed rating scale of values
2. Self constructed rating scale on adherence of technoethics

**Analysis and Interpretation of Data**

After collecting the data it was edited for accuracy, utility and completeness. As per the need of the problem mean SD and Karl Pearson correlation statistical techniques were used for analyzing and interpreting the data.

**Table 1: Difference in awareness of values of male and female students**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values</td>
<td>Female</td>
<td>90</td>
<td>132.3</td>
<td>15.12</td>
<td>178</td>
<td>4.020*</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>90</td>
<td>122.24</td>
<td>18.29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows the calculated t-value in 4.02, from the tabulated t values, it was found out that the t value at the df of 178 is 1.97 at 0.05 level of significance, since the calculated t-value is greater than the tabulated t-values, the null hypothesis ‘there is no significant difference in the awareness of values among male and female college going students of Punjab’ is rejected.

**Table 2: Differences in adherence of technoethics of male and female students**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technoethics</td>
<td>Male</td>
<td>90</td>
<td>108.44</td>
<td>10.79</td>
<td>178</td>
<td>5.025*</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>90</td>
<td>99.07</td>
<td>14.03</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows the calculated t-value in 5.025, from the tabulated t values, it was found out that the t value at the df of 178 is 1.97 at 0.05 level of significance, since the calculated t-value is greater than the tabulated t-values, the null hypothesis ‘there is no significant difference in the adherence of technoethics among the male and female college going students of Punjab.’ is rejected.

**Table 3: Adherence of technoethics among college going students of Punjab in relation to their values**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>Coefficient of correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values</td>
<td>180</td>
<td>127.27</td>
<td>17.47</td>
<td>178</td>
<td>0.208*</td>
</tr>
<tr>
<td>Technoethics</td>
<td>13.33</td>
<td>13.33</td>
<td>13.33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 depicts that the coefficient of correlation between the values and technoethics is 0.208, meaning there is positive relationship between the values students possess and the technoethics they adhere. It also means to say that the students who are aware of values, whose value system is strong are adhering to the technoethics firmly. Since the calculated value 0.208
Adherence of Technoethics among College Going Students of Punjab in Relation to their Values

is greater than the tabulated value 0.182 at 0.01 level of significance, the hypothesis ‘there exists a significant relationship on adherence of technoethics among college going students Punjab in relation to their values’ cannot be accepted.

**Conclusion and Findings**

1. The first objective of study was to find difference in the awareness of values among male and female college going students of Punjab. After analyzing the data, it is concluded that there is a significant difference in awareness of values among college going students of Punjab. It was found out that female students are more aware of values than their male counter parts.

2. The second objective of study was to find difference in the adherence of technoethics among the male and female college going students of Punjab. After the analysis, it was found out that there is a significant difference in the adherence of technoethics among the male and female college going students of Punjab. Female students who have degree of awareness of values are adhering to Technoethics as compared to male students who possess lesser degree of awareness of values.

3. The third objective of study was to relationship on adherence of technoethics among college going students Punjab in relation to their values. Karl pearson coefficient of correlation was applied to find the relationship between values and technoethics. It was found out that the coefficient of correlation between the values and technoethics is 0.208 meaning there is a positive relationship between the values students possess and technoethics they adhere. It also means to say that the students who are aware of values, whose system is strong, are adhering to the technoethics firmly.

**References**


Emotional Maturity among Professional Students at High and Low Levels of Socio-Economic-Status

Dr. Parmod Dhanoa*

ABSTRACT

The Present investigation had been intended to study the differences in emotional maturity among professional students in relation to high and low levels of their socio economic status. For this purpose a sample of 600 students at different professional courses namely engineering, medical, pharmacy, business administration and computer application were selected form Panjab State Emotional Maturity Scale by Singh & Bhargava (1999) and socio economic status scale (SESS) by Rajeev Loachan Bhardway (2000). The results are discussed in the paper.

Key words: Emotional Maturity, Socio-Economic-Status, Professional Students

Introduction

Modern age is the age of professionalization. Professionals face a wide chain of challenges before them and they want to remain an active member of the society. But in these days our society is becoming materialistic. Emotional presence is increasing day-by-day, especially at the adolescent stage in students. In general there is a wide spread feeling that most of the professionals are emotionally and socially immature. In particular present situations emphasis on personal growth as opposed to social development, non-committed attitude, inconsistency in behaviour have across situations increase in violence, corruption, indiscipline, social tension etc. have become a part of the contemporary reality experienced in every day life of the people and same is true with professional students in the field of engineering, medical etc. To face challenges and remain an active member of the society, they have to acquire the characteristic of the socially mature person. But as soon as they enter in the professional colleges they start acting like a machine without understanding the social problems and social development. These difficulties are giving rise to many psycho-somatic problems like anxiety, tensions, frustrations and emotional upsets in day-to-day life. So study of emotional maturity along with social development is now emerging in a descriptive science.

According to Clarke (1968) “Emotional maturity would best protect the individual from

* Professor, Khalsa College of Education, Muktsar
Emotional Maturity among Professional Students at High and Low Levels of Socio-Economic-Status

stress and strain and help him to make effective adjustment within himself and his environment”. According to Smitson (1974) “Emotional Maturity is a process in which the personality. Hawes and Hawes (1982) Started that “Socio economic status is the background or standing of one or more 10 corners in the society on the basis of both social class and financial situation. Talukdar M.C. (2004) found no significant difference between undergraduate nursing students of rural and urban background with regard to their emotional maturity. Neetu (2006) found no significant difference between socio-economic-status of male and female B.Ed. Students

Objectives of the Study
1. To study emotional unstability among professional students at high and low levels of socio-economic-status.
2. To study emotional regression among professional students at high and low levels of socio-economic-status.
3. To study social maladjustment among professional students at high and low levels of socio-economic-status.
4. To study personality disintegration among professional students at high and low levels of socio-economic-status.
5. To study lack of independence among professional students at high and low levels of socio-economic-status.
6. To study total emotional maturity among professional students at high and low levels of socio-economic-status.

Hypotheses
1. There will be no significant mean difference in emotional unstability of high and levels of socio economic status of professional students.
2. There will be no significant mean difference in emotional regression of high and levels of socio economic status of professional students.
3. There will be no significant mean difference in social maladjustment of high and levels of socio economic status of professional students.
4. There will be no significant mean difference in personality disintegration of high and levels of socio economic status of professional students.
5. There will be no significan mean difference in lack of independence of high and levels of socio economic status of professional students.
6. There will be no significan mean difference in total emotional maturity of high and levels of socio economic status of professional students.

Methodology
The sample of the study are 600 professional college students pursuing of engineering, medical, pharmacy, business administration and computer applications courses of age range 21-22 was drawn from seven districts of Punjab following stratified random sampling.

Tools Used
1. Emotional Maturity Scale (EMS) was used by Yash Singh and Mahesh Bhargava (1999): The scale comprised of total 48 items. It was a self reporting five-point scale. It consists of
five broad factors of emotional immaturity, i.e. (i) emotional unstability, (ii) emotional regression, (iii) social maladjustment, (iv) personality disintegration and (v) lack of independence. The items are so stated that if the answer is in positive say V. much, a score of 5 is given; for much, 4; for undecided 3; for probably 2; and for negative answer of never, a score of 1 is to be awarded. Therefore the higher score on the scale, greater the degree of emotional immaturity and vice-versa.

2. Socio-Economic- Status scale (SESS) by Rajeev Loachan Bhardwaj (2000) was used. It consists of seven areas namely, social, family, education, profession, caste, total assets and monthly income. The subjects of testees are asked to give responses for father, mother and himself (case) separately in the scale.

Statistical Techniques Used

Descriptive statistics i.e. mean, SD and t-ratio was applied to explain emotional maturity of professional students both dimension wise as well as total emotional maturity for professional student having high and low levels of social intelligence.

Analysis and Interpretation

The table 1 shows the comparison between profession student warring socio economic status and low socio economic status.

Table 1: Comparison of Low Socio-Economic-Status and High Socio-Economic-Group on Emotional Socially Intelligent Group and High Socially Intelligent Group on Emotional Maturity

(N= 150 in each group)

<table>
<thead>
<tr>
<th>Dimensions of Emotional Maturity</th>
<th>Group</th>
<th>Mean</th>
<th>SD</th>
<th>SE&lt;sub&gt;DM&lt;/sub&gt;</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Unstability</td>
<td>Low</td>
<td>22.88</td>
<td>6.07</td>
<td>0.78</td>
<td>2.99</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>25.22</td>
<td>7.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Regression</td>
<td>Low</td>
<td>22.74</td>
<td>6.84</td>
<td>0.80</td>
<td>1.96</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>24.31</td>
<td>6.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Maladjustment</td>
<td>Low</td>
<td>22.72</td>
<td>5.62</td>
<td>0.72</td>
<td>1.91</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>23.58</td>
<td>6.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality Integration</td>
<td>Low</td>
<td>19.59</td>
<td>6.05</td>
<td>0.77</td>
<td>1.42</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>20.70</td>
<td>7.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of Independence</td>
<td>Low</td>
<td>17.73</td>
<td>4.29</td>
<td>0.54</td>
<td>0.51</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>18.02</td>
<td>4.87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Emotional Maturity</td>
<td>Low</td>
<td>105.67</td>
<td>22.17</td>
<td>2.85</td>
<td>2.18</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>111.90</td>
<td>26.33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Findings

1. There is a significance difference on emotional unstability, emotional regression and total emotional maturity of professional students having high and low socio-economic-status.
2. There is no significance difference on social maladjustment men, personality disintegration and lack of independence of professionals students having high and low socio economic status.
Emotional Maturity among Professional Students at High and Low Levels of Socio-Economic-Status

References


Foundations of Relationship Marketing (RM): An Analysis

Dr. Jaskaran Singh Dhillon*, Vikram Sharma** & Mandeep Bhullar***

ABSTRACT

Relationship marketing is a facet of customer relationship management (CRM) that focuses on customer loyalty and long-term customer engagement rather than shorter-term goals like customer acquisition and individual sales. The goal of relationship marketing (or customer relationship marketing) is to create strong, even emotional, customer connections to a brand that can lead to ongoing business, free word-of-mouth promotion and information from customers that can generate leads.

Key Words: Relationship marketing, customer Relationship Management

Introduction

The purpose of this article is to shed light on the nature of relationship marketing (RM). Is it a fad, a new area of marketing, a new marketing strategy, a new marketing concept, a new emerging school of marketing or a new marketing paradigm? The premises here is that there is indeed a revolutionary paradigm shift taking place both in business and in marketing, and that RM is one, perhaps even a major, manifestation of that paradigm shift. It will also be shown that these paradigm shifts have clear underlying environmental causes. Finally, some of the emerging future trends, such as “virtual corporation”, etc. will be introduced briefly.

It is easy to see why the circumstances that later gave birth to the concept of RM first became evident in service marketing: the customer is an integral part of the marketing and delivery process which necessitates a close relationship between the service provider and the customer. The phenomenon was identified first by such insightful writers as Berry (Berry et al., 1983), Grönroos (1990) and McKenna (1991), to name just a few. Although McKenna has often been credited with the term “relationship marketing”, it was first defined and analyzed in scientific literature by Berry. As Grönroos points out, interestingly enough, there was also a parallel

* Associate Professor, School of Commerce and Management, Sri Guru Granth Sahib World University, Fatehgarh Sahib
** Assistant Professor, Baba Khajandass College of Management Technology, Bhutta, Ludhiana.
*** Assistant Professor, Bhutta College of Education, Bhutta, Ludhiana.
development in industrial marketing which contributed to the development of RM.

It will be shown that early attempts to formulate a general theory of marketing already included a relationship perspective. However, this perspective did not acquire the importance it has today, because the environmental factors were not sufficiently strong at the time. Thus there have been in fact two routes to the present-day RM. The first was a gradual realization of the importance of relationships, initially in service marketing and partly in industrial marketing.

The second route was through a transformation of business in general, due to rapid and radical changes in the environment. These changes resulted in an emphasis on service, close customer contact, and a holistic view of the parties and processes involved in marketing and business. The emphasis on a holistic view of the supplier-manufacturer-customer chain and process quickly became visible, for example in total quality management.

The Emergence of RM in Service and Industrial Marketing

After the post-industrial or service economy, most of the developed world is now entering a new, information economy. Perhaps it was natural, then, that the new developments first appeared in the maturing service industries of the 1970s and 1980s. Berry et al. (1983) surveyed the factors and developments in service marketing that later gave rise to RM. These factors include the combined impact of low growth rates and deregulation, resulting in “everyone getting into everyone else’s business”. This naturally meant increased competition. According to the writers, this forced companies to think more in terms of “keeping customers” as opposed to only “winning new customers”.

According to Berry et al. (1983, p. 26) a customer relationship is best established around a “core service”, which ideally attracts new customers through its “need-meeting character”. However, creating customer loyalty among the old customers is one of the main goals of RM. The authors also mention “frequent flyer” programmes and other incentive programmes intended to encourage customer loyalty by rewarding it. Finally, Berry et al. (1983) define internal marketing as a “pivotal relationship marketing strategy”, where employees are seen as customers inside the corporations.

At the same time, Grönroos (1990) developed several new concepts in service marketing, which were later incorporated as part of the so-called Nordic School of Services. Grönroos also shows how one of the central characteristics of service marketing gave rise to the notion of RM: in service marketing there is often no separation between production, delivery, and consumption, thus the buyer-seller interaction must be considered as part of marketing’s task. And this task can only be fulfilled in a relationship with the customer. Strangely enough, traditional marketing concepts omitted or ignored it.

Industrial marketing has traditionally been seen as different from consumer or service marketing. As Grönroos (1990, p. 152) points out, tasks other than traditional marketing functions are important in industrial selling. These tasks may include repairs, servicing, maintenance, delivery, product development, installation, training, etc. Performing these tasks necessitates a close seller-buyer connection and often involves partners other than the seller and the buyer. Consequently, even if the term “relationship marketing” was not used in industrial marketing, the nature of
industrial marketing clearly demonstrates several of its core characteristics.

**Recent attempts to formulate a general theory of Marketing and RM**

Sheth *et al.* (1988) presented a noteworthy overview of marketing theory and, instead of a general theory of marketing, found 12 schools of thought. The list did not then include RM, even though the authors did use the term once. It is one of the best recent works on marketing theory, and therefore deserves some attention here. Basically, their work shows how the ideas behind RM have already been naturally incorporated into the marketing theory, even if RM itself has only recently acquired the specificity and prominent position that it occupies today.

Regarding the marketing paradigm, Sheth *et al.* (1988, p. 3) note: Throughout its history…marketing thought has been generally dominated at any one point in time by one prevailing perspective.

Sheth *et al.* (1988) argue that after a strong customer behaviour orientation, the prevailing perspective today is that of “strategic marketing”, with its emphasis on competitive advantage. They survey some of the early attempts at formulating a theory of marketing and note, among other things, that most of them included a notion of marketing as an exchange process between consumer and supplier groups. Sheth *et al.* found one school of thought called “interactive”, which specified four main variables that define the nature of the connection between the actors or groups. These variables included so-called “relational variables”.

According to Sheth *et al.* (1988) the so-called “managerial school” is the dominant school of thought. It has generated several universally accepted constructs, such as marketing mix, market segmentation, product life cycle, and strategic market planning. This managerial school perspective was recently questioned by Grönroos (1994), who suggested that the “four Ps” or “marketing mix” approach is too limiting for interaction/network and RM perspectives. Instead, he recommends an RM-orientation, especially for service marketing and industrial marketing which need a long-term perspective.

Without naming it as such, even Sheth *et al.* (1988, pp. 191,193) adopt basically an RM perspective:

Marketing is the study of marketing behavior,…[which includes] the behavior of buyers, sellers, intermediaries, and regulators in exchange relationships…The fundamental unit of analysis in marketing is, or should be, the market interaction between two or more parties.

Later Sheth *et al.* (1988, p. 194) use the term “relationship marketing” in a rather narrow sense:

“it is very likely that the domain of marketing will be defined around, not only the market, but also the concept of repeated market transactions, what is more popularly called “relationship marketing”.

Finally, Sheth *et al.* (1988, pp. 195-6) ask “what is, or should be, the dominant perspective in marketing?”, and answer:

“Each perspective…represents only a partial picture…In our opinion, the main purpose of marketing is to create and distribute values among the market parties through the process of market transactions and market relationships.”
The purpose of marketing stated in this manner, while a broader notion, still comes very close to the traditional view of customer satisfaction as the purpose.

Morgan and Hunt (1994) presented a “commitment-trust theory” of RM and began with an extensive review of RM definitions. The definitions include, for example, the following concepts: contracting, relational marketing, working partnerships, symbiotic marketing, strategic alliances, co-marketing alliances, internal marketing. They also quote RM definitions by several other writers. These include RM as a part of a developing network paradigm.

Morgan and Hunt (1994, p. 22) criticize these definitions of RM for not recognizing that: “many instances of relationship marketing do not have a “customer” as one of the exchange participants. Strictly speaking, in strategic alliances between competitors...there are neither “buyers”, “sellers”, “customers” nor “key accounts” – only partners exchanging resources.”

Consequently, theirs is a wide definition of RM: basically, as any relational exchange between any marketing partners, which are therefore not limited to buying and selling. Recently, Berry and Parasuraman (1991, p. 133) argued that RM quite simply “concerns attracting, developing, and retaining customer relationships”.

The Nordic School of Services and RM

The main role and contribution of the so-called Nordic School of Services and of Nordic authors has been in helping to extend the notion of RM from service marketing to general marketing to the point of defining RM as the new marketing paradigm. The pioneering role of Grönroos has already been mentioned in the context of the emergence of RM in service marketing.

Grönroos (1990) discusses RM still mostly in the service marketing context, but he clearly begins to expand the concept to encompass marketing in general. He also emphasized the following fundamental notions in RM: long-term and enduring relationships as the main objective and exchanges between several parties or networks of participants as the main units of interest. Finally, he concludes that:

The relationship definition...is truly a market-oriented definition (Grönroos, 1990, p. 140).

In an article, Grönroos (1994) presents a comprehensive review of the development of RM. Crucial elements in this development include: interactivity; network approach; long-term perspective; internal marketing; trust; and exchange of promises. Nordic authors figure prominently in the development of these notions.

The latest trend is to deepen and develop the concept of RM further as well as testing it empirically by applying it to various areas of marketing and various industries. Examples of the former type cover dimensions such as interactive relations and internal marketing (Glynn and Lehtinen, 1995); measuring the intensity of RM (Lehtinen et al. 1995); strength and quality of the relationship (Liljander and Strandvik, 1995); and the quality and profitability of the relationship (Storbacka et al., 1994).

As examples of recent Nordic literature including empirical testing of the RM concept, the following works include case studies on companies engaged in service, consumer and industrial marketing (Lehtinen, et al., 1995), a case study on a professional services company (Halinen, 1994), and an attempt to apply the RM approach to the changing Russian market (Lehtinen, 1995).
Forces behind the Emerging New Business Paradigm

Marketing and business scholars and practitioners, independently of one another, have arrived at the same conclusion about the importance of close and enduring customer and other market relationships. For this reason, the term “relationship marketing” has not always been used in all contexts. It is interesting to see the effect of some of the environmental forces.

Increase in affluence, buyer’s market, trade and investment liberalization, globalization, technological innovations, computer and telecommunications developments (information revolution), etc. have combined to create a state of unlimited customer choice, a higher level of competition (sometimes called hyper competition) and an ever-increasing pace of change. Companies find themselves having simultaneously to lower their costs, improve efficiency, raise the level of quality and service, as well as speed up innovations and the innovation cycle.

Typical strategic responses to these often conflicting demands have been flexibility, standardization and customization. In order to be flexible, companies must de-layer hierarchies, streamline and re-engineer their operations, etc. In order to achieve simultaneous customization and standardization, companies have formulated an innovative solution – the modular design. Service is one of the key competitive tools: its importance is not limited to traditional service industries or serviceable products. For instance, a large Finnish steel manufacturer recently declared that its competitive advantage is service. At the core of its service concept are a close partnership with customers and increased customer responsiveness through the use of electronic data interchange (EDI).

Tapscott and Caston (1993) have recently presented a comprehensive view of the ongoing paradigm shift described above. Paradigm, in its simplest definition, is our world view in any particular field. It tells how we view, understand, and explain the world. The authors point out that the term has moved beyond its original definition by Thomas Kuhn, and is used often loosely in the following senses: a scheme for understanding reality, framework, a way of thinking and even a broad model.

In their view, this new business transformation shows seven key characteristics:

1. Higher productivity of knowledge and service workers;
2. Higher quality expectations;
3. Need for better and faster responsiveness (even mass customization);
4. Globalization;
5. Outsourcing;
6. Partnering (“extended enterprise”);
7. Employee empowerment combined with social and environmental responsibility.

Another interesting aspect of the paradigm analysis by Tapscott and Caston (1993) is their creative juxtaposition of the information technology changes with the changes in today’s businesses. There seems to be a clear correspondence between the two. Several writers have already noticed how the massive mainframe computers reflected perfectly the industrial age businesses with their massive, centralized, highly specialized and complex structures. Today’s computers are moving towards powerful and flexible small PCs interconnected into networks.
Tapscott and Caston (1993, pp. 13-27, 209-19) expand this information technology metaphor considerably by adding several additional aspects, from:

- closed to open system;
- delayed to real-time/instant;
- Personal to work-group;
- stand alone to integration;
- Internal to inter-enterprise;
- Host-based to network-based;
- Standardized monolith to flexible modular;
- Sequential to parallel, etc.

Many of these changes go hand in hand: while the information revolution requires that companies become ever more flexible, fast, lean and innovative, at the same time it offers them the tools to make these changes possible. Thus it becomes a self-reinforcing process. It is easy to see how the RM perspective is a common unifying and underlying theme for most of these developments.

Interest in the ongoing business paradigm shift is not limited to thinkers and researchers, it has not gone unnoticed by the business practitioners. Ray (1992, pp. 31-2) quotes a Wharton Business School report on a consensus among corporate CEOs on the ongoing business transformation. The lengthy list included 22 items, such as empowerment, flexibility, cross-functionality, networking, being customer/market driven, to name just a few.

The New Marketing Paradigm

Most changes in business have a direct parallel in marketing. Two examples will suffice: first, as we have already mentioned, service is becoming a major competitive tool and basis for differentiation in most industries today. In that sense, we can argue that the difference between service and physical goods industries is getting blurred as most industries are becoming service industries. Second, in order to be flexible and innovative in product development as well as in marketing, in the quest for customer retention and customer loyalty, most companies are forced to move ever closer to the customer.

All these changes necessitate a close relationship, often called strategic partnership in business. This, in fact, is just another name for RM. Thus it is easy to see that the same kinds of forces (rising competition and the need to get closer to the customers to keep them and win their loyalty) that earlier led to the notion of RM in services, have later come into play in the rest of the industries, but faster and with a greater vengeance. This correspondence between the partnership approach in general business and the RM approach in marketing is apparent, for example, in a recent article by Kanter (1994) where she discusses strategic alliances from a business perspective, and yet uses terminology and language which belong distinctively to RM.

The caption above the title summarizes the message:

Successful partnerships manage the relationship, not just the deal (Kanter, 1994, p. 96).

It has been suggested that the new business paradigm be called the “strategic flexibility” paradigm, as the old inflexible industrial age paradigm does not work any more. It was based on
the notions of extreme specialization, functional separation, standardization and control, to name just a few of its characteristics. It led easily to inflexibility, complexity, large size, delay, unresponsiveness, etc. This notion of strategic flexibility is also relevant to marketing.

The marketing paradigm expresses what we think is fundamental in marketing. The modern marketing paradigm has already gone through a couple of fundamental changes. Traditionally, we view the marketing concept as having evolved from production orientation (circa 1900-1930), to sales/distribution orientation (circa 1930-1950), to customer orientation (circa 1950 to present). A common theme seems to be running through all these evolutionary stages: a perennial effort to satisfy the customer better by getting closer in touch with the customer. The new emerging marketing paradigm could thus be called relationship orientation. We have come to a point where a holistic view on this relationship is warranted.

The proponents of a holistic RM view have gone as far as claiming that soon a company will no longer be truly effective in satisfying the customer needs if its co-operation with other parties involved is not equally close and does not run equally smoothly. This may not be required of all or even most companies in the future. However, many companies today are beginning to create close networks of relationships with their own personnel, their own suppliers, financiers, and competitors, etc. in addition to their primary customers.

In international marketing, RM manifests itself in the mode of operation and in the degree of internationalization. Companies are slowly moving closer to foreign customers in order to learn more about their needs and how to satisfy them. The only way to gain this valuable information and the ability to react quickly is to move close to the customer, that is, to establish abroad. Most high-tech companies are moving close to their foreign customers and establishing R&D centres in their main foreign markets.

Small high-tech companies with innovations often must get to the market quickly, before the technology is outdated or overtaken by competitors. And yet they usually lack the necessary resources to expand rapidly. Thus they are often forced to choose a strategic alliance as the mode of operation. This will enable them to benefit from the resources of a larger established partner, who, in turn, gains new technology and a new product.

The new RM approach has begun to spread in marketing literature. Schill and McArthur (1992, pp. 5-24) recently suggested that the “multi-organizational competitive unit” created by co-operating partners should be the new unit of analysis for (international) marketing. This is probably a valid approach for studying such partnerships. The marketing perspective used by the authors was close to RM.

On the one hand, there is a growing consensus on the definition of RM as including the following aspects: a close, long-term relationship between various participants (network) involved in exchanging something of value (total marketing process). Sometimes the notion of “for profit” is included. Grönroos (1994, p. 5) defines the exchange process as “mutual exchange and fulfillment of promises”. On the other hand, there are still some differing views on how some of these concepts relate to one another. For example, Grönroos sees RM as including the network aspect, whereas Morgan and Hunt (1994) define RM as part of the developing “network paradigm”.

Definitions of RM often use as central criteria such factors as the duration and the closeness
of the relationship, the number of parties, and the scope of processes involved in the co-operation. These central definitional dimensions of RM can be combined in two dimensions: time perspective and closeness/depth of the relationship, as well as the number of participants and the scope/extent of the processes. A simple matrix illustrating these dimensions is presented in Figure 1. This kind of matrix yields four types of relationships: at one end is the situation where both duration and depth of the relationship and the number of participants-scope are low. This would seem to correspond to an approach commonly called “transaction marketing”. The situation where duration and depth as well as number of participants and scope are high would seem to correspond to a most involved RM with an extended network of relationships. The two other cells represent intermediary approaches.

RM is indeed a suitable name for the new marketing concept in a very holistic sense. Thus it is not a separate area of marketing or even a separate strategy, but, increasingly, an RM perspective may be needed for surviving and prospering in today’s markets. More and more companies are finding themselves doing just that, consciously or unconsciously.

**Table 1: Definitional Dimension of RM**

<table>
<thead>
<tr>
<th>Duration and Depth of Relationship</th>
<th>High=LT Continuous and Involved focus</th>
<th>RM</th>
<th>Relationship and Network Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low=ST Discrete and Uninvolved focus</td>
<td>Transaction Marketing</td>
<td>Network Transaction</td>
<td></td>
</tr>
<tr>
<td>Low=Limited Partners (Buyer-Seller Focus) and Limited Processes</td>
<td>High=Expanded Partners and expanded Processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Participants and Scope/Extent Of the Processes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RM in the Future**

We can assume safely that the movement closer to the customer will continue. But how can a company get closer than a close relationship? It is possible to see some signs and trends already in today’s marketplace. Two clearly discernible trends are worth mentioning: total customer integration in the design and production process and the so-called “virtual marketing” and “virtual corporation”.

Mass customization to the point of complete integration of the customer in the design, production, and service process provides another example of how most industries are beginning to resemble service industries, and why it is easy to understand that many of these trends first became visible there. Complete customization and customer integration is already practiced in some industries. Some of the existing examples include: customer selection of music on a CD disc recorded instantly at the store; movies and books, where the customer designs the plot and ending to suit his/her preferences; customized newspapers and news services, etc. Computers are increasingly customized, both in terms of hardware and software. This, in turn, has already
given rise to a new industry: system integrator services. It is quite feasible that this type of profession and service will spread to other ultra customized industries.

Completely customer-designed automobiles have already been considered by the Japanese car manufacturers – the only remaining obstacle is the need to carry a prohibitively large inventory. However, as the car manufacturers and their suppliers perfect their strategic partnerships, EDI-based instant reaction and delivery, even this threshold can be removed.

This mass customization and ultimate integration of the customer in the product design process can be seen as a logical next phase in the maturing of the RM approach. However, there is another development on the horizon that is brought about by the information revolution: the so-called virtual corporation and virtual marketing. It will be interesting to follow this development, and to see if it can be logically included and absorbed by the relationship paradigm, or whether it will represent the next paradigm shift.

In addition to the changes mentioned previously, the information revolution is also slowly freeing the businesses and their customers from the constraints of time and place. In order to get a glimpse of potential future business and marketing, we can carry out a simple exercise: simply adding the qualifiers “real-time or instant” and “location-free” in front of any business activity. This would entail, for example: instant, location-free purchasing, manufacturing, service; and, likewise, instant, location-free marketing. This will ultimately produce the so-called virtual corporation. This kind of virtual banking is already practiced by some forward-looking US and Asian banks. Using cellular phones and modems the customers of these banks can call up their bank any time anywhere and carry out all financial transactions, including the trading of foreign currencies, securities and stock.

It is interesting to note that virtual marketing would require close, constant, instant and location-free communication and access between the suppliers and customers (as well as other participants in the supply process), and this is certainly in perfect agreement with the principles of RM.

References


Study of Map Reading Skills Among Social Studies Teacher Trainees

Jasleen Kaur* & Gurpreet Singh**

ABSTRACT

Map reading skills are areas of study in geography. The ability to make, understand, and use maps is essential for anyone trying to think about the world around them. Teachers neglect the teaching of map skills, often because they share the same map use deficiencies as their students. So, through the present study, the investigator has made an attempt to study map reading skills of Social Studies Teacher Trainees. A purposeful sample of 112 pupils of 7 colleges of Ludhiana district was taken for the study. Five components of map reading skills viz. title, scale, direction grid lines and legend were taken for the study. The results obtained in the present study help us to conclude that map reading skills among Social Studies teacher trainees tend to fall in average category. The results indicate that Social Studies teacher trainee’s locale and gender has no influence on the skills of map reading. However, Geographical background has greater effect on the ability of reading map in teacher trainees.

Key Words: Map reading skills, Map, Geography, and Education.

Introduction

Geography is an important component of school curriculum. It is read as an integral part of social studies up to secondary level and later it becomes an independent field of study. It is the study of the physical features of the earth and its atmosphere, of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities. Maps are a critical component of geography. A map is a graphic representation of a portion of the earth’s surface drawn to scale, as seen from above.

Maps are basically of three types:

1) Plan metric maps show boundaries, major drainage system, roads and buildings- but not the shape of the land.
2) Thematic maps emphasis specific themes such as political boundaries, soil types, population or natural forests.

* Assistant Professor, G.H.G. College of Education, Gurusar Sadhar
** M.Ed. Student, G.H.G. College of Education, Gurusar Sadhar
3) Topographic maps are like plan metric maps plus contour lines, which shows the shape and elevation of the terrain. These maps may concentrate more information on a sheet of paper than any other sort of a map in general use; they show mountains, valleys, plain, lakes, rivers and vegetation; they also depict artificial (manmade) works like roads, boundaries, building and power line; they show name as well.

Maps are a universal medium for communication, easily understood and appreciated by most people, regardless of language or culture. Maps are an essential part of Geography as well as Social Studies curriculum. In addition to school curriculum map reading ability helps in daily life as well.

Reading maps is a valuable skill that can help people to find out where they are and where they are going. The ability to read maps can increase people’s confidence and independence when they know how to decipher a map.

Map reading, in the context of classroom, is a skill which has three specific purposes. These are:
- Enable students to find their way about the country and to recognize features on the ground and on the map;
- Enable students to understand the information given on the map so that they can picture the ground and its possibilities and limitations, even though they have not seen them; and
- Assist in the quick and accurate transmission of information on locations of people or objects from their actual locations on the ground to maps relevant to any operation or activity.

Ability to read maps properly requires mastering in understanding and interpreting the following elements of a map:
- A title to tell which area is mapped
- A scale which is given as a ratio, or in words or as a line scale
- A legend (reference) to show what the symbol represent and what the abbreviations are
- Grid lines for finding locations on the map.
- Compass directions which shows the north point

It is generally seen that map reading though a very interesting and useful part of Social Studies especially Geography teaching, yet it is poorly handled in the classroom. The reason is clear that Social Studies teachers are generally themselves not trained to read maps and are generally not specialized in geography teaching. Therefore student’s studying from them are not introduced and equipped with map reading skills properly. Thus map reading skills remain poor among students.

Apostolopoulou and Klonari (2011) investigated pupil’s associations of landscape and travel time in a map reading task of equal distance target cities. Results indicated that children relate landforms with travel time by identifying physical obstacles on the map. Pupils that selected the
city of destination correctly justified their answers by identifying geomorphologic features on the map. Teck (2008 showed that practical experience and sequential skills in map reading would have a positive effect on people performance and retention of the acquired skills. McCallum (2008) examined the development of map-reading skills in one adult ESL (English as a second language) classroom and found out that students improved their map-reading skills. By the end of the unit, the students increased their ability to demonstrate basic geographical knowledge related to authentic city maps, state maps, and a United States map. Kamath and Sukhwinder (2007) conducted a study on map reading skill to limit out the performance of Social Study teacher with regard to map reading skill and found that the acquisition of map reading skill by social science teacher is very low.

A careful review of the above explored literature revealed that a very meagre amount of research work has been done on map reading skills. The investigator could not locate many studies on map reading skills especially for teacher trainees and too for district Ludhiana, so through the present study, the investigator made an attempted to study map reading skills of Social Studies Teacher Trainees for district Ludhiana of Punjab.

Objectives of the study
1. To assess map reading skills among Social Studies teacher trainees of Ludhiana district.
2. To compare map reading skills among male and female Social Studies teacher trainees.
3. To compare map reading skills of rural and urban Social Studies teacher trainees.
4. To find out map reading skills among Social Studies teacher trainees with geographical and non-geographical background.

Hypotheses
1. There is no significant difference in map reading skills among male and female Social Studies teacher trainees.
2. There is no significant difference in map reading skills among urban and rural Social Studies teacher trainees.
3. There is no significant difference in map reading skills among Social Studies teacher trainees with geographical and non-geographical background.

Methodology
The present study was a Descriptive survey which involved collecting the data in order to test the hypotheses. Sample for the study was collected from 112 Social Studies teacher trainees from both rural and urban teacher training institutes.

Tool Used
Five worksheets, each testing the ability of teacher trainees in five different components of a map viz. Title, scale, direction, grid lines and legend were prepared by the investigator with the help of subject expert in geography.
Statistical Techniques Used

The statistical treatment was given by calculating means, standard deviation, analytical approach and ‘t’ value etc. The bar diagrams were drawn to show the data graphically.

Analysis and Interpretation

The investigator adopted the analytical approach to study the Map Reading skills of Social Studies teacher trainees. Normality of the distribution of scores was checked by applying Mean, Standard deviation, standard error and t-test. The distribution of scores indicated towards the normality of the data.

Table 1: Distribution of Scores

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Groups</th>
<th>Cut of value (M±S.D)</th>
<th>Number of Students</th>
<th>Percentage of students in each group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High</td>
<td>33 and above</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Average</td>
<td>Between 16 and 33</td>
<td>69</td>
<td>62</td>
</tr>
<tr>
<td>3</td>
<td>Low</td>
<td>16 and below</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>112</td>
<td>100</td>
</tr>
</tbody>
</table>

On map readings skills of teacher trainee’s total sample of 112 was taken (Table 1). It was found that 23 teacher trainees (20%) had high map reading skills, 69 (62%) teacher trainees had average and 20 (18%) had low map reading skills.

This implies that in the given sample the majority of teacher trainee’s were average in skill of map reading. It is neither a very encouraging nor a dismaying situation.

Table 2: Mean scores of male and female in map reading skills

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of teacher trainees</th>
<th>Mean</th>
<th>S.D</th>
<th>SE_d</th>
<th>t-Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>35</td>
<td>27.91</td>
<td>8.08</td>
<td>1.64</td>
<td>0.04&lt;sup&gt;NS&lt;/sup&gt;</td>
</tr>
<tr>
<td>Female</td>
<td>77</td>
<td>23.46</td>
<td>8.16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NS=Non significant

Further, analysis of data (Table 2) also shows that mean scores of male (27.91) and female (23.46) Social Studies Teacher trainees in map reading skills did not differ significantly. The “t” value (0.04) was found to be non-significant at both 0.05 and 0.01 levels (Table 2). It clearly indicates that gender has no effect on the ability of reading maps. Hence Male and female are equal in map a reading skill. Thus hypothesis 1 “There is no significant difference in map reading skills among male and female social studies teacher trainees” stands accepted.
Similarly, the mean scores of map reading skills in rural (23.60) and urban (26.20) Social Studies teacher trainees do not vary significantly (Table 3). The t-ratio (1.66) indicated that the difference between means was non-significant thereby implying that both rural and urban Social Studies teacher trainee were equal in map reading skills. Thus hypothesis 2 “There is no significant difference in map reading skills among urban and rural social studies teacher trainees” stands accepted.

Table 4: The mean scores of Social Studies teacher trainees with geographical and non geographical background.

<table>
<thead>
<tr>
<th>Background</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical</td>
<td>32</td>
<td>32.03</td>
<td>6.74</td>
<td>6.92</td>
</tr>
<tr>
<td>Non-Geographical</td>
<td>80</td>
<td>22.15</td>
<td>7.18</td>
<td></td>
</tr>
</tbody>
</table>

S=Significant

After investigating mean scores in map reading skills among Social Studies teacher trainees with geographical (32.03) and non-geographical background (22.15) it was found that the significant difference exists. The “t” value (6.92) was found to be significant at both 0.05 and 0.01 levels (Table 4). It was clear from the data that geographical background has effect on the ability of reading map in teacher trainees.

This finding is quite useful as it highlights the role of training in map reading skills. Map reading skill like all other skills can be improved by suitable training and practice. The pupil teachers with geographical background (i.e. who have studied geography in higher education) have practiced these skills and thus they have better understanding of these five components of a map. Thus hypothesis 3 “There is no significant difference in map reading skills among social studies teacher trainees with geographical and non geographical background” stands rejected.

Conclusions and Educational Implications

The results obtained in the present study help us to conclude that map reading skills among Social Studies teacher trainees tend to fall in average category. Locale and gender has no influence on the skills of map reading. However, Geographical background has effect on the ability of reading map in teacher trainees. Map reading skills are very important not only as a part of the Social Studies curriculum but these skills are also useful in day to day life as well as many vocations e.g. architecture, navigation and meteorology etc. The present study clearly reflects that map reading is not being given much weightage in school and higher education. Therefore these skills tend to remain incompletely mastered in would be teacher trainees. The significant
difference in map reading abilities in teacher trainees belonging to geographical and non-geographical background further imply that suitable training can enhance these abilities among future teachers. There is need to incorporate training in map reading during teacher training programme so as to ensure that future social studies teachers are equipped with these essential skills.

References


Mwenesongole (2005). *The Factors Influencing Learner Achievement in Geography Map work at Grade 12 Level*. Retrieved from file:///E:/mapskill/The%20Learner%20Collection%20%C2%BB%20The%20Factors%20influencing%20Learner%20Achievement%20in%20Geography%20Mapwork%20at%20Grade%2012%20Level.htm

JOURNAL OF ADVANCED STUDIES IN EDUCATION AND MANAGEMENT
Published Bi-Anually
(ISSN 2350-0492)
BHUTTA COLLEGE OF EDUCATION
Ludhiana- Rara Sahib Road, Bhutta, Ludhiana-141206

SUBSCRIPTION FORM

For Individuals For Institutions/Library
One Year 600/- 750/-
Two Years 1100/- 1250/-

I/ we would like to subscribe Journal of Advanced Studies in Education and Management for the period of ____________ Year/s

Name (Individual/Institution):_________________________________________________
Designation:_________________________________________________________________
Address:_______________________________________________________________________
E-mail Address:________________________________________________________________
Contact No.:____________________________________________________________________

I am/ we are enclosing the DD/depositing cash/transferring the amount of Rs__________,
Rupees (in words)____________________________________________________in favour of The
Principal, Bhutta College of Education, Ludhiana, payable at IndusInd Bank, Feroze Gandhi
Market, Ludhiana for DD/ A/C no-100002312001 with IFSC code INDB0000020 for cash
deposit and e-transfer.

DD/e-transfer/cash deposited slip No_________________________________________________
Name of the Bank__________________________________________Date__________________

Signature

For more information, mail to: bce.jasem.ldh@gmail.com
Please mail this subscription form along with DD to:
The Chief Editor
Journal of Advanced Studies in Education and Management
Bhutta College of Education, Bhutta, Ludhiana. 141206