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***BOLLYWOOD AND EDUTAINMENT: AN OPTIMISTIC APPROACH FOR  
CREATING AWARENESS TOWARDS SOME DISEASES***

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Bollywood – the Indian film industry has been consistently serving the society by producing a number of films based on different themes viz. social, religious, cultural, environmental, educational, science and fiction etc. Having a panoramic view of the Indian films, since 1912, they have been reflecting various dimensions of our life. Hence, the films are just like the mirrors of our life.

As we know, for seeking some change in our life we look for entertainment. Long ago in 1912, when we did not have technologies like the present days, we had dumb films like ‘*Pundlik*’. It was the first film in the history of Indian cinema, produced with the help of some English directors. In the same year (1912-13), Dada Saheb Falke also made the first Hindi film named ‘*Raja Harishchandra*’. Gradually, with the technological developments we had the first film with sound named ‘*Aalam – Aara*’, in 1931. Since then bollywood has been enjoying incessant journey by producing various films. It contributes towards fulfillment of social, emotional, cultural and spiritual needs of the society along with the entertainment. Gradually it has also been shouldering the responsibility of educating the society by widening its role. This can be considered as its newer approach, called ‘Edutainment’.

Education in all societies is basically crucial to the attainment of its goals. As one of the Millennium Development Goals (MDGs) is to combat with HIV / AIDS / Malaria and other diseases, it is essential for the human being to develop the ability of living a long, meaningful and healthy life. But how can one lead such life if one is ignorant about some

diseases pervade in the society? At the hour when the nation looks forward for achieving Millennium Development Goals (MDGs) through education, how can the bollywood be lagged behind? Also it is equally interesting to know that how far it has succeeded in supporting the education system? That is why; the present paper focuses on the efforts of the bollywood in creating awareness in the society towards some diseases through film making.

### **Bollywood: A Glimpse of some efforts**

A careful analysis of the released films in the bollywood shows that the most of the films were based on cultural values, societal norms, human relations and some related issues. It seems that during the last decade bollywood has clicked on some films based on different diseases. The list of such films is mentioned in the table below:

<b>Sr. No.</b>	<b>Name of the Film</b>	<b>Year</b>	<b>Highlighted disease</b>
1.	Anjali	1991	Autism
2.	Koi Mil Gaya	2003	Developmental disorder
3.	Maine Gandhi Ko Nahin Mara	2005	Dementia
4.	Black	2005	Alzheimer
5.	Alagh	2006	Telekinesis
6.	Bhool - Bhulaiya	2007	Dissociative identity disorder
7.	Tare Zameen Par	2007	Dyslexia
8.	Ghajini	2008	Short – term Memory loss
9.	Paa	2009	Progeria

After knowing about these films the common man may realize that such diseases have come in the light just because of such films. Thus, this powerful medium has proved its strength in creating awareness in the society about the unknown diseases. Since a film is woven within its story and plot, it may difficult to derive the detailed information of the diseases. But at least it motivates us to know something more about the same. Regarding to this, the authors have collected the information, which is described as under:

### About the Diseases:

- (I) **Autism** is a severe *developmental disorder* that begins at birth or within the first two-and-a-half years of life. Most autistic children are perfectly normal in appearance, but spend their time engaged in puzzling and disturbing behaviors which are markedly different from those of typical children. Less severe cases may be diagnosed with Pervasive Developmental Disorder (PDD) or with Asperger's Syndrome (these children typically have normal speech, but they have many "autistic" social and behavioral problems).

The above disease is highlighted in the film “*Anjali*”, directed by *Maniratnam*. This film is based on some children suffering from *Autism*, who could not express themselves properly by using words. In another film “*Koi Mil Gaya*”, Autism is highlighted as ‘Developmental disorder’, in terms of imbalance between the mental and physical developments.

- (II) **Dementia** (means "deprived of mind") is a serious loss of cognitive ability in a previously-unimpaired person, beyond what might be expected from normal aging. It may be static, the result of a unique global brain injury, or progressive, resulting in long-term decline due to damage or disease in the body. Although dementia is far more common in the geriatric population, it may occur in any stage of adulthood. Dementia is a non-specific illness syndrome (set of signs and symptoms) in which affected areas of cognition may be memory, attention, language, and problem solving. It is normally required to be present for at least 6 months to be diagnosed; cognitive dysfunction that has been seen only over shorter times, in particular less than weeks must be termed delirium. In all types of general cognitive dysfunction, higher mental functions are affected first in the process.

The above disease is highlighted in the film “*Maine Gandhi Ko Nahin Mara*”. In this film the actor *Anupam Kher* (the victim of Dementia) continuously in a delusion that he had killed *Mahatma Gandhi*.

The film ‘*Ghajini*’, acted by Aamir Khan is based on the the diseases like Short – term Memory loss.

(III) **Alzheimer's Disease (AD)** is the most common form of dementia among older people. Dementia is a brain disorder that seriously affects a person's ability to carry out daily activities.

AD begins slowly. It first involves the parts of the brain that control thought, memory and language. People with AD may have trouble remembering things that happened recently or names of people they know. Over time, symptoms get worse. People may not recognize family members or have trouble speaking, reading or writing. They may forget how to brush their teeth or comb their hair. Later on, they may become anxious or aggressive, or wander away from home. Eventually, they need total care. This can cause great stress for family members who must care for them.

AD usually begins after age 60. The risk goes up as you get older. Your risk is also higher if a family member has had the disease. No treatment can stop the disease. However, some drugs may help keep symptoms from getting worse for a limited time.

In the film '*Black*' *Big-B* has preformed the role of a victim of AD.

(IV) **Telekinesis** is essentially the ability to move an object on the physical plane using only psychic power. While some people think that it is an occult practice, this is not strictly so. But according to some theoretical perspectives, we are all born with this skill. It is inherent, like walking, talking, breathing. We simply neglect it from day one.

In the film '*Alagh*', the main character is suffering from this disease. In which, it is shown that because of his psychic power he can move any object and also affect different electronic devices.

(V) **Dissociative identity disorder (DID)** is a mental illness that involves the sufferer experiencing at least two clear identities or personality states, each of which has a fairly consistent way of viewing and relating to the world. Some individuals with DID have been found to have personality states that have distinctly different ways of reacting, in terms of emotions, pulse, blood pressure, and blood flow to the brain. This disorder was formerly called multiple personality disorder (MPD) and is often referred to as split personality disorder. Although statistics regarding this disorder

indicate that the incidence of DID is about 3% of patients in psychiatric hospitals and is described as occurring in females nine times more often than in males, this may be due to difficulty identifying the disorder in males. Also, disagreement among mental health professionals about how this illness appears clinically, and if DID even exists, adds to the difficulty of estimating how often it occurs.

In the film '*Bhool-Bhulaiya*', actress *Vidya Balan* performed a role as a sufferer of the above disease. She has been found to have two clear personalities, each of which has distinctly different ways of reacting.

**(VI) Dyslexia** is a learning disorder that manifests itself as a difficulty with reading, spelling and in some cases mathematics. It is separate and distinct from reading difficulties resulting from other causes, such as a non-neurological deficiency with vision or hearing, or from poor or inadequate reading instruction.

Dyslexia is thought to be the result of a neurological defect, and though not an intellectual disability, it is variously considered a learning disability, a language disability, and a reading disability, among others. Dyslexia is diagnosed in people of all levels of intelligence.

The well – known film '*Tare Zameen Par*' is based on a school going child, suffering from Dyslexia. The film director has also tried to create awareness among the people about this disease.

**(VII) Progeria** (also known as "Hutchinson–Gilford progeria syndrome" and "Hutchinson–Gilford syndrome") is an extremely rare, severe, genetic condition wherein symptoms resembling aspects of aging are manifested at an early age. The disorder has a very low incidence and occurs in one per eight million live births. Those born with progeria typically live about thirteen years, although many have been known to live into their late teens and early twenties and rare individuals may even reach their forties. It is a genetic condition that occurs as a new mutation and is not usually inherited, although there is a uniquely inheritable form. This is in contrast to another rare but similar premature aging syndrome, dyskeratosis congenita (DKC), which is inheritable and will often be expressed multiple times in a family line..

Scientists are particularly interested in progeria because it might reveal clues about the normal process of aging. Progeria was first described in 1886 by Jonathan Hutchinson and also described independently in 1897 by Hastings Gilford. The condition was later named **Hutchinson-Gilford Progeria syndrome (HGPS)**.

Recently released film ‘Paa’, highlights the symptoms of the above disease. As shown in the film, a thirteen years old boy looks like 40 to 45 years old person.

### **Why such films are made?**

The above discussion reveals that the bollywood has been actively producing such films mainly for creating awareness in the society. Since famous bollywood stars perform in these films, awareness in the society gradually increases day by day. Apart from this, to rouse sympathy in the society towards the sufferers of such diseases is also one the important aims of making such films.

### **Role of Education:**

It is a fact that such films can't be produced effectively without having sound educational inputs. The existing technological advancement has proved to be a facilitating factor for the success of these films. It is clear that in the process of film making, the factors like enriched educational inputs required for the theme and skilled professionals from various disciplines establish the crucial role of education. Therefore, education is only the means which satisfies the various needs of film making process. Thus necessitates the need of introducing more and more professional courses to facilitate the film industry.

### **Conclusion:**

It is concluded that the adopted optimistic approach by the bollywood i.e. ‘Edutainment’, has not only created awareness in the society but also rouse the sympathy for the sufferers. It has also inspired the members of the society to accept their existence. Ultimately, the bollywood has performed its social responsibility and elevated the role of education in real sense. Also, education has been successful in performing its role mainly with reference to its sociological functions.

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*ERA OF GLOBALIZATION: MANAGEMENT OF HIGHER EDUCATION*

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The term ‘globalization’ refers to the co-relation of economies and societies and their cross country actions through the flows of finance, ideas, technologies, services, goods, capital, information, and people. Globalization has forced the government to change its responsibilities in the society. It has also laid the foundations for the socio economic development and forced the educationalists to revamp the education system. India’s geographic location together with the abundant natural resources and a huge talent pool of skilled man power has made it an obvious candidate to be the next superpower. The citizens should be educated not only to contribute in a constructive manner nationally but also internationally. Higher Education has a big role to play, it should act as a foundation to support India’s booming knowledge economy; prepare India to compete globally; to applaud innovation; and also to be a wind for social change. The new legislations proposed by the Knowledge Commission always become a topic for debate across the Indian society; which shows the priority and interest of the Indians in the higher education system. The need for change can be recognized but what is not recognized is the kind of change and the cost behind it. To understand the background to these issues it is necessary to review the various underlying pressures driving the need for change.

**CHARACTERISTIC FEATURES OF GLOBALIZATION**

Globalization is always driven by some form of process. These can be capitalism, trend in consumer tastes, transnational migration or communication revolution. All these key globalizing processes have some salient characteristic features common among them.

✓ **Dis-embedding:** For a layman, Globalization means the “distance between” reduces or is least important factor. Today lyrics, thoughts, ideas, capital, knowledge, labour, tastes, etc travel faster than ever- at the go of a click which formerly was not the case. This

has happened because of the technological and economic changes which have been able to fuel the process of globalization. Disembedding, also includes all manners through which social life deviates from its local context.

✓ **Acceleration.** The speed of transport and communication has increased throughout the 20th century, and this acceleration continues. It has been said that there are ‘no delays any more’ in an era of instantaneous communication over cellphones, Internet servers and television satellites. Although this is surely an exaggeration – delays exist, even if only as unintended consequences – speed is an important feature of globalization. Anything from inexpensive plane tickets to cheap calls contribute to integrating the world, and the exponential growth in the numbers of Internet users since 1990, indicates that distance no longer means separation

✓ **Standardization.** Continuing the processes of standardization begun by nationalism and national economies, globalization entails comparability and shared standards where there were formerly none. The rapid increase in the use of English as a foreign language is suggestive of this development, as is the worldwide spread of e.g. similar hotels and shopping centers, as well as the growing web of international agreements.

✓ **Interconnectedness.** The networks connecting people across continents are becoming denser, faster and wider every year. Mutual dependence and transnational connections lead to a need for more international agreements and a refashioning of foreign policies, and create both fields of opportunities, constraints and forms of oppression.

✓ **Movement.** The entire world is on the move, or so it might sometimes seem. Migration, business travel, international conferences and not least tourism have been growing steadily for decades, with various important implications for local communities, politics and economies.

✓ **Mixing.** Although ‘cultural crossroads’ where people of different origins met are as ancient as urban life, their number, size and diversity is growing every day. Both frictions and mutual influence result. Additionally, at the level of culture, the instantaneous exchange of messages characteristic of the information era leads to probably more cultural mixing than ever before in human history.

✓ **Vulnerability.** Globalization entails the weakening, and sometimes obliteration, of boundaries. Flows of anything from money to refugees are intensified in this era. This

means that territorial polities have difficulties protecting themselves against unwanted flows. Typical globalized risks include AIDS and now avian flu, transnational terrorism and climate change. None can effectively be combated by single nation-states, and it has often been pointed out that the planet as a whole lacks efficient political instruments able to deal with and govern the technology- and economy-driven processes of globalization.

✓ **Re-embedding.** A very widespread family of responses to the disembedding tendencies of globalization can be described as reembedding. In fact, all of the seven key features of globalization mentioned above have their countervailing forces opposing them and positing alternatives. The fragmented, fleeting social world made possible through disembedding processes is counteracted through strong networks of moral commitment, concerns with local power and community integration, national and sub-national identity politics.

#### **MANAGEMENT OF EDUCATION IN THE WIDER CONTEXT OF SOCIETY**

Immediately after the independence, the Indian Leadership knew that in order to become a successful nation, it had to give a positive thrust to its management education and it thus sought assistance from abroad where rationality was at its peak. Each field had its own set of “Knowledge” was considered separate with its own reasoning and technology. Science and technology were a different field as compared to History, Sociology, or Philosophy. Observation and Fact was the guiding source for knowledge, a position that encouraged a complimentary view of management education. In the mean while the management institutes in India were established outside the “University System” which played a crucial role in building a barrier between management education and other fields. Management was indeed compiled from a number of other fields, including technology, psychology, science or Sociology. But since its own knowledge, methodology and objectives in society were different, management education did not have to go deep into the bases of the other fields or the wider context of society itself. Since those days, however, scientific reasoning has come full circle in the West. There is increasing realization that subjective dimensions of the observer are inextricably embedded in observations and facts. There exists today an environment for accepting the

validity of multiple approaches and societal assumptions, a notion celebrated in Indian philosophy and society.

With the impact of management on society greatly increased over the last several decades, management educationists in the West are debating on how to root management education more solidly in the basic fields it draws upon such as sociology, psychology or mathematics. With globalization, the need for management education to pursue greater scope and aim at a more wholesome impact on society has increased. Such thinking is particularly relevant to India, with its diverse socio-cultural contexts and disparities in different occupations. Management education, while strengthening its roots in various fields, should also understand and reflect on India's diversity and preserve the age-old Vedantic wisdom that holds our society. The strengthening of the Universities and their pursuit of knowledge relevant to the understanding of behaviour and values in society is extremely important. Management Departments in Universities, even while being independent and autonomous, should draw deeply from the knowledge sources in other departments and do research. A majority of management education organizations in India is oriented primarily to teaching. The materials used for teaching are also not of relevance to the student background or living experiences in India. The focus on campus interviews, careers and jobs further detracts students from gaining a disciplinary understanding of the specializations and society in which they have to innovate and be influential leaders. There is need to increase research support not only in management but also in the many of its supporting discipline.

### **ROLE OF MANAGEMENT EDUCATION IN THE POST GLOBALIZATION ERA**

With the dawn of new millennium, the “globalization” not only revamped the Industrial sector but also in the Indian B-schools. It changed the entire structuring, the benchmarks and the quality. The phenomenal rise in the number of B-Schools doesn't seem to go hand in hand with the challenges posed by the globalization of Indian Management Education. Shockingly, only around 15 % of the B-schools in India provide quality education which can satisfy the recruiters' needs. This problem can be solved by giving more financial & academic autonomous to the affiliated institutions. At the same time, the institutions which

are already autonomous need to strengthen their curriculum. The Financial autonomy acts as a major contributor to improve the competencies while the Academic autonomy would be a major factor for growth in the affiliated institutions. The autonomous institutions have to strengthen their curriculum by improving the standards in terms of faculty & research, industry interaction, and use of technology and case studies.

The changes, globalization has brought, in the Indian Industry has challenged the education sector to provide better and more skilled personals. India has grown to be a leading contributor to the global pool of talented professionals and to sustain this position the education sector will need to adopt global standard for talent selection. The number of well educated and well equipped talent is directly related to the talent selection criteria. Higher the number of well educated and well equipped talent stronger will be the criteria to select them.

Much has been said about the operational value of human resource management by Higher Education rather than evaluating it on strategic basis. The managerial infrastructure are heavily depended upon by the universities to achieve and maintain alignment throughout the organization. In some institutions managerial levels are seen as 'layers of cloud' and for the vast majority of the employees the concern is to know what lies beneath and above this "layers of cloud". The attrition rate in the universities can increase if they fail to reward the high- achievers like in any industry. This also leads to the de-motivating force for other employees striving to achieve high end results. The HR challenge in higher education is particularly complex, juggling the interests of a highly diverse body of stakeholders, internal and external, and delivering a highly complex and disparate range of services. The challenge for any HR management team is to make sure that all working areas have the right resource of skilled humans to run the department effectively, and the correct combination of the communication, management and support to do the job.

It is Knowledge that drives this rapidly changing globalized economy. Quantity and quality of specialized human resources determine their competence in the global market. Emergence of knowledge as driving factor results in both challenges and opportunities. It is well known that the growth of the global economy has increased opportunities for those countries with good levels of education.

The impact of globalization on the system of education can be termed as Multi-Dimensional. It is due to globalization that we have tool like E-learning, Distance Education Programs, Flexible learning, E-Library, Learning via Video Conference and Overseas training. This will result in building a more deregulated and of course a more competitive and deregulated educational system working on the principles of free market but with more scrutiny on it to assure that the next generation of workers are prepared for their “job market”. Our education system should also deliver education and training which will enable the professionals to adjust themselves as per market expectations. For example, the jobs that were considered as “Life Long” are now on “yearly contract” basis. Thus the importance of reforms in the educational systems in context of a wider utilization of IT, giving productive dimension to education and the importance of its research and development has been identified. It can also be said that Globalization is a boon for countries having a pool of highly skilled human capital whereas it is a bane for the countries without it. The latter countries are challenged further in a highly competitive world economy as these countries lack the expertise in their higher education system.

Along with globalization in India, came the economic reform packages in the beginning of 1991. The importance of management education in the changing global scenario has been very well recognized by the Indian government and its corporate sector. But now it also has to be realized that higher education institutions play an important role in setting the academic standard for primary and secondary education. Globalization will also result in the increased volume, quality and spread of knowledge through increased national and international interaction. There is a need for central and State Governments to re-invent themselves in the field of education sector and take up the roles of facilitating and supervisory organizations. Industry should come forward to share experience with students and to offer more opportunities for live projects.

Commercialization of education has lead to the birth of free market philosophy in the educational world. Specialized educations offered by commercial institutions have evolved in every major city. Institutes like IIT’S. IIM’s & NIT’s have produced professionals who are second to none. The education imparted by these institutions is as per the industry expectations and give thus the “Industry-Institute” interface gets a proper impetus. Indian economy is in a transforming state and thus the Private-Government

partnership is a strong foundation for development of the management sector. The demand for higher education has been increasingly high and the rate of enrollment in higher education is more than the rate of new Higher education institutes coming up. The growth rates are doubled among the students enrolled for post-graduation courses, while the number of institutions for post-graduate and research studies has grown at a slower rate during the same period

### **PRIVATIZATION OF HIGHER EDUCATION**

There has been a successive trend in our country which involves the participation of private initiatives in the education sector which was primarily for philanthropic reasons and eventually turned into satisfying the growing professional demands and to realize the huge and quick profits potential. But these private institutions were allowed to come into existence as the government lacked financial capability and saw the nation's benefit in the participation of these private institutions.

Off late the higher education sector has undergone privatization various different forms. These can be classified as the “Non-Traditional” way of Privatization. These include the introduction of self financed courses within the government institutions, replacing the government aid a private institution with the “Self Financing” scheme, creating room for recognized/ un-recognized self financed institutions. Such institutions come under Commercial Private Higher Education sector. The institutions in this sector focus on vocational courses and are laid on the foundation of commercialism. They focus not only on “training-for-jobs” but also make sure that their students are in well-paid jobs. They design their courses specifically to meet the “training-for job” criteria. This narrow focus is like a coin with two sides and thus it has its own strength as well as weakness. As long as there is demand for such narrowly trained people, these institutions are in demand but once the saturation limit for this demand has reached, the same strength turn into weakness. The key to “Saturation” is “Diversification” which is not possible in their case as they don't have proper infrastructure.

We can divide these institutions in to various types, like of the self-financing engineering colleges and management institutions are affiliated to the conventional universities In which, the course structure, design, curriculum, and the pattern of examination fall within



the purview of the national or state pattern. On the other side, several of these self financing private institutions are also non-affiliating to any universities and cater to the demands of the corporate sector nationally and internationally.

Privatization is not a satisfying solution as it also has its own negative impacts. Against the traditional Indian customs, where “Guru” (teacher) is equaled to God, Student becomes the “God”. Student holds is the power while faculty is a mere puppet in these private institutions. The faculties are not respected with the position, power and autonomy as they traditionally enjoy at universities. As from the National Economic point of view, these institutions work with “part-time” faculty who are none other than the “full-time” faculty at public universities which do not add to further “Employment Opportunities” in the nation. The world has seen the change in the manufacturing sector with the introduction of “World Class Manufacturing” and hence it’s the time to deliver “World-Class Education”. This is possible only when people take up “teaching” profession by choice and not by “force”.

### **CHALLENGES RELATED TO MANAGEMENT OF HR IN THE CONTEXT OF GOVERNANCE OF HIGHER EDUCATION:**

The Higher education institutions irrespective of being funded by government or private resources are facing umpteen number of challenges that are directly or indirectly related to strategies for management of human resources. In addition to this, financial pressure to run the institution, Decentralization, demands for transparency in the system result on unwanted pressure upon the Higher Education Institutions, leaders & academicians in managing their human resources. There are some ways to deal with such situations like:

- To bring a balance between the public interest and autonomy of the institution.
- Development of the staff and improving the recruiting process.
- Reducing the average age of the staff.
- A proper sex ratio in the senior management.
- Meeting short term demands on productivity and societal relevance.
- Revitalizing the system with new features in remuneration policy and performance evaluation.



- Solving the existing conflicts of interest in academic employment and dealing with ethical aspects.
- Considering internationalization of competency in a global perspective.

### **RE-ENGINEERING THE MANAGEMENT EDUCATION TO MEET THE CHALLENGES OF 21ST CENTURY**

*“To help avert future shock, we must create a super industrial education system and to do this, we must search for our objective methods in the future rather than the past... Education must shift into future tense.” Alvin Toffler, in “Future Shock”*

The demand for management students is so high that every year 14000 students pass out of management schools but still it is considered meager. This has propelled the tremendous growth of management institutions in our society.

Institutions which started as “Management Institutions” have turned into “Commerce Colleges” and the course has itself reduced from being a “Management Course” to “Professional Course”. There is an urgent need to revamp management education to meet succeed in the challenges of 21 Century.

American thinkers, Alvin Toffler and Peter Drucker have predicted the following changes in the socio- economic life.

- 21st Century world would be the 'Non-Socialist and “Post-Capitalist' society. A service revolution is what the world is waiting to witness and which will rise upto make significant contribution in the national income which is currently being done by Manufacturing sector.
- “Capital” would no longer be the main source of economic development but it would be effectively replaced by “Knowledge” and “Information”. Hence there would be “knowledge workers”, “knowledge society”, “knowledge executives” etc.
- The task of Personnel Manager would involve the “Development” of Human Resource rather than “Managing” Human Resource since he would be dealing with “Knowledge Workers”.
- Older Concept of mass production would no longer be in existence. Production would be of non -identical goods. The production system will go beyond mass production and the the corporate sector would face the problem of identity crises globally.

- With the Development of Information & Communication, the distribution chain between the consumer and producer will vanish and concepts like Sky Marketing, Internet Marketing, Market Ownership, Solution marketing etc. would have a heavy impetus for future marketing management. Future business offices would strive to be 'paperless' and slowly shift towards being “office less”.
- Future careers would be information intensive, knowledge based, require global presence and fast paced one.

### **PARADIGM SHIFT IN MANAGEMENT EDUCATION**

There seems to be an urgent need to reconstitute the management education right from the grass root level, keeping in mind the future scenario.

A Global Manager in the coming years will require some additional set of skills such as Information Management, Information Technology Management, Dynamic Decision Making, Service Sector Management, Time Management, Stress Management, Environment Management, Customers Services Management and Entrepreneurship Management. The schools of the future should develop curriculum to infuse and sharpen these skills among students.

- Courses to build Service Sector Management skills like Travel and Tourism Management , Hospital Management, Consultancy Management, NGO Management, Advertising Management, Banking and Insurance Services Management, Farm Management etc. have to be started by the management institutions.
- The faculty should be given liberty to include any relevant topics esp. the current and latest topics, and the syllabus should not be allowed to remain stagnant to ensure the vitality of the course.
- The major drawback of our.MBA Programme is the lack of specialization. Lack of hands-on experience and only theoretical input has also been a major flaw on the system. New learning methodologies should be adopted by the faculties to enhance the market value of the students in this globalized economy.
- The quality of the management education is also adjudged by the exposure to work-ethics and values which is sought-after by almost all the major players in today’s market. Organizational Behavior is becoming the foundation of success in every HR department.

Hence, it is of paramount importance that the management institutions should be focused on producing a global manager of excellent knowledge, attitude, skill, insight and foresight to meet the challenges of 21st century.

## **CONCLUSION**

Management Education has been designed to impart quality knowledge to young men and women who would dedicate their professional competence and aptitude to build in future a robust knowledge based economy to mould the globe into a better place to live. With this purpose in mind, the curriculum for management studies is reviewed periodically and redesigned to include/modify subjects to cater the vibrant and ever changing needs of the industry and to inculcate professional values and ethical principles in the hearts and minds of the students. The Government has also adopted the policy to take advantage of the private institution to upgrade the overall effectiveness. These private institutions tailor the process to get a better idea of the emerging niches in the market with the help of competent educationalists. Thus the success of management education can be credited to constant nurturing and the dynamic interaction between the academia and industry, where both have to shoulder the responsibilities to play complementary roles to ensure success and optimum utilization of the trained human resources. To sustain this high momentum generated by the academia in the field of higher studies, efforts have to be made by the industry in the form of continuous innovations and development. Such a kind of association between Industry and the Academia develops the trust which ensures the world of a brighter future.

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*EDUCATION FOR WOMEN IN INDIA*

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**Introduction**

Universilation of Elementary Education is our goal since long as it is very important for any nation's development. India achieved it's political independence in 1947 and our constitution was put into practice from 1951. Since then, our government alongwith some voluntary social organisations are making efforts for spreading literacy in our country.

**Importance of Education**

Education is a conscious, well planned, deliberate effort to bring desirable changes in human behavior. Education differs from learning which aims at bringing changes in our behavior only. In our country, Education is provided through different types of organisations such as Government, Semi-Government, Government Aided and private etc. It is provided at Preprimary, Primary, Secondary, Higher Secondary and Higher Education stages in our country. It is provided through formal and non formal way. It is meant for all round development of any human personality.

**Education in India**

Tradition for education was there in Ancient period too. It was provided at "Ashramas by "Gurus". We had also famous universities like Takshshila, Nalanda and Vallabhi etc. In Muslim period, education was provided by "Maktabs" and "Madresas". In British period, Britishers made all efforts to promote education but they had special interest since they wanted to produce army of clerks in India who were managed by Britishers.

**Present Position of Education in India**

After we got political independence and after we became democratic, republic and secular state, government and other non government organisations made efforts for

promotion of education at all levels. Since 1951, we had quantitative expansion at all stages of education. Today, we have more than 100 universities and no. of schools managed by different types. Not only this but education is spread over different regions and it has percolated to even disadvantaged sections of society like SC, ST, OBC, Physically and Mentally handicapped and last but not least women.

### **Universilation of Education with reference to women in India**

In India women constitute almost half of our total population. There is saying that “If you educate a woman, you educate whole family”. In Sanskrit, it is said that woman is very precious ornament of any family. In fact, any, “House” turns out to be “Home” in a real sense by presence of woman. It is also said that, behind success of any man, there is a woman. Many great persons have said that behind their success, a woman was responsible like mother, sister, wife, daughter or daughter- in law. However, in reality the picture is very bleak. Not only literacy rate for women is about 40%, their status in society is very low. Situation of women in rural area and among low socio-economic class is very dismal. Some states in India like Kerala, Tamilnadu, Karnataka, Maharastra are having good position in terms of women’s literacy rate but states like U.P., Bihar, Rajasthan & M.P. are having very bad record in case of women’s literacy rate. A state like Gujarat, enjoys very good economic growth rate but in case of women’s education, the position is not satisfactory and some districts do not enjoy good position in this regard. We have Ernakulam district of Kerala which is having 100% literacy rate where all women are also having literacy but some districts of our country are a matter of shame for us as they are lagging very behind to national average, even after 1947. Women’s education is of vital significance as we cannot achieve our goal of “Education for All” till all women are literate only Literate women will be able to read, write and count. They would be aware for their legal rights, would be reading good pieces of literature and would be able to keep pace with modern world only they would be able to take keen interest in education of their children. They only can help their children as guides and counsellors. They will not be cheated by any one in any transaction as they themselves would be able to count. They would take enough care in development of their children. They would be careful for various health and safety measures and would be in a position

to take full advantage of various government schemes which are meant for their upliftment. They would be interested to take higher education whereby they can equip themselves with high level of knowledge and skills which are needed for various high level jobs. Not only this but literate women can become good entrepreneurs. In fact, according to article 45 of Indian constitution, education should be provided to all children from 6-14 age, without any discrimination of caste, colour or creed and education is being put in “Concurrent” list. Thus, it is a responsibility of Central government as well as respective state governments. Indian economy was called “Bullock-cart Economy” once upon a time and now it is predicted that our economy would be “Super Power Economy”. If we are really interested in that, we cannot afford to move ahead with problems like huge educated unemployment, poverty, high population growth, women’s illiteracy on large scale etc. we must not forget a fact that good quality of education is like birth right of every children irrespective of his/her background. Now, according to constitutional provision, there is right to education. It means that it is added to one more fundamental rights of every citizen. Another thing should not be forgotten that there should not be mere enrollment but there should be good retention also. It means that rate of wastage and stagnation should be least. This is because high rate of failures and dropouts will affect retention rate and finally it would affect quality of education. Similarly, in order to ensure good education, it should be of good quality which means that teacher – student ratio should not be very high and every school should have minimum infrastructural facility such as play ground, good sitting facility, sports equipments, library facility, laboratory facility etc. The era of globalization, privatization and free economy has not brought any advantage for any of the disadvantaged section of the society. In fact, if at all, their situation has improved over years, the process has been slow.

It is without doubt that government has stated many schemes to improve education among disadvantaged sections including women. In this regard, it should be noted that both - Central and respective State governments have started their own schemes. Government of Gujarat is not lagging behind in this matter. They have started Vidyalaxmi bond, exemption for women from tuition fees at all levels etc. A Sarva Shiksha Abhiyan



was central government's scheme which was put into practice by various state governments. It is an extensive scheme which covers entire India subsuming within itself many governmental educational interventions. Programme like DPEP, Lok Jumbish, Operation Blackboard etc. are covered under this scheme. It is an effort on part of government to universalize and improve the quality of elementary education in a mission mode through district based decentralized, context specific planning and implementation strategy. SSA has been launched in year 2001–02 in partnership with state governments and local self governments. It lays emphasis on bringing all gender and social category gaps at primary education level with time bound objectives on one hand. It is a programme with its own targets, norms and processes and on the other hand, it is an umbrella which covers other programmes like DPEP.

### **Aims and objectives of SSA**

- (1) All children complete 5 years of primary schooling by 2007 and they complete 8 years of primary schooling by 2010.
- (2) Focus on Elementary (Primary) education of satisfaction quality with emphasis on education for life.
- (3) Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- (4) Universal retention by 2010.

### **Basic features of SSA**

- (1) Institutional reforms in states.
- (2) Sustainable financing in partnership with states.
- (3) Institutional capacity building for improvement in quality.
- (4) Community ownership of school based intensions through effective decentralization.
- (5) Community based approach to planning with a habitation as a unit of planning.
- (6) Community based monitoring with full transparency in all aspects of implementation.
- (7) A mainstreaming gender approach.

However, it must be said that we could not achieve our goals/aims. In other words, we could not transfer our dreams into a heartening reality. We still suffer from many problems which includes a problem of illiteracy of great masses. We could not achieve universalization of education. 13 years have passed of 21<sup>st</sup> century Still 35% of our total population and about 60% of women are not able to read and write. We may have equality by constitution but in reality the situation is quite demotivating. Still, many women from rural areas and those from poor socio-economic-educational background are not literate. If we really mean that our economy should be super-power economy, we can't afford with such a large chunk of illiterates. We may observe women in various fields and on various high level posts but still that percentage is insignificant.

### **Vidyalaxmi bond Scheme**

This scheme is evolved by government of Gujarat. But it seems that parents are not interested in monetary reward.

### **Exemption from tuition fees at all levels of education for women**

This scheme was put into practice by Gujarat government from academic year 1985-86. This scheme has helped to some extent to increase women's participation in education but large chunk of them are from higher economic groups, urban areas and from educated families. Those who should have been benefited were not able to grab this benefit still, we have high rate of wastage and stagnation at primary education level which leads to a situation of incompleteness of education on part of women.

### **Reasons for low rate of Education of Women**

- (1) Attitude of parents : Still many parents do not have positive attitude towards girls' education. They do not like to send them for pursuing education. They still do not consider monetary expenditure as a true investment. They think that, benefits of her higher education would be reaped by her in laws and her husband. When they are not going to get any return, why they need to invest?
- (2) Social beliefs : Still, in India, many religion and many castes and subcastes do not give proper significance to women education. They strongly feel that she should serve

her husband and his family and for that she should learn household work. Education is not at all an important thing. They think that place of a girl is within four walls of a house and she is safe over there which is not true.

- (3) Early marriage : By law, a girl can't marry before she completes 18 years of age but still there are some families and sects of society which have their own norms, traditions and rules and they prefer that their daughters would marry before 18. Parents think that by her early marriage, they have fulfilled their responsibility and they do not care for good education of their own daughters.

### **Steps to Enhance Women's Elementary Education**

- (1) Change in parental Attitude : It is high time that parents must change their age old beliefs and unhealthy attitude. Such a changed attitude would help them to cultivate good habits for their daughters' learning. They would not only kill daughters in mothers' wombs but would consider, whatever they spend for their daughters' education as productive investment and not wasteful expenditure. They must think that good education would make women economically self-dependent and would help them self confident.

- (2) Social beliefs : Still, many parents – especially from lower economic and social strata as well as from rural background strongly feel that a girl, when grow up, should marry as early as possible. After getting married, she and her parents would feel strong pride if she serves her husband and in laws in a good way and keep them happy for ever. If she has to sacrifice physically and mentally and if her parents have to sacrifice, financially, there is nothing wrong in it.

They are perpetuating age old social norms and beliefs. Only if, her husband and his parents do not object, she should work after marriage and even if she works somewhere, she should give entire money to her husband or in-laws. House- hold work and children should be her first priority and not her work or education or carrer. Even when she joins any job, she should not hold any upper position. She should remain happy in working under a man.

- (3) Providing Motivation to Daughters : Parents should provide good motivation to their daughters for their education. This motivation can be financial or non-financial. They

should provide all facilities to their daughters for their education. They should also appreciate their daughters' educational achievements. If they are exceling in some other co-curricular activities, they should motivate them for their participation and achievement. This would help their daughters to march ahead in field of their own interest. Parents should not only motivate their daughters before their marriage but after marriage also, they should forget their role as parents of their daughters. They should also motivate their daughter-in-laws for their education or work.

### Conclusion

Thus, since women constitute almost half of the total population, it is of vital significance that, their education would be of great importance at micro and macro level. However, it is sad to note that even after 67 years of political independence, we could not achieve 100% literacy rate, for women and their position on different front is very dismal. If we are interested in enhacing their literacy rate in coming years, we need to take some strong steps from all corners and then only, our dream of becoming as super power in coming years would be a reality.

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*ROLE OF ICT IN TEACHER EDUCATION*

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**Introduction:**

Globalization and technological change processes that have accelerated in tandem over the past years have created a new global economy “Powered by technology, fueled by information and driven by knowledge.” The emergence of this new global economy has serious implications for the nature and purpose of educational institutions. As you know the half life of information continues to shrink and access to information continues to grow exponentially, schools cannot remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time. Rather Schools must promote “Learning to Lear” i.e. the acquisition of knowledge and skills that make possible continuous learning over the lifetime. “The illiterate of the 21st century” according to futurist Alvin Toffler, “Will not be those who can not read and write, but those who cannot learn, Unlearn & relearn”, Concerns over educational relevance and quality co-exist with the imperative of expending educational opportunities to those made most vulnerable by globalization - developing countries in general, low income groups, girls and women and low skilled workers in particulars. Global changes also put pressure on all groups to constantly acquire and apply new skills. The international Labour organization defines the requirements for education and training in the new global economy simply as a “Basic education for all,” “Core work skills for all” and “Lifelong learning for all.”

Teacher is considered to be the architect of the nation. In other words, the future of the nation lies in the hands of teacher. This shows the importance of teacher. One can realize how important education is which makes one a teacher. Teacher education is

looked after by a systematic operation of various agencies involved in it. In our country, no system is free from problems; teacher education is not an exception to it.

Various education commissions and a number of expert committees have discussed the aims of teacher education in India. Unfortunately, barring a few exceptions, our universities and institutions of higher learning have largely not been able to live up to these great expectations. On the contrary, they have just become bodies for conducting stereotyped examinations and degree-awarding centers. The quality and reliability of such exams and degrees is also sometimes questionable. One of the main reasons is the inadequate academic, professional and pedagogic preparation and insufficient level of knowledge and the skills of the faculty. Besides this, traditional versus modern methods of teaching, outdated knowledge and information and lack of skills, teachers' attitude, aptitude and authenticity of their sources of knowledge are some of the other core issues. Owing to knowledge explosion and tremendously fast changing ICT, the teachers sometimes find it rather difficult to cope with the new intellectual challenges being thrown up by the changed global and local context. Therefore, they need to acquire new knowledge, and reliable and authentic information.

In present scenario, teachers need to help their students in: how to learn, how to grow in future, how to develop study skills, how to conduct fundamental research, how to examine, evaluate and assess information and also how to question and then dismantle unauthentic structure of knowledge and cognition if need be. This is necessary if the teachers really want to survive in the ICT savvy world of education. All these expectations may be met only through need-based, goal-oriented and meaningful in-house discussion, conferences, symposia, workshops, refresher and orientation courses, crash courses, capsule courses and subject-based courses, interdisciplinary and holistic approaches to education and quality research and by enriching the existing libraries and making use of the user-friendly ICT with contextually appropriate and firm pedagogical scaffolding. The teacher educators and individual teacher ought to sincerely and persistently work hard toward this goal.

According to Verma (2010), a teacher plays a significant role not only in class teaching learning situation but in social engineering too. Society gives a respectable place

to teachers who are really perspective empowered. This empowerment is not at in terms of physical perspective. It is in academic, intellectual, social, and national perspectives.

### **Concept of Information Technology:**

Today's world is a world of information explosion. This information explosion is taking place in such a fast speed that even a literate person is feeling as if he or she is illiterate being not able to cope up with such an information explosion. Here the question arises how is one to cope up with it? The answer is, information technology (IT) that can help in coping with the information explosion. So, we can say that "Information Technology is nothing but coping up with explosion of Information." Information technology (IT) is the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a micro-electronics - based combination of computing and telecommunication. The term in its modern sense first appeared in a 1958 article published in the Harvard Business Review, in which authors Leavitt and whisler commented that "the new technology does not yet have a single established name. we shall call it information technology." It spans a wide variety of areas that include but are not limited to things such as processes, computer software, computer hardware, Programming Languages and data constructs. In short, anything that renders data, information or perceived knowledge in any visual format whatsoever, via any multimedia distribution mechanism, is considered part of the domains space known as Information Technology.

### **Meaning of Information Technology (IT) :**

Information Technology consists of two words Information and Technology. If you know the two words you can understand the word information technology together. The term —Information refers to —any communication or representation of knowledge such as facts, data or opinions in any medium or for, including textual, numerical, graphic Cartographic, narrative or audiovisual forms.

"Technology is the practical form of scientific knowledge or the science of application of knowledge to practical."

“Information Technology is any equipment or interconnected system or sub system of equipments that is used in the acquisition, storage manipulation, management transmission or reception of data or information.”

### **Definition of Information Technology:**

“Information Technology is a scientific, technological and engineering discipline and management technique used in handing the information, it’s application and association with social, economical and cultural matters.” - UNSECO

“Information technology is a systemic study of artifacts that can be used to give form to facts in order to provide meaning for decision making, and artifacts that can be used for organization, processing, communication and application of information” - Darnton and Giacoletto

### **Characteristics of Information Technology:**

Information Technology has the following Characteristics:

- \* Acquisition, Storage, manipulation, management, transmission or reception of data or information.
- \* Real time access to information.
- \* Easy availability of updated data
- \* Connecting Geographically dispersed regions
- \* Wider range of communication media.

### **Future of ICT in Teacher Education:**

The role of interactive multimedia in a perspective where learning is part of schooling, working or just living.. ICT also includes web TVs, Net PCs, and Web-Based Education that offers accessibility, flexibility and innovativeness in teaching and learning. ICT integrated teacher education is more important to Indian education system that is committed to maintain global partnership as well as leadership in knowledge-based society.

Prof Ram Takwle (2003) says about IT driven education: "They are changing the methods of content generation, content storage, content packaging and content delivery and hence offer a new paradigm of education." These multimedia programs and packages



are also intended to supplement the real classroom activities and help their easy assimilation. ICT especially in the 21st Century context of teacher education fulfills the following objectives.

- It envisages excitement to the learner's eyes, ears, and more importantly the head.
- ICT fulfills the needs of learners by providing items and packages of higher standard and interest.
- It helps in transforming the definition of literacy, learning and knowledge; a definition that increasingly includes multimedia digitized literacy.
- Multimedia provides a kind of control over the learning environment to the pupil teachers and they experience learning from their failures and I practices.
- ICT facilitates the learner to have control on lesson, pace the sequence, content, feedback, which in turn enhances the efficiency of learning.
- Unlike books, it is interactive in nature and creates motivation and interest among the learners, in turn meeting the individual unique needs effectively and efficiently
- Develops the ability of self-learning and interacting individually, as the learner attains vast experiences effectively, efficiently and expeditiously,
- ICT-empowered simulated situation minimizes dangers in the real world' e.g. practical in science, pilot training driving etc.
- ICT is a powerful new development with ambitious role in teacher education, Digital and Internet.-based multimedia transforms the presents trend in the field. It takes just a computer to play multitude of media enabled programs and packages.

### **Conclusion:**

The teacher education system empowered by ICT driven infrastructure can have a great opportunity to come up to the centre stage and ensure academic excellence, quality instruction and leadership in a knowledge-based a society. ICT has revolutionized the entire concept of education, learning and research by offering new opportunities and challenges in creation and dissemination of information by way of Web TV's, Net PC's and Web-based education independent of time, pace and place. It is really a challenging

task to strengthen ICT in teacher education because a large majority of the teacher education institutions are unequipped or under-equipped in the terms of digitized and high-tech infrastructure.

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*JOB SATISFACTION - INCREASING METHODOLOGY*

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**INTRODUCTION:**

“Job Satisfaction Can Make You Feel Good.”

Locke and Lathan (1976) give a comprehensive definition of job satisfaction as pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience. Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important. It is generally recognized in the organizational behaviour field that job satisfaction is the most important and frequently studied attitude. While Luthan (1990) stated that there are three important dimensions to job satisfaction:

- Job satisfaction is an emotional response to a job situation. As such it cannot be seen, it can only be inferred.
- Job satisfaction is often determined by how well outcome meet or exceed expectations. For instance, if organization participants feel that they are working much harder than others in the department but are receiving fewer rewards they will probably have a negative attitudes towards the work, the boss and or co-workers. On the other hand, if they feel they are being treated very well and are being paid equitably, they are likely to have positive attitudes towards the job.
- Job satisfaction represents several related attitudes which are most important characteristics of a job about which people have effective response.

Job satisfaction is the level of contentment a person feels regarding his or her job. This feeling is mainly based on an individual's perception of satisfaction. Job satisfaction can be influenced by a person's ability to complete required tasks, the level of communication in an organization, and the way management treats employees.

### **MEASURING JOB SATISFACTION:**

Many organizations face challenges to accurately measuring job satisfaction, as the definition of satisfaction can differ for various people across an organization. However, most organizations realize that a worker's level of job satisfaction can impact her job performance.

Typically, the five factors that can be used to measure and influence job satisfaction are:

- Pay or total compensation
- The work itself (i.e., job specification such as projects, responsibilities)
- Promotion opportunities (i.e., job enlargement, more prestigious title)
- Relationship with supervisor
- Interaction and work relationship with co-workers

One of the most important aspects of an individual's work in a modern organization concerns the management of communication demands that he or she encounters on the job. Demands can be characterized as a communication load, which refers to "the rate and complexity of communication inputs an individual must process in a particular time frame." According to the ideas of communication overload and under load, if an individual receives too many messages simultaneously, or does not receive enough input on the job or is unsuccessful in processing these inputs, the individual is more likely to become dissatisfied, aggravated, and unhappy with their work which leads to a low level of job satisfaction.

### **METHODS FOR INCREASING JOB SATISFACTION:**

To determine if employees are actually satisfied with the work they do, organizations frequently conduct surveys to measure employees' level of job satisfaction and identify areas -- on boarding, job training, employee incentive programs, etc -- for improvement and job enrichment. Because job satisfaction varies for each individual.

- Comparing Results and Standards
- Evaluate Alternatives
- Codes of Conduct

There are various theories of job satisfaction. The human relations movement suggested that real satisfaction with job could only be provided by allowing individuals enough

responsibility and freedom to enable them to grow mentally while physical/ economic school emphasized the role of the physical arrangement of work, physical working conditions and pay. In recent years, the attitude of job satisfaction has come to be linked with broader approach to improve the job design, work organization and quality of life.

### **FIVE STEPS PROCESS OF JOB SATISFACTION:**

The leaders of the organization have the responsibility for creating a high level of job satisfaction. Dr. Edwards Deming said, “The aim of leadership should be to improve the performance of man and machine, to improve quality, to increase output, and simultaneously to bring pride of workmanship to people.” A motivating environment is one that gives workers a sense of pride in what they do. To show supervisors and managers how to build a more productive work environment, there is a five-step process called the PRIDE system. Leaders can improve motivation within their organizations by following this process:

- 1. Provide a positive working environment**
- 2. Reward and recognition**
- 3. Involve and increase employee engagement**
- 4. Develop the skills and potential of your workforce**
- 5. Evaluate and measure job satisfaction**

#### **1. Providing positive work environment**

Creating job satisfaction begins by first providing a positive work environment. It says, to find what motivates people, “you have to find what turns people on.” This is the most important factor in the process. A motivating working environment requires going over and beyond the call of duty and providing for the needs of the worker.

Walt Disney World Institution provides an excellent work environment for their employees or “cast members.” Employee assistance centres are spread strategically across the theme park. Some of the services included employee discount programs, childcare information, money orders, postage stamps, check cashing, and bus passes. The Walt Disney Institution realizes that taking care of their employee’s needs keep them motivated, on the job and loyal to the institution.

## **2. Reward and Recognition**

Mark Twain once said, “I can live for two months on a good compliment.” Personal recognition is a powerful tool in building morale and motivation. A pat on the back, a personal note from a peer or a supervisor does wonders. Small, informal celebrations are many times more effective than a once a quarter or once a year formal event.

## **3. Involve and engage the workforce**

People may show up for work, but are they engaged and productive? People are more committed and engaged when there is a process for them to contribute their ideas and employee suggestions. This gives them a sense of ownership and pride in their work.

The Sony Corporation fosters the exchange of ideas within departments by sponsoring an annual Idea Exposition. During the exposition, scientists and engineers display projects and ideas they are working on. Open only to Sony’s employees, this process creates a healthy climate of innovation and engages all those who participate.

## **4. Develop worker’s skill and potential**

There are many reasons training and development makes sense. Well-trained employees are more capable and willing to assume more control over their jobs. They need less supervision, which frees management for other tasks. Employees are more capable to answer the questions of customers which builds better customer loyalty. Employees who understand the business, complain less, are more satisfied, and are more motivated. All this leads to better management-employee relationships.

## **5. Evaluate and measure job satisfaction**

Continuous evaluation and never ending improvement is the final step of the PRIDE system. Evaluation is a nonstop activity that includes a specific cycle of steps. The primary purpose of evaluation is to measure progress and determine what needs improving. Continuous evaluation includes, but is not limited to, the measurement of attitudes, morale, and motivation of the workforce. It includes the identification of problem areas needing improvement and the design and implementation of an improvement plan. Good organizations conduct a job satisfaction survey at least once a year.

**CONCLUSION:**

Job satisfaction is an integral component of organizational health and an important element in institutional relations. The level of job satisfactions seems to have some relations with various aspects of work behaviour such as accidents, absenteeism, turnover and productivity. It is generally assumed that satisfied employees are more productive.

A well known figure in the area of psychology and psychologist by profession believes that in the quest to fulfill the needs, individuals behaves and exhibit in a certain manner. Human get satisfaction only when their needs are fulfilled.

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*INSTITUTIONALISING ORGANISATIONAL CREATIVITY AND INNOVATION*

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In today's globalised world it is very important than ever to be creative and innovative. This means thinking in new ways and being open to completely different ways of seeing the things. Many writers define creativity as generation of new idea and innovation as the translation of a new idea into a new company, a new service, a new process or a new method of production. The Educational organization that is not creative and innovative may not survive. Thus the educational organizations should look for ways to encourage and foster creativity and innovation on both the individual and institutional level.

**Individual creativity and innovation**

Individuals differ in their ability to be creative. Creative people tend to be more flexible than non creative people. They have the ability and willingness to shift from one approach to another while tackling a problem. They prefer complexity to simplicity and tend to be more independent than less creative people, sticking to their guns when their ideas are challenged. Creative people also question authority quite readily and are apt to disobey orders that make no sense to them. For this reason they may be difficult to manage in most organizations. Motivated more by an interesting problem than by material reward, they will work long and hard on something that intrigues them.

**Organizational creativity and Innovation**

Just as individuals differ in their ability to translate their creative talents into results, organizations differ in their ability to translate the talents of their members into new products, processes or services. To enable their organizations to use creativity most effectively, managers need to be aware of this process of innovation in organizations and to take steps to encourage this process. The creative process in organizations involves three steps ; idea generation, problem solving or idea development, and implementation.



**Creative process:**

The creative process in organizations involves three steps ; idea generation, problem solving or idea development, and implementation.

**Generation of ideas:**

The generation of ideas in an organization depends first and foremost on the flow of people and information between the organization and its environment. For eg. The vast majority of technological innovations have been made in response to the conditions outside the organization. If the organizational leaders are unaware that there is change in the outside world which demands change in the internal environment and that there is dissatisfaction with already existing practices, they are not likely to seek innovations.

The generation of ideas is more likely to promote innovation when those ideas issue from the grass roots level of the organization. Empowering people at the lower levels i.e teachers in the organizations to initiate new ideas within the context of supportive environment is a valuable means of implementing successful innovations. In addition, although many new ideas challenge a organizations' cultural traditions, such innovative organizations should routinely encourage teachers to generate new ideas.

**Idea Development:**

Unlike idea generation, which is greatly stimulated by external contacts, idea development is dependent on the organizational culture and processes within the organization. Organizational characteristics, values, and processes within the organization. Organizational characteristics, values, and processes can support or inhibit the development and use of creative ideas. Commitment to the rational problem solving approaches increases the likelihood that high quality, creative ideas will be recognized and developed fully.

The organizational structures also play an important role. Rigid organizational structures that inhibit communication between people in different departments will often keep potentially helpful from even knowing that problem exists. By creating barriers to communication, rigidly structures organizations may prevent problem solutions or different ideas from reaching the leaders who need them.

**Implementation:**

The implementation stage of the creative process in organizations consists of those steps that bring a solution or invention to the society.

For innovation to be successful, a high degree of integration is required among the various units of the organization. Creativity can be best nurtured in a permissive climate, one that encourages the exploration of new ideas and new ways of doing thing. Many leaders find it difficult to accept such a climate. They may be uncomfortable with a continuing process of change, which is essential accompaniment of creativity.

**Some suggestions for institutionalising organizational creativity and innovation:**

**Develop a culture of innovation:**

Establishing the culture of innovation requires a broad and sustained effort. Though changing an organizational culture is never easy, with the right leadership, cultures can be reshaped and amazing results can accrue. Establishing an attitude of relentless growth is what enables an organization and its people to achieve their goals. The spirit of relentless growth keeps fresh ideas flowing and reinvigorates any organisation. Thus, "the primary challenge facing leaders is to institutionalize an environment where every decision and direction can be constantly and safely reassessed.

**Inspirational leadership:**

The question for leaders today isn't if culture is important for success but how culture can drive successful innovation – and there is a need of inspirational leadership to influence the kind of culture that leads to behavior that's truly innovative. Inspirational leaders create an inspiring culture within their organization. Inspirational leaders breathe life, confidence and creativity into the organization. They supply a shared vision and inspire people to achieve more than they may ever have dreamed possible. People change when they are emotionally engaged and committed. People do what they have to do for a manager; they do their best for an inspirational leader. People are not led by plans and evaluations. If you want to move and get the best from your people, don't say "I have a strategic plan". You must create inspiration, self-respect, a sense of ownership and excitement.

Inspirational leaders create 'can-do' attitude and make work fun. They unlock inner power of their people and sustain their commitment. They inspire, energize and move people. They build communities in which people feel valued, capable, confident and strong. They inspire team members to believe in the extraordinary work they can do together.

**Sustainable ability to change:**

In today's world characterized by rapid unpredictable change and volatility, the sustainable ability to change is much more important in any organization than the ability to create change in the first place. The ability to change can be achieved by building an adaptive organization and synergizing systematically capabilities as strategy innovation and volatility leadership.

**Encourage new ideas:**

A positive climate should be created in the organization where all are allowed to share their innovative ideas along with the head of the institution. Organization superiors from the top to the lowest level supervisors must make it clear in word and deed that they welcome new approaches. To encourage creativity, managers must be willing to listen to subordinates' suggestions and to implement promising ones to convey them to higher level managers. They should not have any fear from the superiors and should be encouraged to come out with innovative ideas to do different things.

**Permit more interaction:**

A Permissive, creative climate, should be fostered by giving individuals the opportunity to interact with members of their own and other work groups. Such interaction encourages the exchange of useful information, the free flow of ideas, and fresh perspectives on different issues.

**Freedom to fail:**

Freedom to fail means a freedom to explore, venture, experiment and succeed in uncharted territory. Many new ideas sometimes prove impractical and useless. Effective managers accept and allow for the fact that time and resources will be invested in experimenting with new ideas that do not work out. Failure provides a great learning opportunity and should be viewed as a very lifeblood of success. If you give people freedom to innovate, the freedom to experiment, the freedom to succeed, then you must

also give them the freedom to fail. The organization of tomorrow will demand mistakes and failures. It is only by trying lots of initiatives that we can improve our chances that one of them will be a star. The more you fail, the more you succeed. You learn from taking action, from your mistakes, from feedback, from getting going. "Life itself is a process of trial and error... And those people who make no mistakes are those who make nothing."

All you do by not letting your people fail is postponing the growth of your organization because:

"Success comes from good judgment

Good judgment comes from experience

And experience, often, comes from bad judgment!"

**Provide clear objectives and freedom to achieve them:**

Organization members must have a purpose and direction for their creativity. Supplying guidelines and reasonable constraints will also give managers some control over the amount of time and money invested in creative behavior. As a leader, one must envision the future, passionately believe that one can make a difference, and inspire people to achieve more than they may ever have dreamed possible. You must see a changed world beyond the time horizon, create an ideal and unique image of what it could become, open your followers' eyes and lift their spirits. You must believe that your dreams can become reality and, through your attitude, get people to see exciting opportunities and possibilities for the future. People change and unlock their inner power when they are emotionally engaged and committed.

**Offer recognition:**

Creative individuals are motivated to work hard on tasks that interest them. But, like all individuals, they enjoy being rewarded for a task well done. By offering recognition in such tangible forms as bonus and salary increases, managers should demonstrate that creative behavior is valued in their organization. Financial rewards do encourage people to produce results. But the kind of ownership that really generates energy is not financial. It is emotional. Set stretch goals – they energize people. Become a positive, encouraging person. Give people a sense of responsibility and make them feel that their actions make a difference. Communicate with people frequently and praise them.

**Conclusion:**

For institutionalizing creativity and innovation in any organization the contribution from all is needed. The role of institutional head is of utmost importance as he/she is the one who will really see that the creativity is institutionalized. The leader has to give the supportive environment and encourage its people to come out with new ideas.

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## *CHALLENGES TO HIGHER EDUCATION IN GUJARAT*

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### **Introduction**

Higher education in India is undergoing a quantum change. The system is under tremendous pressure to expand. These pressures are diversified and multiple. They vary from curriculum development, quality assurance and endorsement to governance issues. With unprecedented growth of knowledge especially in the areas of information and communication in this global village, competitiveness has become a decisive force of growth. India's young population has a huge appetite for education, but it has some challenges in India's higher education in which state of Gujarat is not an exception for that. There are several challenges to higher education in Gujarat which needs colossal revamping of higher education promptly.

### **Challenges to Higher Education in Gujarat**

The major challenges to Higher education in Gujarat, which is as follows:

#### **A) Decrease in Enrolment Ratio:**

According to the Annual Status of Higher Education 2013 report by Deloitte, it states that at under graduate level, the enrolment is about 76.5% whereas Post graduate is only 10.3%. Have we ever wondered why other 66.2% don't go for their further education? It is indeed a big matter of concern. We are still trying to find out reasons for this.

- a) They get ample opportunities to work in BPO and also earn good amount of money, to be precise more than a post graduate employee in other fields.

- b) Those who come from poor background, can't afford to take admissions in private institutes as they lose seats in government colleges because of the low merits.
- c) Some believe that the general education necessary for an individual has been completed with the bachelors degree, so why to study more???
- d) Some think that higher education of India is worthless and hence take up various courses abroad and move out of the country. And thus, we have got low enrolment ratio.

**B) Lack of Infrastructure and Faculty members:**

According to the Deloitte report, Gujarat ranks 8 in terms of total colleges in any state with 1815 colleges, but what's the point of these many colleges when they don't serve the purpose of a college. Most of them have infrastructural problems like, even if colleges enroll PG students they don't have classrooms to sit, they have to adjust with the undergraduates classrooms. There is no sense of belonging in the college which they get when they were doing their bachelors. The Library facility provided is useless as they hardly have books prescribed by the government in the syllabus. What an irony, isn't it? Alright we can still keep unavailability of study materials aside and think for the Teacher's notes on the syllabus. This is the funniest part; the institutes hardly have faculty members to teach PG students, where will the poor students go? On whom will they rely? They have no means but to adjust with their condition and finish their two years somehow, the outcome is poor results. Now, to go for a Ph.D or M.Phil course they have to go through difficult entrance exams, imagine the plight of the students, they have not been given proper guidance during their PG, how will they crack this exams???

And thus here, we lose interest of some genuine students who want to study further but cant because of this menial issue which can be indeed handled by the government. And it's not only them who are discouraged but they tend to discourage others too. It is always said that word of mouth is poisonous then poison itself.

**C) Obsolete curriculum:**

When we do our bachelors, we are doing so many things at a time. We are doing co- curricular and extra – curricular activities and participating in various competitions but why does the attitude change when the same students come for their PG education. They hardly participate in any activities, because it is a misconception that in higher education, one has to the digest books to excel. No importance is given to skill education. Adding on, some professors have obsolete methods of teaching; they don't enlighten students with the pace of the world. They stick to the syllabus provided to them and hardly encourage the students to open up with their talents. This has to change and this change will definitely diminish this challenge.

There are many other challenges but we have focused on the above mentioned only.

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*A STUDY OF STATUS OF CHILDREN WITH SPECIAL NEEDS IN THE  
SCHOOLS OF VADODARA CITY*

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**INTRODUCTION**

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. Education is the most powerful tool for the social change and it's the driving force that put the nation on the path of socio-economic development. And hence it has now become a global concern. The world conference on "Education for All" held in March 1990 in Jomtien, Thailand adopted a declaration calling upon all member states and international agencies to take effective steps for achieving elementary education for all by the year 2000. India was one of the participants to the declaration.

Having realised the grandeur of education, government of India has made great effort to promote education in general and primary education in particular. Government of India recognises the need to strengthen the primary education and have taken conscious attempts to achieve the goal of Universalization of elementary education through various programmes and schemes such as Operation Black Board (OB), Shiksha Karmi Project,

Lok Jumbish Programme (LJP), Mahila Samakhya, State specific basic education projects like the Andhra Pradesh Primary Education Project, Bihar Education project (BEP), Mid – day meal programme, District Primary Education Programme (DPEP) followed by SSA, and many more.

### **SPECIAL EDUCATION**

As per UNESCO (1983), “Special education is a form of education provided for those who are not achieving, or are not likely to achieve through ordinary educational provisions, the level of educational, social and other attainments appropriate to their age, and which has the aim of furthering their progress towards these levels”.

Jangira (1986) defines special education as the process of making educational provisions to meet special educational needs of children which cannot be met by the arrangements available in ordinary education.

### **SEGREGATED, INCLUSIVE AND INTEGRATED EDUCATION**

There are three basic types of Special Education,

1. ***Segregated Education*** occurs when students with disabilities learn completely separate from their peers. Segregated education takes place in the form of special schools created specifically for the education of students with disabilities, or in completely separate classrooms for students with disabilities. Segregated education pinpoints the child as the problem in the system, the impediment to learning, and as a result, these students will often receive a completely different curriculum and different methods of testing, rather than being taught the same curriculum as their peers.
2. ***Inclusive Education*** is a process of strengthening the capacity of the education system to reach out to all learners. Inclusive education means that all children, regardless of their ability level, are included in a mainstream classroom, or in the most appropriate or least restrictive environment (LRE), that students of all ability levels are taught as equals, and that teachers must adjust their curriculum and teaching methodologies so that all students get benefits.

3. **Integrated Education** is similar to inclusive education, but without any ideological commitment to equity. Integration places students in a mainstream classroom with “some adaptations and resources. Integration is often mistaken for inclusion because students are placed in a mainstream classroom, which is a step towards inclusion.

**Policies, Legislative Act for Children with Special Needs [CWSN]**

“Inclusive education in a developing country implies the equal right of all children to the educational package’, however basic that package may be.”

*A UK Department for International Development (DfID) definition, (2000)*

In post independent India an important change was taken place for children with special needs with respect to their education and rehabilitations. The policies recommendations and legislative act were formulated to promote children with disabilities.

**(a) National Policy on Education (1986)**

It recognizes education of disabled as a human resource development activity and not merely a welfare activity. It recommends that, every attempt should be made to develop integrated programmes enabling the handicapped to study in general education system. NPE (1986) envisages that every effort should be made to expand educational opportunities to cover all handicapped children for the accomplishment of the UEE. For the severely handicapped children, education may be provided in especially suitable settings for the development of the potential. Others could be placed in regular schools and provided with requisite additional facilities. Appropriate curricula and techniques of teaching suited for handicapped children should be evolved. The National Commission on Teachers- I (1983-85) also pointed out large discrepancy between in needs and provisions of care of the disabled. Programme of Action (1992) stated that “a child with a disability who can be educated in the general school should not be in the special school.” It further reiterated that for achieving equalization of educational opportunities, the disabled should have access to quality education comparable to other children and reorienting pre service and in service teacher education programs to meet special needs in the class room.

**(b) Acharya Ramamurti Committee (1992)**

The educational system for the handicapped should be flexible. It should offer a range of education provisions - special schools for those who cannot be educated in general schools, special classes in general schools, and integrated education for the disabled of the type already in existence. Education should be through different options formal, non-formal, open schools, home day schools, vocational centres etc.

**(c) The Rehabilitation Council of India Act [RCI] (1992)**

The year 1992 was also the year of the Rehabilitation Council of India (RCI) Act. The RCI Act provided standards for rehabilitation professionals; one type of rehabilitation professional being special education teachers. This Act sets out to regulate the training of professionals in rehabilitation and sets out a framework for a Central Rehabilitation Register. Specifically it sets out:

- To standardise the training courses for professionals dealing with persons with disabilities;
- To grant recognition to the institutions running these training courses;
- To maintain a Central Rehabilitation Register of the rehabilitation professionals;
- To promote research in Rehabilitation and Special Education.

**(d) Persons with Disabilities Act [PwD] (1995)**

- Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years.
- Endeavour to promote the integration of students with disabilities in the normal schools.
- Promote setting up of special schools in Government and private sector for those in need of special education, in such a manner that children with disabilities living in any part of the country have access to such schools.
- Endeavour to equip the special schools for children with disabilities with vocational training facilities.
- Conducting part-time classes in respect of children with disabilities who having completed education up to class fifth and could not continue their studies on a whole-time basis.
- Conducting special part-time classes for providing functional literacy for children in the age group of sixteen and above.

- Imparting non-formal education by utilizing the available manpower in rural areas after giving them appropriate orientation.
- Conducting class and discussions through interactive electronic or other media.
- Providing every child with disability free of cost special books and equipments needed for his education.
- Transport facilities to the children with disabilities or in the alternative financial incentives to parents or guardians to enable their children with disabilities to attend schools.
- The removal of architectural barriers from schools. Colleges or other institution, imparting vocational and professional training.
- The supply of books, uniforms and other materials to children with disabilities attending school. The grant of scholarship to students with disabilities.
- Setting up of appropriate forum for the grievanceredressal of parent, regarding the placement of their children with disabilities.
- Suitable modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision.
- Restructuring of curriculum for the benefit of children with disabilities.
- Restructuring the curriculum for benefit of students with hearing impairment to facilitate them to take only one language as part of their curriculum.

**(e) National Trust Act [NTA] (1999)**

The main objectives are:

- To enable and empower persons with disability to live as independently and as fully as possible within and as close to the community to which they belong;
- to strengthen facilities to provide support to persons with disability to live within their own families;
- To extend support to registered organization to provide need based services during the period of crises in the family of persons with disability;
- To deal with problems of persons with disability who do not have family support.

**(f) National Curriculum Framework (2000)**

It made significant recommendation for inclusive schools as a measure towards achieving quality education for all learners. Segregation or isolation is good neither for learners

with impairments. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and sound pedagogical practices.

**(g) National Policy for Persons with Disabilities Act (2005)**

The National Policy, released in February 2006 recognizes that Persons with Disabilities are valuable human resource for the country and seeks to create an environment that provides them equal opportunities, protection of their rights and full participation in society. The focus of the policy is on the following

- Prevention of Disabilities
- Rehabilitation Measures
- Physical Rehabilitation Strategies
- Early Detection and Intervention
- Counselling & Medical Rehabilitation

**RATIONALE**

Under RTE (2009) “Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education. And this goal of UEE is impossible without successful inclusion of all the disabled children in the mainstream education. But the status of inclusive education is unfair in all aspects such as poor enrolment, inadequate infrastructure, lack of proper accommodation facility, lack of assistive devices, lack of proper curriculum, and funds etc. On the other hand lack of awareness among parents to educate the children with special needs in an inclusive settings results inclusive education throughout the country is still at an infancy stage. In India, a majority of children with special needs not enrolled into the schools and receiving any formal education, many of the children is out of schools, very few percentages of children successfully completing primary education. Teachers also need to be oriented and trained in such a manner that they promote personal development, social skills and student participation. The Indian government continues to include children special needs under several education programmes and schemes and one such wide umbrella programme is SSA (Sarva Shiksha Abhiyan), which

has a special programme for inclusion of disabled into mainstream, i.e. Integrated Education for Disabled Children (IEDC).

Initially disable children were treated as unwanted and segregated from normal children, later education was provided to them in special schools. Soon after there was a shift towards children with disabilities to complete their schooling in normal schools as non-disabled students. The concept of inclusive education has been spelt out in the Salamanca statement in the framework for action on special needs education 1994. It states that all governments have been urged to "adopt as a matter of law or policy, the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise". The basic premise is that the school should meet the educational needs of all children irrespective of their disabilities or limitations. UNESCO (1994), states that all children learn together, whatever possible, regardless of any difficulties or differences they may have, Inclusive schools must recognise and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuing quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with their communities'. India continuously striving to achieve the full enrolment and participation of children with disabilities in normal schools, national level policies NPE, (1986), NCF, (2000), NCF, (2005) strongly recommends to provide inclusive education. Several micro level and macro level project schemes and programmes successfully launched specifically for disabled students. Though the number of projects carried out, several schemes and programmes introduced, number of Act also passed but enrolment of disabled in schools is not up to the mark. World Bank (2007) notes that "the real prevalence of disability in India could easily be around 40 million people, and perhaps as high as 80-90 million if more inclusive definitions of both mental illness and mental retardation in particular were used". Further noted that children with disability are five times more likely to be out of school than children belonging to scheduled castes or scheduled tribes (SC or ST). Moreover, when children with disability do attend school they rarely progress beyond the primary level, leading ultimately to lower employment chances and long-term income poverty.

## STATUS OF DISABILITY IN INDIA

Different prevalence rates for disability are available in India. According to the *Census 2001*, there are 2.19 thousand people with disabilities in India who constitute 2.13 % of the total population (Census 2001).

**Table\_3.1: Status of Disabled enrolment in India at a Glance**

Sr. No.	Year	Number of Disabled Children Enrolled
1	2004 – 2005	1,758,775
2	2005 – 2006	1,616,895
3	2006 – 2007	1,424,834
4	2007 – 2008	1,554,351
5	2008 – 2009	1,384,116
6	2009 – 2010	1,402,817
7	2010 – 2011	1,000,000
8	2011 – 2012	1,706,775

**Source: DISE Analytical Report**

Out of the 21,906,769 people with disabilities, 12,605,635 are males (1.87%) and 9,301,134 females (2.37%) and this includes persons with visual, hearing, speech, loco motor and mental disabilities (Census 2001). The prevalence rate among SC population (2.23%) was marginally higher as compared to the general population; while among ST population, it was noticeably lower (1.92%).

## STATUS OF EDUCATION OF CWSN IN THE STATE OF GUJARAT



Gujarat Council of Educational Research and Training (GCERT) looks after education of the disabled through the IEDC Cell created in 1992 under State Education Department and its functioning under GCERT since 1998. Convergence with NGOs has strengthened the implementation of the IEDC scheme in Gujarat. According to the Progress Report of the Gujarat State Project Office, DPEP, a survey of disabled children conducted in 1997 estimated 17031 disabled children enrolled in schools and 2412 disabled children who were out of school in three DPEP districts (Banaskantha, Dangs and Panchmahals). The enrolled of children with disabilities is given in the following Table according to the nature of disability:

**Table\_3.2: Number of CWSN with different disability**

Sr. No	Category	Number of Children		
		1999-2000	2000-2001	2011-2012
1	Visually Impaired	2844	3383	25235
2	Hearing Impaired	1190	1609	5817
3	Mentally Retarded	1601	3731	24606
4	Ortho Handicapped	11652	13690	15833
<b>Total</b>		<b>17287</b>	<b>22413</b>	<b>71491</b>

**Source: DISE Analytical Report**

Endeavour's are being made to bring them to the regular mainstream. According to the report of IEDC cell of GCERT, Gandhinagar, beneficiaries of the IEDC scheme during 1999-2000 were 17287 disabled children with 338 special teachers. Regular schools under 35 NGOs catered to the educational needs of the disabled children in the schools situated in 116 Blocks / Talukas in 20 districts of the State. In 2000-2001, it is envisioned to cover 22955 disabled children under the care of 622 special teachers with the convergence of 56 NGOs in 176 Blocks of all the 25 districts of Gujarat. Door-to-door survey of disabled children in 30 Talukas was conducted in cooperation with NGOs (Voluntary Agencies) with the UNICEF financial assistance in 1999-2000. Out of

estimated 36000 disabled children, 17287 children were medically checked and were enrolled under IEDC schemes. In 2000-2001, the total number of children with special needs has gone up to 22413. Parents of the remaining disabled children were counselled and encouraged to get their children enrolled in regular schools.

Monitoring the program is as important as implementing the program for development and empowerment itself, and the harsh reality that there has not been a single program on status survey of inclusion of disabled under the IEDC scheme of SSA in Vadodara District ever, this fact has inspired and motivated the investigator to dig in this area.

Gujarat has 33 districts, of the total Districts in Gujarat, researcher chosen Vadodara city to carry out the study because Vadodara is considered one of traditional and cultural background city with cosmopolitan peoples. Free and compulsory Primary education was started by Maharaja Sayajirao in the year of 1893. Total literacy rate of Vadodara City is 71.32% which is slightly more than the Gujarat which is 69.97% (Awasthi, 2009). Children of Vadodara city receiving primary education in private and Government schools, but the present study focussed Government primary schools with regard to enrolment of Children with special needs (CWSN) and their schooling.

### **SPECIFICATION OF PROBLEM**

A study of status of children with special needs in the schools of Vadodara city

### **OBJECTIVES OF THE STUDY**

1. To study the status of CWSN in the primary schools of Vadodara city with respect to
  - Type of disability
  - Age and Gender
  - Grade
2. To study the suitability and usability of benefits received by CWSN.
3. To study the problems faced by Teachers with regard to providing teaching learning process to CWSN in the inclusive setting.
4. To study on-site educational and administrative support provided by resource teachers to the principal, teachers and students.

### **EXPLANATION OF TERMS USED IN THE STUDY**

**Children with Special Needs (CWSN):** CWSN are those children having disabilities like blindness, low vision, leprosy cured, hearing impairment, orthopedically handicapped, mental retardation, mental illness and multiple disabilities.

**Suitability of benefits:** Suitability of the benefits in the present study refers to whether the aids and appliances received by the CWSN are suitable to the type of disability/ disabilities one is suffering from.

**Usability of benefits:** Usability of the benefits in the present study refers to whether the aids and appliances received by the CWSN are functional and in the usable condition or not.

**Inclusive Setting:** Inclusive setting in the present study refers to all the educational facilities by which CWSN get education along with other normal children in regular/ normal schools.

**On-Sight educational and administrative support:** On-sight educational and administrative support in the present study refers to the academic and administrative help and guidance provided by the resource teacher during their visit to the schools to the teachers who teach CWSN in the normal schools. CWSN and the school principal.

## POPULATION

In the city of Vadodara, there are 104 schools managed by Vadodara Municipal Corporation. Of these, only in 64 schools; either three or more CWSN were studying during the academic year 2013-14. Population of the present study constituted all 64 schools of Vadodara city with at least THREE CWSN studying in school as per data provided by SSA office, Vadodara.

## SAMPLE

The sample for the present was selected by Lottery Method, and hence it was a Simple Random Sampling. The sample consisted of 20 Schools, i.e. approximately 24% of the total population. The sample for the present study consisted of all the CWSN studying in these selected schools, the class teachers or other teachers who were teaching them during the academic year 2013-14 and all the 20 Head Teachers / Principals of these selected 20 schools. Thus selected sample has been presented in the following table.

**Table\_3.3: Description of Sample**

Sr. No.	Total Number of				
	Schools	Head Teachers	Teachers	CWSN Enrolled	CWSN Present
1	20	20	69	154	119

### DELIMITATION OF THE STUDY

Present study was delimited to only four types of disability i.e., visually impaired, orthopedically handicapped, mentally retarded, and hearing impaired.

### TOOLS AND TECHNIQUES

Following tools and techniques were employed for the study.

(a) **Information Schedule:** This tool was constructed and administered by the researcher for the school principal to collect the data on CWSN with respect to

- Gender
- Grade
- Type of disability (Visual, hearing, locomotor and mental retardation)
- Age

(b) **Questionnaire:**

Researcher had constructed open ended and close ended Questionnaire for teachers and the same was personally administered on teachers, developed Questionnaire with regard to sociological and psychological aspects of CWSN and the problems faced by teacher in regard to the inclusive classroom teachings.

Another questionnaire was prepared by the investigator and given to the resource teacher regarding the on-sight support received.

(c) **Interview:** Semi structured interview was conducted with CWSN in regard to their

- Facilities
- Educational needs
- Instructional
- On – sight support

All the tools were referred to the experts from the department of education and their suggestions were incorporated. All the tools were also translated in Gujarati language for helping the respondents to better understand the questions.

### **DATA COLLECTION**

Data were collected personally by the researcher from the teachers, principal and students of the sample schools during the school hours, between 8<sup>th</sup> to 23<sup>rd</sup> March, 2014

### **DATA ANALYSIS**

Collected data were analyzed by qualitatively. Data collected through information schedule and questionnaire was analyzed by frequency and percentage, and content analysis, whereas interview was analyzed through qualitatively.

### **MAJOR FINDINGS**

- ❑ It was found that there were 119 CWSN in the schools. Of the total CWSN, It was observed that maximum numbers of disabilities were from mentally retarded (49 students) followed by orthopedically handicapped (28 students) and the least number of disabilities were visually impaired (11 students) and hearing impaired (13 students).
- ❑ With regard to gender wise CWSN, it was found that 66 boys and 53 girls were there. Of the total disabled boys, more number (25 boys) were mentally retarded and less number (07 boys) were visually impaired. Of the total girls, more number (24 girls) were mentally retarded and less number (01) was hearing impaired students.
- ❑ With regard to grade wise number of CWSN, it was observed that third, fourth and seventh grades having more number of mentally retarded CWSN; whereas first, third and fourth grades having second highest number of orthopedically handicapped CWSN.
- ❑ Further, it was found that third grade having the highest number of disabilities (20 students) and eighth grade having least number of disabilities.
- ❑ With respect to aids and appliances for visually impaired students. In six schools visually impaired students studying but only four schools the aids and appliances were available and in only two schools the aids and appliances were suitable.
- ❑ With respect to aids and appliances for hearing impaired students, in three schools hearing impaired students were studying but in only one school the aids and appliances were available and suitable.

- ❑ In six schools orthopedically impaired students were studying but in only three schools the aids and appliances were available and in two schools they were suitable.
- ❑ In six schools the aids and appliances were available for mentally retarded students but no schools the aids and appliances were suitable.
- ❑ In six schools orthopedically impaired students were studying but only in three schools the aids and appliances were available and in two schools they were suitable.
- ❑ In six schools the aids and appliances were available for mentally retarded students but they were not suitable in any school.
- ❑ It was found that 54 teachers responded that CWSN were very comfortable with school activities, whereas 15 teachers responded that the CWSN were not comfortable with school activities.
- ❑ More number of teachers (66 teachers) responded that there was no behavioral change among the students due to the presence of CWSN.
- ❑ More number of teachers (40 teachers) responded that peer students interaction with CWSN was good.
- ❑ It was stated by some teachers that special care has been taken for CWSN to accommodate in the regular school activities and for their learning process. The most of the teachers had responded that the school made some seating arrangement for CWSN according to their learning needs.
- ❑ The sixteen teachers opined that the teachers taking personal care for CWSN during class hours.
- ❑ More number of teachers (17 teachers) said that they have faced challenge while transacting the maths and language content. Very less number of teachers (9 teachers) stated that there was no problem or challenges were faced during instructional process.
- ❑ Most of the teachers (39 teachers) said that academic requirements were suitable for CWSN during the classroom interaction; some of the teachers (19 teachers) responded that the academic requirements for CWSN were devoid and need to improve.
- ❑ Majority of teachers (21 teachers) opined that there is a need of some sort of help from the higher authorities to meet the educational needs of CWSN.

- ❑ It was observed that there were total five resource teachers, three female and two male. All of them completed diploma and degree courses in special education.
- ❑ The resource persons were visiting to the schools for two days in a week and taking class for all types of disabilities in all the grades and teacher used some sort of activities like model making, playing, art, craft etc.
- ❑ It was observed that teachers used some sort teaching learning material and teaching learning aids for CWSN to make their learning easier and further it was found that teachers engaged CWSN in some remedial classes to improve the learning and thinking process.

### **CONCLUSION:**

Primary education is the foundation stone for any education, it contribute to development of culture. It is the very essential for personal and social development. This is the right period to inculcate certain values among the students. By considering the importance of primary education, nation provides free and compulsory primary education to all children including CWSN. The percentage of children with disabilities in our country is high. There are many CWSN who are out of school and unable to enjoy the education facilities because of several reasons. It is their rights to access quality education in regular classroom with all educational facilities but in this contemporary society CWSN facing many challenges to access quality education. Many schools are unable to provide enough facilities according to the need of CWSN. In the same direction the findings of present study also revealed out the status of CWSN in schools of Vadodara city. Some of the findings in this study may create awareness among the teachers, parents and all the educational stakeholders and school functionaries need to take some remedial measures so that CWSN can enjoy the schooling.

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