CHAPTER – I

INTRODUCTION
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SETTING OF THE PROBLEM

1.0.0 INTRODUCTION

The Indian Constitution, adopted in 1950, directed the State to ensure provision of primary education for all students up to the age of fourteen years within a period of ten years. The struggle to achieve this primary commitment began immediately. During the last fifty years, several milestones in this regard have been crossed. Beginning with a situation where four out of five persons were illiterate, and only two out of ten students went to school; it has not been an easy task to meet the constitutional commitment. The country began its journey towards the goal of universal Primary education for all by opening more and more primary schools across the country. The system has grown huge in size and coverage. Today nearly four out of five students in the age group 6-14 years are in the school. Two out of three persons are functionally literate. Progress achieved is by no means small. But it falls short of meeting the goal of Education For All (EFA).

In the pursuit of the goal of providing primary education for all, the National Policy on Education (NPE) and the follow up actions on the recommendations of the policy in 1986 has been a major landmark. The World Declaration on EFA adopted soon after in 1990 gave further boost to the various processes already set in motion in the country. As the analysis presented in the document demonstrates, the last decade of the century has witnessed tremendous progress in the area of primary education in the country. Yet, it is realized that the journey is not yet over. The main task is not to lose the momentum created by the progress made in the last decade. It is necessary to consolidate the gains and capitalize on the enlarged base created by the progress. It is realized that the methods hereto adopted may not be appropriate for crossing the difficult hurdles
in the last leg of the journey towards EFA. The strategy has to be such that the goal is achieved within the first few years of the next century. The future policies and programme are to be guided by this perspective. The following paragraphs set forth the directions in which the EFA effort will be focused in the years to come beyond 2000.

1.1.0 Provision of Primary Education for All—Continuing the Unfinished Task

Approaches to achieve the goal of universal Primary education in the years to come have to measure up to the magnitude and complexity of the task, which has so far remained incomplete. Efforts to pursue this goal will be guided by three broad concerns:

- The national resolve, as stipulated in the National Policy on Education, to provide free and compulsory education of satisfactory quality to all students up to the age of fourteen years.
- The political commitment to make the right to Primary education a Fundamental Right and enforcing it through necessary statutory measures.
- Enactment of 73rd and 74th Constitutional amendments which have set the stage for greater decentralization and a significantly enhanced role for local bodies, community organizations as well as voluntary agencies in the efforts towards UEE.

Further, recognizing the importance of the primary education sector, the Central Government has been working with the State Governments on a principle of shared responsibility for achieving the goals of UEE. This becomes even more important in the context of the commitment to make ‘right to Primary education’ a fundamental one. With the magnitude of the unfinished task, the Government of India will continue supporting the initiatives in primary education while promoting the capacities of the State Governments to meet the challenges effectively. Mobilizing additional resources to reach the critical mark of six per
cent of the GDP for education is a goal towards which the country will continue to strive.

1.2.0 Meeting the Concerns for Equity
Broad-based efforts made during the last fifty years have resulted in a massive expansion of the education system in the country, raising the overall status of educational provisions in terms of accessibility and participation. The efforts were guided by concerns of equity. Yet, a closer analysis of primary statistics reveals glaring disparities in the progress made. Certain sections of population and certain geographical pockets in the country have failed to fully get the benefit from the investments made in education. Keeping this in view, the approach during the years to come will be to specifically deal with the question of equity with focus on the educational needs of the following categories:

• Women and girls
• Scheduled castes and scheduled tribe groups
• Working students
• Students with disabilities
• Students from minority groups
• Urban disadvantaged students
• Educationally backward pockets in different States

1.2.1 Convergence in Management and Delivery of Education Development Programmers
With the expansion of the education system in the country, the administrative machinery has also expanded tremendously at all levels (separate directorates for school education, higher education, technical education, adult education, etc.) Separate administrative structures are found to be doing tasks, which have a common goal and even common set of activities. This is clearly evident in the case of primary education, non-formal education, and adult education. This trend towards creating parallel administrative machinery has not only over-expanded the bureaucratic machinery, but also the very burden has made it counter-
productive. It is against this backdrop that the goal of integrated planning and convergence in delivery will be pursued in a three-fold manner:

- Creation of parallel structures for implementation of different development programmes will be avoided;

- Effort will be made to re-examine the norms and patterns of operation specified under different Schemes and Projects to ensure greater convergence; and

- State Governments will be encouraged with adequate support from the Centre to reorganize the education management structures so as to achieve greater coordination in planning and effective convergence in implementation of education development programmes.

The task of achieving convergence may not be easy. It may, therefore, be necessary to support national and State level institutions to experiment with possible alternatives for field level integration in selected locales across the country and also to examine the possibility of involving NGOs and private initiative in such area specific explorations.

1.2.2 Quality Improvement

Beginning with the Operation Blackboard Scheme to equip all primary schools with at least a minimum level of infrastructure and human resources, the 1990s also witnessed major initiatives in the area of quality improvement. However, it is realized that the task has only begun and has to continue to be one of the major goals to be pursued. It is recognized that quality improvement has a significant impact not only on enrollment and retention of students in the school but also on the possibilities of further education for increased productivity and exercise of citizenship rights and responsibilities. The task of quality improvement will be pursued through:

- Qualitative improvement in content and process of education;

- Reorientation and strengthening of teacher education, both pre-service and in-service;
✓ Provision of appropriate infrastructure facilities;
✓ Focusing on strengthening the institutional management processes; and, establishing a reliable system of learner assessment.

In spite of several large-scale initiatives, quality of functioning of schools has remained far from satisfactory. Studies on the subject have highlighted the need for a more direct action to be initiated at the school level in a need-based manner. Keeping this in view, efforts will be made to strengthen the internal management of schools; and to improve the quality of teaching-learning processes. The focus will be on streamlining the regular management practices within the school giving a direction to school development processes through 'institutional planning and monitoring mechanisms.' This is to be coupled with adequate locally based support services in pedagogic as well as planning and management dimensions. Towards this end, the programme already initiated to give localized support to teacher and head teachers through block resources Centers and cluster resource Centers will be further strengthened.

### 1.2.3 De-centralized Planning and Management

The National Policy on Education 1986 had proposed decentralization as a fundamental requirement for improving the efficiency of the educational planning and management system and creating a meaningful framework for accountability. Several State Governments have already initiated the process of decentralization of the primary education management framework. New legislation has been adopted to provide for the changed framework to operate effectively. Some States have also gone for much closer collaboration and involvement of the community in decentralizing the system of education management. On the whole, this has not been an easy task with deeply entrenched centralized mechanisms. The country will continue to work towards the goal of decentralization by initiating processes of community involvement and gradually shifting the locus of decision making from State to district level and downwards through *panchayatiraj* bodies.
This shift in planning and management strategy will also require a vast effort to train and continually give support to educational bodies constituted under the urban Local Governments and *panchayatiraj* institutions. Efforts will be made to reorient the programmes of various resource institutions at national and State levels to meet this requirement. Towards this end, the local level institutions in the education and allied sectors will be strengthened adequately. Besides, it is envisaged that distance education mechanisms will play a significant role in the task of building capacities among personnel working at local levels. The distance education programmes already launched for in-service education of teachers will be strengthened to play this enhanced role. Pursuing the goal of decentralization along with the principle of partnership between the Centre and the States demands careful orchestration of the policies and programmes particularly in the area of Primary education. As envisaged by the National Policy on Education and reiterated by several bodies subsequently, the National Government will continue to play a major role both for coordination and capacity building. It will continue to monitor the progress of reaching national goals in the field of Primary education.

**1.2.4 District as the Unit of Planning**

Traditionally, planning for development of education has been done at the State Government level. The National Literacy Mission changed this trend and adopted district level campaign mode. All assessment for action was done from within the district. Following this, planning for primary education particularly under the DPEP has been firmly anchored at the district level. It is recognized that planning at the district level has several advantages:

a) It helps in making the plan strategies and approaches more locally relevant;

b) It promotes participation of local people in planning process and therefore develop better commitment and accountability for its effective implementation; and
c) It helps in addressing the issues of inter district disparities within the State more effectively. Keeping these factors in view, the country proposes to adopt an integrated approach for planning at the district level for development of Primary education. This approach, it is envisaged will help identify districts needing more attention and varied types of inputs, thereby tackling the equity in an appropriate manner.

Movement towards planning at block and cluster and village levels in partnership with NGOs will be encouraged and supported.

1.3.0 Early Childhood Care and Education (ECCE)

It is now globally recognized that systematic provision of ECCE helps in the development of students in a variety of ways such as group socialization, inculcation of health habits, stimulation of creative learning process and enhanced scope for overall personality development. In the poorer sections of the society, ECCE is essential for countering the physical, intellectual, and emotional deprivation of the child. ECCE is also a support for universalization of Primary education and it also indirectly influences enrollment and retention of girls in primary schools by providing substitute care facilities for younger siblings.

At present, Integrated Child Development Services (ICDS) is the most widespread ECCE provision. Besides, there are preschools, balwadis and so on under the Central Social Welfare Board, in addition to some State Government schemes and private efforts. Efforts have to be made to achieve greater convergence of ECCE programmes implemented by various Government Departments as well as voluntary agencies by involving urban local bodies and grampanchayats. Further, ECCE will be promoted as a holistic input for fostering health, psychosocial, nutritional and educational development of the child.

1.4.0 Promotion of Alternative Delivery Systems
The school system has expanded multifold at all levels during the last five decades. Yet it is difficult to conclude that the system has been able to meet the educational needs of all. This is particularly true of the Primary education sector where it is recognized that a single-track approach of formal primary schooling will not help achieve the national goals in a speedy manner. The school education programme has to look beyond the rigid formal framework in a flexible and adaptive fashion. Part-time formal, or non-formal education, seasonal learning Centers for the students of migrant labour, voluntary schools by NGOs, post primary 'open' learning system, the camp approach for adolescent girls, etc., will have to be systematically promoted.

The non-formal education programme that has been in operation in many parts of the country with support from the Central Government has been a mixed bag of success and failure. While the programme has been effectively implemented by many NGOs, the State sector could not show expected results. Nevertheless, the last decade has witnessed the emergence of alternate models for implementing the programme in a local specific manner.

Lessons from these efforts along with the experience gained in the NGO sector will be used to reformulate and strengthen the programme of non-formal education. Open Learning System (OLS) will form an important dimension of the efforts during Ninth Plan to reach school education to all. OLS at the school level will be strengthened for providing education from the Primary stage and above to meet the needs of those who are unable to seek education through full time institutional system, with assured equivalence with institutional learning in terms of certificate, degree, etc. Scope of the OLS channel will be expanded to bring more academic and vocational areas into its fold and cater to a larger student population from various segments of the population both in school and adult education sectors.

1.5.0 Partnership between Public and Private Sectors
The task of implementing educational programmes in the country is so stupendous that it is difficult to expect the public sector to meet the burgeoning needs of the society effectively. Even though private initiative has always been a part of the school education endeavor, it is often felt that the country has not been able to fully exploit the potential of the private sector. Possibilities in this regard will have to be actively explored. It should be noted that private sector could contribute not only in monetary terms but also in the forms of expertise for quality improvement through effective management of the system and development of locally relevant teaching-learning material. As mentioned earlier in the analysis of progress, some efforts in this direction have already taken place. More collaborative efforts at institutional level as well as programme implementation level will be designed in order to expand the profile of private initiative in the Primary education.

1.5.1 Increased Role of NGOs

As mentioned earlier, the Government views NGOs as partners in the process of moving towards the goal of education for all. As a broad policy, the country proposes to promote the role of NGOs at all levels in the social sector with a view to achieving participatory development and unburdening the administration, which is unduly loaded with implementation of development programmes. This approach will be followed in enhancing the role of NGOs in education development programmes also. At present, involvement of NGOs is generally limited to running NFE programmes and implementing small-scale innovative experiments in schooling. However, it is recognized that the NGOs have tremendous creative potential to contribute in innovating and implementing education programmes. While continuing with existing programmes of NGO involvement, effort will be made to identify technically competent NGOs and enable them to assume a larger role by functioning alongside Government agencies in a significant manner.
1.6.0 Literacy and Continuing Education

Literacy and Continuing Education will continue to receive increased attention so as to achieve the goal of complete eradication of illiteracy in the age group 15-35 years and to enable the neo-literates to retain, improve and apply the newly acquired literacy skills for improvement of the quality of life. The emphasis will be on consolidation and sustaining of the adult education processes through increased participation of NGOs, PanchayatiRaj institutions, youth organizations, teachers and student volunteers.

The focus of the adult education programmes will be two-fold. While the post-literacy and continuing education needs of the neo-literates will be taken care of through provision of opportunities for self-directed learning, equivalency programmes based on open schooling, job oriented vocational education and skill development programmes, a fresh momentum will be given to primary literacy programmes. This is essential in order to take care of the backlog of non-literates viz., those who are the dropouts and left-outs of the literacy campaigns and those out-of-school students who constitute new accretions to the adult illiterate population.

1.7.0 Launching a National Campaign for Education for All: Sarva Shiksha Abhiyan

The last decade has witnessed a number of new initiatives to improve the access to and participation of students in Primary education as well as for improving the quality of education provided in-the primary schools. The proposed SarvaShikshaAbhiyan will be implemented by Government of India in partnership with the State Governments with a long term perspective on cost sharing and through district level decentralized management framework involving local bodies. It is envisaged that the Campaign, to be launched in a mission mode, will move towards achieving the following four goals:
✓ Providing access to all students in the age group 6-14 years through formal primary schools or through other equivalent alternative delivery means by 2003;
✓ Completion of five years of primary education by all students by 2007; and completion of eight years of Primary education by all students by 2010; and
✓ Provision of Primary education of satisfactory quality for all by 2010.

The programme will be implemented in a manner that will provide adequate opportunities for NGOs and private sectors to contribute towards the achievement of these goals and lead towards a community owned initiative for universalizing Primary education. Keeping in view past experiences, efforts under the *SarvaShikshaAbhiyan* will be underscored by effective decentralization, sustainable financing, cost effective strategies for universalization, interesting curriculum, community owned planning and implementation and focus on girls, marginalized caste groups and ethnic minorities.

Of all the creation of god, human life is most sacred. It has two aspects: The biological and the sociological. While the biological aspects of human life is maintained and transmitted by nutrition and reproduction, the social aspects of human life is maintained by education (John Dewey). Man is primarily distinguishable from the lower animals because of his educability. He is endowed with intelligence. He wants to remain active, energetic and even original. He has desire to excel. It is education which promotes his intelligence, enables him to be industrious and ensures his progress. Without proper instructions and training, he will remain motionless speechless and will not make any struggle for existence. If justice, well-being, peace and progress are the main characteristics of modern civilization, there is sufficient reason to believe that demand upon education will be greater than it had been in the past. According to Aristotle “Educated man are such much superior to uneducated as the livings are to the dead”. If the intelligence is crushed and neglected, the whole nation will
be stumbling blindly against books. Kothari Commission (1964-66) has aptly remarked, “Every little of available “talent is now discovered and developed”.

Education comes natural to the human child as flying to bird and summing to animals in a democratic country. Education is as old as human civilization and brings the human being from the dark core of ignorance to the bright shine of knowledge from vice to virtue. Education is the birth right of each and every individual in a democratic society to grow and develop with liberty, equality and fraternity.

Despite the declaration, “Education for all by 2000” and official strategies/or the attainment of universal Primary education, little could be done in the districts where tribal population is predominantly large. Increase in number of schools and building up of infrastructural facilities notwithstanding, the tribes, scheduled castes and other backward sections reaped little benefit. This was due mainly to dominant non-tribal administration and ideological framework and therefore, the tribal belt largely contributed towards promotion of non-tribal employment. This is brought out by the empirical study of tribal Orissa.

Needless to say, education plays a pivotal role in all round developmental process of a society. The rate of progress in education parallels the rate of socio-economic progress of a given society. Moreover, in a country like India which is composed of various social groups who are at different levels of socio-economic development with extremes of privileges and deprivations among them, education is conceived as the key mechanism for the empowerment of the marginalized groups like Schedule Castes and Scheduled Tribes. In recognition of this primary proposition, Universalisation of Primary Education has been accepted as a national goal since 1950. However, before 1976 education was exclusively the responsibility of states and the central government was only concerned with certain aspects like coordination and determination of standards in technical and higher education. Following the constitutional amendment of
1976, education has become a joint responsibility of union and state governments. Though the state plays a major role in this regard, the union government has a clear responsibility regarding the quality and character of education. With regard to the low level of literacy among the people especially among scheduled castes and scheduled tribes, strategies have been evolved by Government of India for the attainment Universal Primary Education (UEE), as envisaged in the National Policy on Education (1986) as well as the Programme of Action (1992) formulated in tune with the World Declaration on Education For All by 2000 A.D."

Though the Scheduled Tribes in India constitute around 8 percent of the total population which is more than the population of many European countries, they have not been able to emerge as a powerful combination either at state or central level (except in the North Eastern region). They are known for their different socio-cultural practices and backwardness. Any attempt to bring them into the mainstream of national life needs a different political will that can ensure a special and adequate development. Moreover, in Indian society inequality, domination, deprivation and exploitation are the basis of social relationship. In such a context any policy and programme that aims at equalizing under-privileged with privileged, get thwarted by the people of hegemonic structure at all levels of its implementation. In addition, planning in India like other South Asian countries is fundamentally a political programme through which the state tries to impress upon the masses with its pro-people image in order to get their support without much coercion or regimentation (Myrdal 1972:362). Therefore, the state representing the dominant sections of society formulates policies that can concede the demands of the privileged groups on the one side and produce ideological effect, which is responsive to ‘popular’, will on the other. The backward and ignorant sections are provided with a make-belief world through propaganda and slogan of welfare state and populist measures. The measures of securing educational development of Scheduled Tribes may be an agenda of this wider framework.
In a democratic society, education of the people is the responsibility of the Govt. as well as of the people. In democracy, people are free to experiment in education. ‘The process of cross fertilization of ideas has always gone in the history of education.” Though in almost all the countries the problems faced are more or less the same, their educational system are based on their own philosophies. Within a country, different people may have different ideas about education and may spend different amounts according to their economic standards.

Outstanding everywhere in the world of democracy there are two issues, the prolongation of school attendance and provision of equal educational opportunities for all. Equality does not mean same education to all in the same environment. It advocates educating according to the abilities of the child. Minds differ as rivers differ. So different environment is necessary for different individuals if they are to be developed fully. So equality of opportunities means providing education according to the capacities of the child irrespective of economic strata. What oxygen is to the life, education is to smooth and prosperous living. Hence in a democratic country everyone has right to choose his own career according to his need and interest.

1.8.0 BARRIERS IN EDUCATION

Education which is core factor for social development and National agenda for eradication of illiteracy from primitive age to modern society methods, techniques and with different system of education adopted by the county for it’s cent percent literacy still under certain conditions as given under unable to achieve. The constraints acts as barriers become challenge for the nation and how to overcome are also nationwide problem.

1.8.1 Physical barriers

Our school systems are mostly of two types; Government holed system and non-government holed system. In spite of all the efforts, government is unable to
fulfill the requirements of the students with disabilities in the classrooms. Classrooms are still without the resource rooms, resource teachers and the resource material. Even most of the schools don’t have the classrooms too. They are running in the open place with the temporary arrangements. In some of the places schools are in remote areas surrounded with the river or ponds, where reaching the students is a big problem. In some of the places, schools are not having the primary infrastructure even blackboard too. In this type of the circumstances how we are taking initiatives for inclusion?

1.8.2 Social Barriers
Society has some stigmatic attitude with the students with special needs. According to the severity of the problem society is behaving with them. Parents, siblings, peers, teachers all have the same attitude. They are making barriers instead to remove it knowingly and unknowingly. Sometimes parents shows over protection towards them. Parents are shying to show them off. They are avoiding taking them in the social gathering. If sometimes they were taking thereof they becomes the center of attraction and dialogues. This is again a socially big trouble to the students with disabilities. We have to respect their different abilities.

1.8.3 Political Barriers
Political will is the main barrier in the path of inclusion. We are ever engaged to make policies but never try to incorporate them. We have several policies for inclusive education as stated in the national curriculum framework, national education policy and the POA-1992. In the preamble of the Indian constitution we have already committed to the education for all. After 66 years of independence, we have not settled up the education policy for the students with disabilities. In PWD Act-1995, education for the students with disabilities was stated, but necessary infrastructure is not still developed accordingly. There should be a separate policy on inclusion as that of the SSA. SSA should be strengthening in all the respect. It should be very specific to the education of
students with disabilities, development of the resource material, appointing resource persons to each and every school level.

1.8.4 Educational Barriers

Education is on the crossroad of integrated educational system and inclusive education system. Teachers and implementers are so confused towards the concepts. There are too many efforts implemented at the school level in SSA but some of the barriers are still there as that of the lack of the building, non-barrier free schools, classes and other physical infrastructure. There is less space per child in the classes to perform the academic activities. School curriculum is not according to the specific disability. Students are bound to study the syllabus irrespective to their disabilities and needs. In this situation, students did not continue with the existing system. Policy makers should be taking care of them.

Since nobody can deny the admission of the disabled child in the school, so there is a need of the training of the teachers in a huge amount. That’s why only regular teacher training courses are not sufficient. Rather than the regular teacher training courses, there is a need of distance education programme in teacher training for the teachers of the students with disabilities. M.P. Bhoj Open University is conducting the teacher-training programme across the country in special education as a joint venture with the Rehabilitation Council of India. This is the only effort to provide such required numbers of teachers per year.

Here are the competencies that are to be needed for the general education teachers and special education teachers to work in the inclusive settings:

➢ Ability to solve the problem, to be able to informally assess the skills a student needs (rather than relying solely on standardized curriculum).

➢ Ability to take advantage of students 's individual interests and use their internal motivation for developing needed skills.

➢ Ability to set high but alternative expectations that are suitable for the students; this means developing alternative assessments.
- Ability to make appropriate expectations for EACH student, regardless of the student's capabilities. If teachers can do this, it allows all students to be included in a class and school.
- Ability to determine how to modify assignments for students; how to design classroom activities with so many levels that all students have a part. This teaching skill can apply not just at the Primary or secondary level, but at the college level as well. It will mean more activity based teaching rather than seat based teaching.
- Ability to learn how to value all kinds of skills that students bring to a class, not just the academic skills. In doing this, teachers will make it explicit that in their classrooms they value all skills, even if that is not a clear value of a whole school.
- Ability to provide daily success for all students. Teachers have to work to counter act the message all students get when certain students are continually taken out of class for special work.
- Some other competencies that will help general education teachers in an inclusive environment include areas under:
  - a realization that every child in the class is their responsibility. Teachers need to find out how to work with each child rather than assuming someone else will tell them how to educate a child.
  - Knowing a variety of instructional strategies and how to use them effectively. This includes the ability to adapt materials and rewrite objectives for a child's needs.
  - Working as a team with parents and special education teachers to learn what skills a child needs and to provide the best teaching approach.
  - Viewing each child in the class as an opportunity to become a better teacher rather than a problem to be coped with or have someone else fix.
  - Flexibility and a high tolerance for ambiguity.

1.8.5 Barriers of Resources
Resources are the building blocks for the inclusion. Many of the schools have no resources at all or less in numbers. Resources other than the experts are also not available too. Although SSA is going on move softly but still now we are unable to provide resource persons to all schools. We are considering the use of colored, flexible, multipurpose, multimedia educational and recreational resource material to be used in the classroom irrespective to the disabilities, but we are not in the stage to provide all these equipment to the classes.

As conclusion we can say that we are in the era of development and we have very limited resources with less acceptability and access. We have financial crises in education as a whole and there is very fewer amounts are allocated for the primary and primary education. That’s why we are not comparing us with the other countries in popularizing the inclusion. However, we have strengths to popularize the inclusive settings and we will be the trend setter in inclusive education in India and Pacific but it all needs the great will, clear vision and motivation to change the setup by all the means. Since education is the right of a child so, we have to protect it to change ourselves, our environment, and our needs and have course our priorities.

Human rights abuse is 'General' in most of our countries. Many people have been killed, maimed and tortured. Peaceful demonstrations are stopped with guns by the authorities. Evidence abounds in most countries for everybody to see. The judicial system in most of our countries lacks the needed independence and fairness. Judges who do not kowtow to the whims and fancies of the government in power are either sacked or murdered under mysterious circumstances. Most suspects do not get fair trials in court and many unfortunate citizens are imprisoned even without trial. Political opponents are often the said victims of this abuse of human rights.

Most governments in our part of the world have monopolized state press and electronic media, and deciding on which news item is to be published/aired or
not. Most often the parties of the other side of the political divide are prevented from benefiting from these facilities without censorship. They are never seen as alternative future governments but as political enemies. Due to the high cost of education, poverty and lack of materials and (school) structures, our cities are full of street students, who end their day sleeping on verandahs and Kiosks, not knowing where the next meal will come from.

Our leaders manipulate the electoral system to continue to stay in power. This sorry state of affairs has contributed to many social vices such as drugs, social conflicts, teenage pregnancy and stealing. The least said about press freedom the better. Most journalists in our part of the world face the daunting task of exposing corruption, human rights abuses and mismanagement of our resources by our governments. This noble duty has resulted in chains of libel cases against some of them who have paid the high price of imprisonment. As we move towards the year 2002, it is our cherished hope that governments and leaders of the Third World would appreciate that the philosophy of Universal Declaration of Human Rights is the Key to Peace, Understanding, Tolerance, Development and Progress. That is the way forward to prevent war and conflicts around the world.

On the 50th anniversary, 10th December 1998, we resolved to treasure and uphold the tenets of the Universal Human Rights Declaration for the benefit of all and resist human rights violations of any kind wherever they may rear their ugly heads, let us keep that pledge.

"You cannot kill themessengers.
You cannot kill themessage."

KenSaro–Wiwa

Failure to end the global crisis in education makes sustainable development impossible by denying nearly a billion people the ability to make informed choices about their lives, their families and their societies. The Plan of
Implementation for the World Summit on Sustainable Development recognizes that education is critical to sustainable development, and reiterates existing international commitments to the Education for All goals and strategies agreed in Jorntien in 1990 and again in Dakar in 2000 - including universal primary education by 2015.

However, the world leaders gathered in Johannesburg must do more than repeat old promises. Two years after Dakar, aid to education still languishes at pitifully low levels and 125 million students are still out of school (UNESCO report 2002, Bangkok). In order to ensure that all girls and boys can complete a full course of schooling, governments attending the summit must take decisive new steps to deliver on the promises they have already made.

The Global Campaign for Education, a broad alliance of child rights activists, NGOs, and public sector and teachers' unions, with members in more than 150 countries, demands that in World Conference, Johannesburg (14-18 April 2002):

1.9.0 EDUCATIONAL RESPONSIBILITIES IN DEVELOPING COUNTRIES:

I. Announce steps to end all fees and charges (including the costs of uniforms and books) for public primary education within the next three years. The massive increases in enrolment in Tanzania, Uganda and Malawi following the partial abolition of charges show that even a modest fee is a formidable barrier to poor students - not to mention a violation of the right to education.

II. Commit to a sustained increase in budget allocations to primary education in order to reverse inequalities between rural and urban schools and build an effective public school system that delivers quality education to all communities.
III. Pull out all the stops to get more girls into school and keep them there, in time to meet the 2005 target for gender parity in primary and secondary education.

IV. End discrimination against marginalized groups, such as indigenous people, ethnic minorities, the disabled, working students, and girls. Discrimination can take blatant forms: for example, providing fewer trained teachers, fewer books and fewer hours of instruction in schools or education programmes serving minority communities, or making cutbacks in adult education programmes that benefit marginalized groups. Discrimination can also take a more subtle but equally damaging form when the education system is based on a rigid formal school paradigm with no room for flexibility or innovation to accommodate diverse cultural or physical needs.

*Rich governments and international institutions should*:

1. Increase aid to primary education, from the current low level of 2% of bilateral aid, to at least 10% of aid budgets.

2. Commit the funds needed to back the Fast Track Partnership announced this June, which would enable high-performing countries to scale up and accelerate their own Education for All strategies, and ensure that realistic criteria are used to select and assess Fast Track countries, so that more countries can participate.

3. Launch a financing framework to extend action to tackle the education crisis in countries beyond those included in the fast-track process.

4. Clearly state their active opposition to fees and levies for primary education, and work with governments to find more equitable and sustainable ways to finance primary education.

5. Suspend efforts to promote greater private sector involvement in the delivery of primary education - such as the World Bank Private Sector Development strategy and the USA's Millennium Challenge Account - until the implications and impact of such policies in a developing country context have been thoroughly assessed.
1.10.0 THE ESSENTIAL ROLE OF EDUCATION

a) Poverty Eradication
Poverty eradication depends on education particularly the education of girls and women. It is not only an end in itself but also an enabler for other policies that help to reduce poverty:

b) Access to Services and Resources
Without the ability to read, many people are unable to take advantage of public services because they are unable to understand any published information about how to obtain and quality for these services (such as health, housing, credit, legal, or agricultural services).

Furthermore, education places poor women and men in a better position to demand access to services and resources. The greater self-confidence and sense of entitlement or worth that educated people can carry with them often makes them more willing to request services and use the resources that are offered to them. One example is that women who have attended school are more likely to register for government health services than those with no education.

c) Participation and Democracy
Educated men, women and youth are better able to participate in the decision-making processes that affect their lives. Democracy depends upon an educated population that is able to express their needs and desires and to be heard. Wider, better-informed participation in the political process is a catalyst for change. Educated people demand greater accountability from the decision makers. They are better able to follow the decision making process, be it through media or personal observation, and to demand explanations for the decisions that are made. As a result, education supports good governance, which is key in deciding the course for sustainable development.
Education is especially important to enable women and girls to have a larger say in decisions at all levels, from the household to the nation. Educated women are more likely to become leaders and decision-makers.

Critical to development is the increased participation of the stakeholders in the development of their resources. People who have obtained even the most primary education are more capable of protecting their interests in a resource or in development that affects their interests. They have an increased capability to participate at all levels of the development process with greater knowledge and confidence. They have a greater ability to initiate development plans and coordinate their efforts other interested parties.

Education is usually necessary for people to be able to use the legal process and the courts effectively to defend their interests, for example to secure their traditional land rights and land tenure. Literate people can also read and understand contracts. No longer will their resources be taken from them through one-sided contracts they were unable to read and had to sign by a thumbprint.

d) Reducing Inequality

A universal public school system that offers good quality education to all can contribute to greater social equality and will help assure equitable access to resources for all people. Educated people are better able to participate in the economic development of a country and will therefore capture a greater portion of the resources. With greater access to education, the poor will be better able to reap the benefits of development and gain a larger share of the resources. This will have the effect of balancing out many inequalities.

Education, particularly genuinely multicultural education that is flexible enough to accommodate the different needs, languages and cultures of minority groups,
can reduce the effects of prejudice and racism by promoting tolerance and opening up opportunities for marginalized peoples.

e) Eradicating Child Labour
One of the direct effects of free and equal education is it gives students an alternative to work. When students are forced into child labor, they have to give up school in order to achieve short-term economic gain for their family. As a result, they are forced to sacrifice the long-term economic benefits that education offers. They are caught in a vicious cycle of poverty that spans generations. The most effective way to offer the 246 million child labourers in the world the promise of breaking out of the poverty cycle is to offer them a future with education. First, a child that is in school is one less child labouring. Second, a child who is educated is more empowered to make meaningful decisions for his or her future that will lead to an escape from poverty. Education creates opportunity.

f) Securing Livelihoods
Education is necessary for the impoverished, especially women, to better access markets in which to sell their goods; and to break out of the low skill - low wage – high vulnerability position that can keep families poor for generations. It can help provide confidence and knowledge that is needed to assure a good bargaining position when selling goods at market thus safeguarding their resources from exploitation from those with a stronger bargaining position. Education will also promote effective use of credit markets for development of businesses and agriculture. People will be less susceptible to losing their access to resources to creditors since they will be able to initiate more effective business planning and agricultural development.

Education can lead to greater productivity in agriculture. One of the key elements to economic development and growth is an increase in productivity, and one of the leading causes for an increase in productivity is innovation.
Primary education teaches people the fundamental skills needed to develop new, innovative techniques in agriculture and business. Local innovations are needed in order to develop local technological developments for alternative energy resources. Education is necessary for the development of the "knowledge economy." The World Bank has estimated more than half the GDP in industrialized countries is based on the production and distribution of knowledge. Some economists believe that most future economic growth lies in the knowledge industry; this trend will leave the uneducated in an even worse position.

**g) Improving Health**

Prevention of disease and death is greatly aided by even a primary education. Even after controlling for income and other factors, students born to women with at least a primary education are less likely to die in infancy and less likely to be malnourished. Also, with schooling, women themselves are less likely to die during childbirth and the life expectancy for women is greatly improved. In many countries, certain illnesses, such as HIV/AIDS, are surrounded by a cloud of cultural stigma and misinformation. Education can help break down the taboo and mysteries surrounding the disease. Furthermore, people who are empowered with an education are more likely to press for access to adequate health care.

**h) Sustaining the Environment**

Education can have a strong influence in attaining sustainable consumption and production. A change in the consumption and production patterns of individuals requires a transition into new technology, increased efficiency, and increase in environmental awareness. Education can lead to community empowerment giving communities, who have more of a vested interest in their immediate environment, more ability to participate in the decision making processes for development. Also, an educated population can be more easily trained in environmental monitoring techniques to take account of their situation and share the information with local, regional or national authorities and other interested
parties. Young people are the agents of change and determine the environmental attitudes for fixture generations. A primary education will give each and every person greater ability to understand their environment, and they will be better able to participate in ecologically sound economic development.

Population is growing at unsustainable levels and its effects are being felt in all aspects of sustainable development policy. Women who receive a primary education are empowered to make choices about their own reproductive health and therefore often have fewer students than women in the same country without a primary education.

It is no doubt education is the nuclear part of social development. According to Chinese Philosopher Yang Chu 11(1442) "If you want to develop your country first of all develop the quality and quantity (number) primary education". Human Rights in each and every dimension can be achieved by educating the people of the county. Over all development of the county including the downtrodden in Indian context can be fill Human Rights through the Primary education among the people even also through Adult education.

1.11.0 AREAS OF INDIVIDUAL DIFFERENCES:
The concept of individual differences refers to the quantitative difference found among individuals with respect to their various traits. Individuals differ almost in every respect they differ in physical as well as psychological characteristics. They also differ in their hereditary equipment’s, family background and environmental influences. In other words individual vary in cognitive domain, affective domain, psychomotor characteristics and socio-economic status.

1.11.1 CAUSES OF INDIVIDUAL DIFFERENCES IN INTELLIGENCE:
Hereditarianism said that heredity is more important than environment, environmentalists or progressivisms said the environment is more important for
the development of intelligence. Both the hereditarianism and the environmentalists hold the extreme view point.

1.11.2 INFLUENCE OF HEREDITY AND ENVIRONMENT ON INTELLIGENCE:

There is a controversy between hereditarianism and environmentalists whether intelligence is the influence of heredity or environment. Terman’s suggested that individuals possesses unique combinations of general abilities and special aptitudes, because heredity exerts a much stronger influence on human intelligence than does environment. Terman believed that I.Qs. did not change during childhood because of the dominance of hereditary factor. Terman (1925) discovered similarly that students, he identified as gifted on the basis of I.Q were over represented among the middle and upper socio-economic status.

Miles’s (1954) says high I.Q students may come from affluent homes. Socio-economically the parents of high I.Q students tend to belong mostly to the professional and business classes and relatively few are semiskilled or unskilled workers.

Standford-Binet produces an underlying assumption that intelligence is a general factor denoting mental power that can be channeled in any number of directions, depending on the individuals inclination and the influence of the environment. But Galton and Terman’s said that heredity exerts a much stronger influence on human intelligence than does environment.

Intelligence may increase or decrease depending upon a variety of physical and psychological factors, both within the individual and within his environment. Studies of relationship between parent and students ’s feelings about education suggest that the intellectual climate in the home reveals much about motivation at school. On the other hand refer to various means through which parents encourage and provide opportunities for students to engage in learning
experience outside of school. The mother serves as an influential role model for her offspring.

As a teacher, one should not accept any one of these two viewpoints without examining their relative importance. If a teacher believes that environment is complete force and that heredity is little or nothing then his efforts will be directed almost equally for all students. In that way he will misdirect much of his energy. There are teacher who believes that every child is the diamond in the rough which needs only polishing in order to reflect the light of intelligence. According to this nation, a child’s development depends on the teacher efforts alone. On the contrary, if a teacher believes that heredity is a complete force and students differ in respect to their personalities, he will feel that his efforts will bring different results with different pupils and he will have different expectations for different pupils. A teacher with such benefits will miss many opportunities to develop the latent capacities of his pupils. It is, therefore, necessary to examine various causes of individual differences in intelligence so as to arrive at a proper understanding of the problem.

**Development of Healthy Mind:**
For the development of healthy mind both heredity and environment are very important. And the role of the parents, role of the school, and role of the society is also important. And these need to be discussed separately in detail.

**1.11.3 ROLE OF THE PARENTS:**
Now a days the old dictum of healthy mind in a healthy body is not at all followed nor is it given due importance. The home that sets the peace of mental health of students should have mentally healthy parents, who love each other. Child who gets affection and love becomes emotionally mature in temperament. Homes where parents find fault with each other give rise to students with different mental health or problem of students. Too much of affection also brings about psychological defects in the child.
The family status of parents affects the development of talent among the students. The income, occupation, education, ambition, group life, active leadership in the community or cultural isolation of parents plays an important role in furthering or retarding the talent of their students. The number of members in the family also exercises considerable influence. More the members in the family more the students may be neglected which will have adverse effect on the development of the talent.

Good healthy financial facility, peaceful atmosphere at home and avoidance of politics also effect considerably and it is the duty of parents and the family to provide all these to the child.

1.11.4 ROLE OF THE SOCIETY:

Society plays a crucial role in the development of mental health of students. Customs, tradition tend to have an impact on the mind of the child and recognition of a child’s worth is a pre-condition for the mental health of society itself. It is incumbent upon the society to see that the proper needs of the child are satisfied we can expect bright students to perform at their cognitive best. Due to superiority over available associates, it is extremely difficult for gifted and talented students to adjust socially. Society can help much in this case by understanding such students more and giving them a soft corner to adjust. If the society does not recognize that child’s interests and activities, he develops the inferiority feelings, which may become a hindrance in the development of his talents. That may develop a boastful, conceited personality.

1.11.5 ROLE OF THE SCHOOL:

School also affects the mental health of the child. School is a specialized institution of education that has been established by society to promote cultural heritage. Home expects school to take care of its students. Mental health is
related to the teacher’s mental health, the school curriculum and to the process of learning itself.

The school system should seek to provide continuous training to teachers in improved methods of instructing talented students. The school should attempt to develop desirable attitudes towards the talented through greater understanding. The school should be concerned with developing a balanced program consisting of intellectual, emotional, social, cultural and physical growth of young talents.

According to Gowan and others;
(i) Schools which encourage creative talent will have students who score high on aspiration level, academic achievement, and self-expression. These schools have an academic climate which stresses student’s dignity, and the enriched curricula for talented will increase the range of knowledge and skills of the students, develop alertness, initiative and creative power, develop an attitude of critical thinking, power to work independently, to plan, to execute to judge, develop increased ability to share in understanding and develop leadership.
(ii) Teacher in such schools will be less stereotyped and more rational than teachers in the more traditional schools.
(iii) Originality, initiative and invention would be encouraged, and teachers would be more stimulating and original.
(iv) More the attitude towards their school experiences, more the teacher will encourage the creative behavior.

1.11.6 ROLE OF THE TEACHER:
According Gowan, a successful and effective teacher for talented students should have some of the following qualities.
(i) He should be respectful for unusual questions and unusual ideas of students.
(ii) He should show students that their ideas have value.
(iii) He should provide opportunities for self-initiated learning and give credit for it.
(iv) He should provide periods of non-evaluated practice or learning.

Students can be helped to preserve their creativity by non-authoritarian attitudes in the part of teachers, especially by not having negative evaluations put upon their initial efforts.

The keystone of entire educational enterprise is the teacher. Unless he is free from worries, anxieties, tension, and mental abnormalities he cannot discharge his most important duty of promoting the mental health of students. Thus good mental health is very important for the teacher.

1.12.0 ADJUSTMENT OF STUDENTS IN SCHOOL

The age at which students starts formal schooling varies across countries and has changed over time in this country. Starting school with first grade at age six used to be the norm, whereas now most students go to kindergarten at age five (West et al. 1992). However, the five-year-olds in today's kindergarten classes are older than the kindergarten pupils of the past. Whereas it used to be standard practice to require kindergartners entering in September to have turned five by the following December or January, it has become increasingly common for schools to require students to have turned five by September or October, or even earlier (Meisels 1992; Walsh 1989; and Shepard and Smith 1986).

Another difference is that most of the students entering kindergarten nowadays have had prior experience with preschool programs or center-based childcare (West, Hausken, and Collins 1993). This was not the case in the past. The findings of developmental psychology do not demonstrate that one age of school entry is inherently preferable to another. No matter where the age of entry is set, educational systems have to deal with the fact that students vary in their rates and patterns of development. Because rates of development are so rapid in the
preschool and early Primary years, disparities between different students of the same chronological age can be striking. One 5–year–old may be reading fluently, while another can identify only a few letters of the alphabet.

There can also be marked differences within the same child across different domains of development; such as when a kindergartner is able to count objects and solve simple math problems, but cries or hits other students when frustrated in group situations. For the most part, schools have handled students differences in developmental levels from a "maturational readiness" approach (Kagan 1990).

From this perspective, schools expect students to have reached a certain standard of physical, intellectual, and social development before starting kindergarten. Thus, whether or not students are deemed "ready for school" in the fall of the year in which they turn five is determined to a great extent by the social demands of the kindergarten classroom and the cognitive demands of the kindergarten curriculum. All young students are "ready to learn," but not all students are prepared to concentrate on a task for extended periods of time, hold a pencil properly, identify most of the letters of the alphabet, or take turns and share things with other students (Zill et al. 1995). If kindergarten programs demand these capabilities, some 5–year–olds will not be able to cope with them. If demands are less stringent, and the school is prepared to deal with considerable variation in students ’s social and cognitive development, the proportion of "five's" that will have a fruitful kindergarten experience may be greater.

However, not all early Primary programs may have the resources, or the philosophical inclination, to provide the individual attention that may be required for a child who is well behind—or well ahead of—most other students in social maturity or intellectual accomplishment. The use of delayed school entry and kindergarten retention to deal with individual differences in students’s early development Given the individual differences in the pace and pattern of students
's development, some parents have chosen to delay their students 's enrollment in kindergarten by a year (Meisels 1992; Bredekamp and Shepard 1989; and Shepard and Smith 1986). The rationale is that the additional year will give students who have late birthdays or are somewhat behind their age-mates in social, motor, or academic skills extra time to mature. Hence, they will be better prepared to perform as expected in the classroom. Other times, parents' motivation for delaying school entry is frankly competitive—even though the child may be capable of handling the demands of kindergarten, they want to give him or her an edge over other pupils, both during the kindergarten year and in later grades (Kagan 1990; and Smith and Shepard 1987).

There are also situations in which schools make recommendations to parents about delaying students entry into kindergarten, based on "readiness" testing done before school entry (Kagan 1990; Bredekamp and Shepard 1989; Charlesworth 1989; and Meisels, Steele, and Quinn 1989). Results from a 1988 survey of state education officials across the country suggest that from 10 to 50 percent of students who are ageeligible to start kindergarten are held out or placed in developmental kindergarten classes at least in part because of poor performance on readiness tests (Gnezda, Garduque, and Shultz 1991).

One way schools have dealt with kindergartners who are considerably less advanced than other students of the same age is to require these students to attend kindergarten for a second year, or go into a "developmental" class (Bredekamp and Shepard 1989; and Charlesworth 1989). The theory behind this practice is that it permits the child more time to develop capabilities that he or she will need to function effectively in first grade, when both the social and academic demands will be tougher than those in kindergarten (Byrnes 1989; and Smith and Shepard 1987).
Another hope is that by changing the reference group to one composed of younger students or others who are relatively slow in their development, the child's comparative position will shift from the bottom of the heap to the middle of the pack (Smith and Shepard 1987).

Unfortunately, the report that cites these results gives no indication as to where most states fall in this relatively wide range of 10 to 50 percent. However, the report also indicates that the survey found wide variation in the types of readiness tests used by states and the cutoff scores used to determine passing and failing the expectation that young students will be less likely to feel stigmatized by being held back than would older students who may have a better understanding of the social connotations of retention and stronger ties to their age-mates (Bredekamp and Shepard 1989; and Smith and Shepard 1987). Of course, part of the rationale for having students repeat grades is that it will be of benefit to the other students in the class, the ones who do not have to repeat (Smith and Shepard 1987). It is argued that these students will be able to get more attention from the first-grade teacher and advance more rapidly, because the teacher will not have to spend a lot of time trying to control the behavior of socially immature pupils, or providing remedial instruction to pupils who are far behind the rest of the class academically.

1.13.0 CONCEPT OF LOCUS OF CONTROL:

Locus of control is an important aspect of the behavior of the child. For the practicing school psychologists or teachers this concept is apt to bring to mind a variety of ideas. A foundation for the conceptualization of locus of control and intensive and elaborate theoretical view of its development are found in the works of Aronfreed (1968), Bailer (1961), De Charms (1968), Rotter, Seeman and Liverant (1962), Weimen (1972, 1973) etc. Actually the “Locus of control” concept is formulated within the frame work of the social learning theory (Rotter, 1954). It is related to the measurement of the extent to which an individual is self-motivated, self-directed, self-controlled and the extent to which
the environment, that is luck, chance, god etc. influence one’s behavior. Rotter is one of the opinion that the internal and external control cannot co-exist within any given behavior. Since the locus of control research provides the knowledge that we do have control over what happens to us hence it was considered to be taken in the present study for further extension of knowledge in relation to intellectually superior and General students.

It's the ultimate million-dollar question - one that parents and other caregivers have been asking themselves for centuries, and one that could bring fame and fortune to the person who answers it: Why do teens act the way they do?

1.13.1 Who's In Charge Around Here?

Discussions about a teen's behavior often center upon the classic nature/nurture debate; that is, was the young person "born that way," or did environmental influences (including parents, peers, and personal experiences) cause him to adopt the attitudes and beliefs that are indicated by his actions? And while this certainly leads to questions that are worth asking, it is also true that the belief of the individual regarding how the world has influenced and impacted her may be just as important (or perhaps more so) than the actual source of the impact itself. This leads us to "locus of control."

In psychological terms, peoples' locus of control refers to their perceptions about who or what is ultimately responsible for the course of their lives and the positive and negative experiences they have. Locus of control can be broken down into two distinct subdivisions, though most individuals fall somewhere along the continuum between the two extremes described here:

- **Internal Locus of Control** - Individuals who have an internal locus of control believe that they are responsible for their own successes and failures.
- **External Locus of Control** - People with a strictly external locus of control see themselves akin to pawns on a chessboard, with their
progress and setbacks determined by a power beyond their control (for example, fate, luck, or other external factors).

The concept of locus of control was developed by American psychologist Julian B. Rotter in the middle 1950s, and has been expanded upon and clarified by dozens of others during the intervening fifty-plus years.

In most cases, it is believed that individuals who tend toward an internal locus of control are healthier and better adjusted. In an online document titled "What is Locus of Control," James Neill of the University of Canberra (Australia) Centre for Applied Psychology notes that having an internal locus of control is usually seen as the more desirable state, as it implies a sense of self-control and self-governance.

However, Neill emphasizes that an extreme internal locus of control can be just as detrimental as an extreme external orientation can be:

Internals can be psychologically unhealthy and unstable. An internal orientation usually needs to be matched by competence, self-efficacy and opportunity so that the person is able to successfully experience the sense of personal control and responsibility.

Overly internal people who lack competence, efficacy and opportunity can become neurotic, anxious and depressed. In other words, internals need to have a realistic sense of their circle of influence in order to experience "success."

If your teen refuses to take responsibility for her actions, and continues to insist that the blame lies with others ("my teachers don't like me," "the test wasn't fair," "trouble just follows me"), then their locus of control may need a good nudge in the direction of the internal. But, as with many aspects of youth mental health, attention needs to be focused on finding a healthy balance that will allow the child to take responsibility when called for, but also acknowledge that no one is in a position to exercise complete control. For a while, those in the helping
professions thought it was better to encourage an internal locus of control - the idea that it was within one's power to control his/her life and to alter his/her environment. However, not everything is realistically in the control of a 14-year-old, and this is especially true for teens in high-risk environments.

Therefore, you can help teens to cope by teaching them to make a realistic appraisal of their circumstances and to work on the things that are in their power to change.

Help them use the serenity prayer from 12 step programs - Accept the things they cannot change (at least for now), change the things they can, and have the wisdom to know the differences.

1.13.2 Promoting Personal Responsibility

Young people who exhibit a chronic unwillingness to accept responsibility for their behaviors, or who refuse to be accountable for the ramifications of their actions, may benefit from professional interventions such as the services that are available at a therapeutic boarding school or wilderness program.

In highly structured and nurturing environments such as these, previously struggling students learn to discern between the aspects of their lives for which they must take responsibility and issues that are beyond their control.

By modeling positive behaviors, guiding teens through continued introspection, and providing essential counseling services when necessary, these types of intensive therapeutic learning environments can help young people establish a balanced locus of control, bring their behaviors within acceptable limits, and prepare them to become healthy, contributing members of their families, schools, and communities.

1.13.3 What is Locus of Control?
Within psychology, Locus of Control is considered to be an important aspect of personality. The concept was developed originally Julian Rotter in the 1950s (Rotter, 1966).

Locus of Control refers to an individual's perception about the underlying main causes of events in his/her life. Or, more simply:

Do you believe that your destiny is controlled by *yourself* or by *external forces* (such as fate, god, or powerful others)?

The full name Rotter gave the construct was Locus of Control of Reinforcement. In giving it this name, Rotter was bridging behavioural and cognitive psychology. Rotter's view was that behaviour was largely guided by "reinforcements" (rewards and punishments) and that through contingencies such as rewards and punishments, individuals come to hold beliefs about what causes their actions. These beliefs, in turn, guide what kinds of attitudes and behaviours people adopt. This understanding of Locus of Control is consistent, for example, with Philip Zimbardo (a famous psychologist):

<table>
<thead>
<tr>
<th>External Locus of Control</th>
<th>Internal Locus of Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual believes that his/her behaviour is guided by fate, luck, or other external circumstances</td>
<td>Individual believes that his/her behaviour is guided by his/her personal decisions and efforts.</td>
</tr>
</tbody>
</table>

**Is an internal locus of control desirable?**

*In general, it seems to be psychologically healthy to perceive that one has control over those things which one is capable of influencing.*
In simplistic terms, a more internal locus of control is generally seen as desirable. Having an Internal locus of control can also be referred to as "self-agency", "personal control", "self-determination", etc. Research has found the following trends:

- Generals tend to be more internal than fegenerals
- As people get older they tend to become more internal
- People higher up in organisational structures tend to be more internal (Mamlin, Harris, & Case, 2001)

However, it's important to warn people against lapsing in the overly simplistic view notion that internal is good and external is bad (two legs good, four legs bad?). There are important subtleties and complexities to be considered. For example:

- Internals can be psychologically unhealthy and unstable. An internal orientation usually needs to be matched by competence, self-efficacy and opportunity so that the person is able to successfully experience the sense of personal control and responsibility. Overly internal people who lack competence, efficacy and opportunity can become neurotic, anxious and depressed. In other words, internals need to have a realistic sense of their circle of influence in order to experience 'success'.
- Externals can lead easy-going, relaxed, happy lives.
- Despite these cautions, psychological research has found that people with a more internal locus of control seem to be better off, e.g., they tend to be more achievement oriented and to get better paid jobs. However, thought regarding causality is needed here too. Do environmental circumstances (such as privilege and disadvantage) cause LOC beliefs or do the beliefs cause the situation?

Sometimes Locus of Control is seen as a stable, underlying personality construct, but this may be misleading, since the theory and research indicates that that
locus of control is largely learned. There is evidence that, at least to some extent, LOC is a response to circumstances.

1.14.0 ORPHAN STUDENTS
UNICEF and global partners define an orphan as a child who has lost one or both parents. By this definition there were over 132 million orphans in sub-Saharan Africa, Asia, Latin America and the Caribbean in 2005. This large figure represents not only students who have lost both parents, but also those who have lost a father but have a surviving mother or have lost their mother but have a surviving father.

Of the more than 132 million students classified as orphans, only 13 million have lost both parents. Evidence clearly shows that the vast majority of orphans are living with a surviving parent grandparent, or other family member. 95 per cent of all orphans are over the age of five. This definition contrasts with concepts of orphan in many industrialized countries, where a child must have lost both parents to qualify as an orphan. UNICEF and numerous international organizations adopted the broader definition of orphan in the mid-1990s as the AIDS pandemic began leading to the death of millions of parents worldwide, leaving an ever increasing number of students growing up without one or more parents. So the terminology of a ‘single orphan’ – the loss of one parent – and a ‘double orphan’ – the loss of both parents – was born to convey this growing crisis.

However, this difference in terminology can have concrete implications for policies and programming for students. For example, UNICEF’s ‘orphan’ statistic might be interpreted to mean that globally there are 132 million students in need of a new family, shelter, or care. This misunderstanding may then lead to responses that focus on providing care for individual students rather than
supporting the families and communities that care for orphans and are in need of support.

In keeping with this and the agency’s commitment to adapt to the evolving realities of the AIDS crisis, UNICEF commissioned an analysis of population household surveys across 36 countries. Designed to compare current conditions of orphans and non-orphans, the global analysis suggests we should further expand our scope, focusing less on the concept of orphanhood and more on a range of factors that render students vulnerable. These factors include the family's ownership of property, the poverty level of the household, the child’s relationship to the head of the household, and the education level of the child’s parents, if they are living.

In UNICEF’s experience, these are the elements that can help identify both students and their families – whether this term includes living parents, grandparents or other relatives – who have the greatest need for our support.

1.14.1 ORPHAN STUDENTS IN INDIA
Orphan Students of India is a non-profit organization that was started in California, USA. It began with the goal of helping the poor and orphaned students of India who have nobody to help them. It all started when Father Angelos Sebastian took a group of people from Huntington Beach, California to India for a few weeks. They were shocked by the living conditions of the people, especially the poor students on the streets. This experience made a profound and lasting impact on their lives. They came back to the States with a determination to do something in order to ensure that the students have the decent lives that they deserve. The group came together with Father Angelos; they prayed together, and began dreaming together, of establishing a facility in Rajasthan, which would take in poor and orphan students from the streets and broken homes. They would care for them, educate them and thus help them have a future.
How wonderful it is to realize that with a little help and a few sacrifices, we make can make a huge difference and positive impact in the life of someone who otherwise would never have a chance in life. We have a dedicated and generous team of Board members who meet every month to review and discuss the progress of the project and make decisions. The parishioners of St. Bonaventure have particularly been very generous in helping to realize this dream. We hope and pray that more and more people of good will may come forward to become part of this noble cause and together we can make a difference in our world.

1.14.3 EDUCATION FOR ORPHAN STUDENTS

Education is simply the soul of a society as it passes from one generation to another. In a country like India where about 59 million students between 6-14 years do not have facility to attend school, providing education should unquestionably be the prime motive of both the governmental and nongovernmental organizations. Education works at tool to build your place and earn respect in a society. Education provides skills and knowledge and uninterrupted access to productive employment in both public and private fields.

It is not a hard to believe fact that India is facing orphan crises for long time. There are thousands of students who do not have their parents even not have access to meal and clothes. They also do not have home to reside. Rita Memorial Education, for this, is committed to provide with orphans meal, clothes and shelter also with best possible education. Rita Memorial is trying to do its best, but its mission can cover more orphans if you provide your help. Further, we hope that those who are concerned about orphans must help in making their future bright.

India is a developing country and has the associated social circumstances. Due to extreme poverty and social discrimination, hundreds of students leave their homes and travel to the cities in search of work, food and money. Most of them
end up working in restaurants, houses or companies, where they are oppressed and/or exploited. In India, government policies and private organizations are making efforts to protect homeless students and orphans. These students are deprived of primary needs like education, home-like environment and opportunities. Global Crossroad volunteers lend a hand to more than a dozen orphanages, helping students secure safe and positive lives.

Orphanages in India are struggling to improve their circumstances. Most orphanages are resource poor and need volunteers in order for their programs to function. Volunteers can play a genuine role in improving the lives of orphans by providing educational support and extra-curricular activities. Volunteers offer fresh energy to the orphanages and working in an orphanage is a perfect place to share love, passion and efforts with students.

1.14.4 Orphan Students Education by NGO

India is a developing country and has the associated social circumstances. Due to extreme poverty and social discrimination, hundreds of students leave their homes and travel to the cities in search of work, food and money. Most of them end up working in restaurants, houses or companies, where they are oppressed and/or exploited. In India, government policies and private organizations are making efforts to protect homeless students and orphans. These students are deprived of primary needs like education, home-like environment and opportunities. Global Crossroad volunteers lend a hand to more than a dozen orphanages, helping students secure safe and positive lives.

Orphanages in India are struggling to improve their circumstances. Most orphanages are resource poor and need volunteers in order for their programs to function. Volunteers can play a genuine role in improving the lives of orphans by providing educational support and extra-curricular activities. Volunteers offer fresh energy to the orphanages and working in an orphanage is a perfect place to share love, passion and efforts with students.
1.14.4.1 Role of Volunteer

As a volunteer, you will teach English and other subjects such as geography, history, music, computer skills and arts & crafts. You also provide free time activities: playing music, singing songs, drawing pictures and a multitude of other creative-based entertainment options. In many cases, volunteers help to prepare food, keep the premises and the students clean and develop creative extracurricular activities. Working in an orphanage is a positive, life-changing experience.

✓ Teach English (3-4 hours a day) in orphanage or school that orphans attend
✓ Help kids to dress and safely reach school
✓ Personal hygiene: help with brushing teeth, showering and general cleanliness
✓ Free time: organize games, drawing, singing, dancing and other creative educational and extra-curricular activities
✓ Chaperone educational tours
✓ Academics: help with homework and ensure academic progress
✓ Child care services for orphans who do not attend school
✓ Help with food distribution, kitchen and kitchen garden cultivation
✓ Support orphanage operational or administrative tasks.

1.15.0 MEANING OF GENERAL STUDENTS:

Those students who lag behind from superior students in their school work are known as General students. In present study the investigator considered all those students whose I.Q. is from 10 to 110 as General students. They do not benefit from classroom teaching. The teacher can identify them by their facial features, in attention failure to respond simple question in the classroom.

1.15.1 CHARACTERISTICS: GENERAL STUDENTS:
On the basis or research studies conducted on recent years certain general characteristics have been generalized in General students.

(1) **Physical Characteristics**:- When compared with superior students they have been found inferior in physical development.

(2) **Mental Characteristics**:- The chief deficiency is the area of intelligence. They lack in reasoning ability. They have the lesser ability to think in an abstract way.

(3) **Social and Moral Characteristics**:- The social development of such students lag behind the superior students of their age. This is because of two reasons: First the perception of social situation is a matter of understanding and in the second place a child’s backwardness has been apparent in the family and in the neighborhood long before he enters the school.

1.15.2 **IDENTIFICATION OF GENERAL STUDENTS:**

(1) **Teacher’s Observation**:- Teacher is the best judge of identifying General students on the basis of his daily observation in the class and outside the class.

(2) **Intelligence Test**:- Group Test of intelligence may be used to screen General students at the preliminary stage on the basis of their I.Q.

(3) **Achievement Test**:- Achievement tests in various subjects should be used to know the level of achievement of General students.

(4) **Personality Inventory and Case History**:- These tools may also be used to draw definite conclusions.

1.16.0 **RATIONALE OF THE STUDY:**
The superior students are the precious treasure of the nation. They need our foremost attention. The study of them is very important for channelizing their potentials to creative, constructive and productive ends in various directions to which their potentials hold promise. Before providing a basis for suitable directions, the most important and emergent need of the time is to know their potentials in kind and intensity. However, the investigator shares the view of many conscience people of the society, that in the present scheme of education, the potential of these high intellectuals are not being properly utilized and much of their energy goes waste. The investigator feels that the segment of the population which is so important to itself and to the society must be properly identified and attended.

The investigation should be made into social conditions that help to determine how talent manifests itself and how it is stunted or is made to blossom. There is also a need for the understanding of social and cultural factors that stimulate, faster or retard the development of gifted students. The process is also to be studied through which potential talent becomes functioning talent.

Democracy will be realized in its fullest sense when we recognize the full range of ability within our total population.

- There is a limited pool of ability and special talent in every country. This must be identified and developed to save it from total immobilization.
- The gifted individuals have played an important role in the preservation and advancement of civilization.
- Many gifted students languish in educational institutions simply because they are not aware of their “gifts” and the school programs do not provide them enough motivation and challenge.
- We need leaders for our business, education, research and government. These arise from this class of gifted students.
This is possible only when we know much about the nature of superior students about their adjustment problem, about their adjustment, about their need and interest in different areas about their socio-economic status, about their personality traits, their aptitudes etc. It would be helpful to the teachers to gear their teaching methods to the need of superior students to foster their proper growth. Actually the development of the national depends on the active participation of the talented youth in various nation building and constructive works. If we look at the past, we can know very well the most of the changes with respect to educational, social, moral, industrial, economical, occupational and technological development in the societies has taken place due to the active and initiative participation of youth. That is why they were treated as the backbone of the society. Though youth is a period of physical, emotional and intellectual development and consequently a period of full psyche and physical energy and enthusiasm, yet very often they fail to exhibit their talent.

Therefore, there is a need to develop the talent of the future youth. Every child is a unique individual that nobody is General and everybody is special. Consequently, it is necessary to recognize and acknowledge that extra ordinary gifts and abilities of the General students.

The investigator has therefore thought quite proper in the fitness of the matter to provide the valid and reliable information dealing with the superior and General’s adjustment, locus of control, and socio economic status to provide for better understanding and future planning program which is of utmost importance. No such work has been done in this field. Therefore, the researcher has taken up the study stated curtly and clearly below.

1.17.0 STATEMENT OF THE PROBLEM:
“A Comparative study of Orphan and General Student’s Intelligence, Adjustment and Locus of Control of Class 9th –12th student’s in Indore Division”
1.18.0 OBJECTIVES OF THE STUDY:
The following are the objectives were set for the present study:-
1. To study significant difference between mean Intelligence score of orphan and general students.
2. To study significant difference between mean Intelligence opportunities score of orphan and general students.
3. To study significant difference between mean Intelligence activities score of orphan and general students.
4. To study significant difference between mean Intelligence technology score of orphan and general students.
5. To study significant difference between the adjustment of orphan and general students.
6. To study significant difference between mean adjustment opportunities score of orphan and general students.
7. To study significant difference between mean adjustment activities score of orphan and general students.
8. To study significant difference between mean adjustment technology score of orphan and general students.
9. To study significant difference between mean locus of control of orphan and general students.
10. To study significant difference between mean locus of control opportunities score of orphan and general students.
11. To study significant difference between mean locus of control activities score of orphan and general students.
12. To study significant difference between mean locus of control technology score of orphan and general students.

1.19.0 HYPOTHESES:
To fulfill the above stated objectives the following null hypotheses were formulated:-
1. There will be no significant difference between mean Intelligence score of orphan and general students.
2. There will be no significant difference between mean Intelligence opportunities score of orphan and general students.
3. There will be no significant difference between mean Intelligence activities score of orphan and general students.
4. There will be no significant difference between mean Intelligence technology score of orphan and general students.
5. There will be no significant difference between mean adjustment of orphan and general students.
6. There will be no significant difference between mean adjustment opportunities score of orphan and general students.
7. There will be no significant difference between mean adjustment activities score of orphan and general students.
8. There will be no significant difference between mean adjustment technology score of orphan and general students.
9. There will be no significant difference between mean locus of control of orphan and general students.
10. There will be no significant difference between mean locus of control opportunities score of orphan and general students.
11. There will be no significant difference between mean locus of control activities score of orphan and general students.
12. There will be no significant difference between mean locus of control technology score of orphan and general students.

1.20.0 DELIMITATION OF THE STUDY:
As stated about the problem undertaken and the objectives are tested through formulated hypothesis. Whereas, on account of some limiting conditions such as money, time and other factors the present study is limited in term of sample, tools, technique etc. The study is limited to the sample of 151 students studying
in Indore Division. The sample includes both sex. The study is limited to the tools like Verbal Intelligence Test by R.K. Ojha, Adjustment test by A.K.P. Sinha and R.P. Singh and (E-X) locus of control scale by Rama Pal taken for the study. And the study is also limited to the T-test, correlation and percentage.

1.21.0 KEY CONCEPT OF INTELLIGENCE:
Intelligence, the dictionary says, is “The capacity to acquire and apply knowledge”. A number of definitions have been evolved psychologist according to their own concept of the term intelligence. Intelligence is a global or aggregate capacity of an individual to act purposively to think rationally and to deal effectively with his environment. According to Cater V. Good (1973) intelligence is:-
1. The ability to learn and to criticize what is learned.
2. The ability to deal effectively with tasks involving abstractions.
3. The ability to learn from experience and to deal with new situations.
4. A commonly used in measurement and testing, a degree of ability represented by performance on a group of tests selected because they have proved their practical value in the prediction of success in academic work and in some vocations.
5. The product resulting from the collection, evaluation, analysis, integration and interpretation of all information.
*According to Binet “Intelligence is to judge well, to comprehend well, and to reason well.
*According to Burt, “Inborn all-round mental efficiency the power of re-adjustment to relatively novel situations.”
*According to Freeman, “Intelligence is that what intelligence test measures.”
*According to Terman, “An individual is intelligent in proportion as he is able to carry an abstract thinks.”
*According to Boring, “Intelligence is what intelligence tests test.”
1.22.0 METHOD OF THE STUDY:

The investigator has followed the descriptive survey method for the present study:

1.22.1 SAMPLE:

The sample consists of 151 students studying in IX standard of Government schools and Semi-Government schools of Indore Division. The sample selected was purposive. The sample includes both the sex. The school was randomly selected.

1.22.2 TOOLS:

The following standardized tools were used for the collection of the necessary data for the present study.

1) Intelligence Test (verbal):- By R.K. Ojha & Ray Choudhary
2) Locus of control (Internal and External) by Rom pal
3) Adjustment Inventory by A.K.P. Sinha and R.P. Singh
4) Questionnaire for measuring opportunity, activity and technology developed by researcher.

1.22.3 STATISTICAL TECHNIQUES:

The following statistical techniques were applied in the present study.

1. T-test
2. Coefficient of correlation
3. Percentage

1.23.0 ABBREVIATION:

The following abbreviations were used in the present study.
LOC: Locus of Control
N.S. Not Significant

1.24.0 SCHEME OF CHAPTERIZATION:
The present study is reported under the following VI Chapters.

Chapter-I: - Setting of the Problem
This chapter deals with the background of the problem of study, assumptions, objectives, hypotheses, delimitation, definition of keywords, abbreviations used and scheme of chaptergetion.

Chapter-II: - Review of Research
This chapter presents the review of related research on adjustment, locus of control and socio-economic status of intellectually superior and General students.

Chapter-III: - Method and Procedure
In this chapter the description of methodology of the study has been given. The description in terms of sample, tools, design, procedure of data collection and statistical technique employed for data analysis in the investigation has been given.

Chapter-IV: - Presentation, Analysis and Interpretation
In this chapter analysis of data and results are presented.

Chapter-V: -Finding, Discussion, Conclusion, Educational Implications and recommendations for further Study
This chapter deals with the findings, discussion of the results, conclusions, educational implications of the finding and recommendations for further research.
Chapter-VI: - Summary
This chapter presents the summary of the report of the study.

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