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# **Global Journal of Educational Administration**

## **Aims and Scope**

Global Journal of Educational Administration research is a peer-reviewed Print + Online journal of Enriched Publications to disseminate the ideas and research findings related to all sub-areas of Education. It also intends to promote interdisciplinary researches and studies in education administration maintaining the standard of scientific excellence. This journal provides the platform to the scholars, researchers, and PHD Guides and Students from India and abroad to adduce and discuss current issues in the field of Education.

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# A STUDY OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG THE FACULTY MEMBERS OF HIGHER EDUCATIONAL INSTITUTIONS IN KASHMIR VALLEY OF INDIA

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## **Abstract:**

*The emotional intelligence and job satisfaction of faculties are important contributors in imparting relevant education in higher education institutions. The paper aims to analyze the relationship between emotional intelligence and job satisfaction. The primary data was collected from faculty members of higher educational institutions of Kashmir Valley through questionnaire. The data was analyzed using SPSS. Personal adjustment and job related factors showed highest correlation with overall satisfaction. Age was found to have weak negative correlation with overall job satisfaction and non significant correlation with emotional intelligence. Gender had no significant impact on job satisfaction of faculty members.*

**Keywords:** Emotional Intelligence(EI), Job Satisfaction, Faculty members, Kashmir Valley, Higher Education

## **Introduction**

In the era of knowledge economy the faculty members have a key role to play in shaping the young minds of students into skilled human resource. The emotional intelligence (EI) and job satisfaction of faculty members thus are crucial parameters to support and sustain a vibrant higher education system. Five elements of emotional intelligence were identified by Goleman (1995) as self awareness, self management, self motivation, empathy, and social skills.

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The Kashmir Valley is politically sensitive and due to historical reasons had occupied a special status. The youth of Kashmir can become agents of social change leading to economic growth and development by getting relevant education. The availability of faculties with good EI and satisfaction is crucial for providing good higher education to youth of Kashmir Valley. The study is an attempt to analyze the status of emotional intelligence and job satisfaction among the faculty members in Kashmir Valley along with the impact of various demographic variables of EI and satisfaction.

### **Objectives:**

1. To evaluate the impact of gender on different aspects of job satisfaction
2. To examine the correlation of age with emotional intelligence and overall satisfaction
3. To analyze correlation of different aspects of job satisfaction with overall satisfaction.

### **Literature Review:**

Ngah, Jusoff & Rahman, (2009) found in Malaysian faculty study that EI is positively related to work attitude. It was also found that expression of emotions have moderate correlation with job performance and job satisfaction. Toker (2012) investigated life satisfaction of faculties in Turkey. It was found that Professors were more satisfied as compared to other academicians. Lal and Shergill (2012) found that both male and female faculties had unfavorable attitude towards teaching and there was no significant difference between the satisfaction of male and female faculties. Nadia, Ghauri & Iqbal (2012) studied job satisfaction of faculties in private universities in Pakistan. It was found that there was a difference in perception of male and female faculties regarding procedural justice and procedural justice has a positive correlation with job satisfaction.

Badawy, Srivastava & Sadek (2014) compared EI, job satisfaction and organizational learning capability (OLC) of faculties from India and Egypt. It was found that EI had insignificant relationship with satisfaction though a significant relationship was found between satisfaction and OLC in Egypt but a non significant relationship in India. Saleem and Imran (2014) examined relation between job satisfaction and performance in Peshawar district of Pakistan. It was found that there was high correlation between job satisfaction and performance. Badawy and Magdy (2015) found that gender had no significant impact on emotional intelligence and job satisfaction. Though older employees were found to have higher levels of EI, satisfaction showed no difference with regard to age.



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Trivedi (2104) studied impact of gender on job satisfaction of faculties in Ahmedabad city. It was found that there was no significant difference between satisfaction of male and female faculties. Joshi, Parikshit, Suman, Sharma& Mudita, (2015) studied EI and job satisfaction of faculties in Uttar Pradesh. The study was done on faculties of management and engineering colleges. It was found that EI has strong correlation with job satisfaction.

Dave and Raval (2015) found that job satisfaction of faculties play a crucial role in higher education institutions as it affects the performance of employee and quality of education. SenthilKumar and Kannappa (2016) examined job satisfaction of faculties in colleges situated in Trichy in Tamil Nadu. It was found that male faculties are significantly more satisfied as compared to female faculties. It was found that salary is an important determinant of satisfaction.

Asma, Jamid & Nahid (2016) investigated occupational stress and work life balance of female faculties in central universities in Delhi. It was found that due to stress, to improve work life balance of female faculties, the occupational stress should be reduced. Disturbed work life balance and high stress can reduce the efficiency of faculties in imparting high quality and relevant education.

## **Research Methodology**

In this research descriptive approach has been used. Primary data was collected with the help of questionnaire. For Emotional Intelligence Sungouh (2006) scale was used, and for job satisfaction, Pestonjee (2002) Job Satisfaction Scale was used. The four aspects that comprised the scale were; job related items, management, personal adjustments, and social relation. The sample size was 441. The samples were selected using purposive random sampling. The reliability and validity of these scales were within the acceptable norms because of what these scales were used for the study. The respondents were faculty members teaching in higher educational institutions in Kashmir Valley. The analysis of data was done using SPSS.

Hypothesis:

H<sub>0</sub>: There is no correlation between age and emotional intelligence

H<sub>1</sub>: There is a correlation between age and emotional intelligence

H<sub>0</sub>: There is no correlation between age and job satisfaction

H<sub>1</sub>: There is a correlation between age and job satisfaction

H<sub>0</sub>: There is no difference between job satisfaction of male and female faculties

H<sub>1</sub>: There is a difference between job satisfaction of male and female faculties

## **Findings**

This section presents the findings of the study. The impact of demographic factors on

job satisfaction is analyzed. It was found that there is weak negative correlation between age and overall job satisfaction. The Pearson correlation was found as  $-0.017$ . Age showed no significant correlation with emotional intelligence. The correlation value was found as  $0.022$ , P value was  $0.640$  as shown in table 1. Thus null hypothesis is not rejected (both P values more than  $0.05$ ) and it is concluded that there is no correlation between age and emotional intelligence and job satisfaction.

Table 1: Correlation between Age with Emotional Intelligence and Job Satisfaction

| Correlations           |                 |       |
|------------------------|-----------------|-------|
|                        |                 | AGE   |
| Overall Satisfaction   | Correlation     | -.017 |
|                        | Sig. (2-tailed) | .717  |
| Emotional Intelligence | Correlation     | .022  |
|                        | Sig. (2-tailed) | .640  |
|                        | N               | 441   |

Source: Primary Data

The overall score of emotional intelligence was obtained as 48. Thus faculty members demonstrated moderate level of emotional intelligence.

T test was performed to access the impact of gender on different aspects of job satisfaction. As shown in table 2, gender had no significant impact on four aspects of job satisfaction.

Table 2: T Test for four Aspects of Job Satisfaction for Gender

| Group Statistics    |        |     |       |                |         |         |
|---------------------|--------|-----|-------|----------------|---------|---------|
| Gender              |        | N   | Mean  | Std. Deviation | T Value | P Value |
| Management          | Male   | 302 | 8.45  | 1.148          | .976    | 0.33    |
|                     | Female | 139 | 8.57  | 1.246          |         |         |
| Job Related Factors | Male   | 302 | 16.96 | 2.153          | -1.089  | 0.277   |
|                     | Female | 139 | 17.21 | 2.376          |         |         |
| Personal Adjustment | Male   | 302 | 21.19 | 4.333          | -0.811  | 0.418   |
|                     | Female | 139 | 21.56 | 4.678          |         |         |
| Social Relations    | Male   | 302 | 4.83  | 1.601          | 0.526   | 0.599   |
|                     | Female | 139 | 4.75  | 1.593          |         |         |

Source: Survey Data

Personal adjustment and job related factors showed highest mean values of job satisfaction. The male respondents showed mean value of 21.19 for personal adjustments and female respondents showed mean of 21.56. Job related factor was the second most significant factor in job satisfaction. The mean value for job related factors was obtained as 16.96 for male and 17.21 for female respondents. The gender was found to have no significant difference in their scores of different aspects of satisfaction, as all P values were above 0.05. Since all P values are more than 0.05, null hypothesis is not rejected and it is concluded that there is no difference between job satisfaction of male and female faculty members.

Table 3: Correlation of Different Aspects of Job Satisfaction with Overall Job Satisfaction

| <b>Correlations</b>  |                                       |         |
|--|---------------------------------------|---------|
|  | Correlation with Overall Satisfaction | P Value |
| Job related factors  | .384**                                | .000    |
| Management   | .253**                                | .000    |
| Personal Adjustment  | .753**                                | .000    |
| Social Relations   | .275**                                | .000    |
| **. Correlation is significant at the 0.01 level (2-tailed). |                                       |         |

It is found that personal adjustment shows the highest positive correlation with overall job satisfaction. Job related factors show second highest positive correlation with overall satisfaction. Social relations showed correlation of 0.275 while management aspects showed weakest correlation (0.253) with overall satisfaction. All the four aspects showed significant correlation with overall satisfaction.

## Conclusion

It is found that age do not have any significant correlation with overall job satisfaction and emotional intelligence of faculty members. Gender also does not have any significant impact on four aspects of job satisfaction. Personal adjustment and job related factors showed highest values on satisfaction scale. Social relations had lowest score in job satisfaction. Personal adjustments showed highest positive correlation with overall satisfaction followed by job related factors. Demographic variables of age and gender did not have any significant difference in the pattern of correlation between job satisfaction and emotional intelligence. The findings imply that administrators of higher educational institutions should give priority to

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emotional intelligence of all faculty members, irrespective of the age and gender. Moderate level of emotional intelligence among faculty members is a cause of concern. Faculty members are expected to guide the students for constructive activities by playing the role of mentor, teacher and a role model. Even faculty members with high age do not demonstrate high level of emotional intelligence and job satisfaction. It points to the failure of policy of high salary and other facilities given to faculty members with high age. With a weak emotional intelligence faculty members may not be able to understand the problems of students and transform them into critically thinking graduates with a spirit of entrepreneurship, sense of responsibility towards society and mankind. In a country with predominantly young demographic profile, faculty with high level of emotional intelligence and high level of job satisfaction is the need of the hour to propel India to vibrant economy supported by trained manpower.

This paper also concludes that Job satisfaction is still a very important topic to be discussed, with a deliberate concern of its relationship with emotional intelligence and the impact on faculty members when they are found to have low EI scores. When faculty member's reaction towards their job is increased, more satisfaction will be found with the job outcomes. The same holds true when it comes to emotional attachment employees have towards their job. Thus, it is highly recommended that Higher Educational Institutions have to conduct training from time to time as it is a key to increase job satisfaction.

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# CHALLENGES OF EDUCATIONAL SYSTEM DUE TO INTERNATIONAL MOBILITY OF STUDENTS

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## Abstract

*In the present scenario of globalization the demand of education is increasing as well as internationalization of education and international mobility of students for higher education as an academic interest, this article discuss about the causes and its effects, benefits and challenges of internationalization of students. Under all these, this article discusses about problems that students suffer while thinking about studying abroad and how these problems can be solved by the countries to welcome foreign students for their development. It also discusses about the strict immigration policies which should be made simpler for the students. All the countries should improve its educational system; they should expand their courses so that students will have wider choices for selection.*

## Introduction

World is progressing rapidly in all the fields whether it is science and technology, informational technology, management etc. Progress is the global demand for a country and due to globalization it is necessary for individual development as well as nation's development. International mobility is among few opportunities to develop. International mobility is when a person leaves his country and move on to another country for a limited duration in order to gain information or to study deeply a

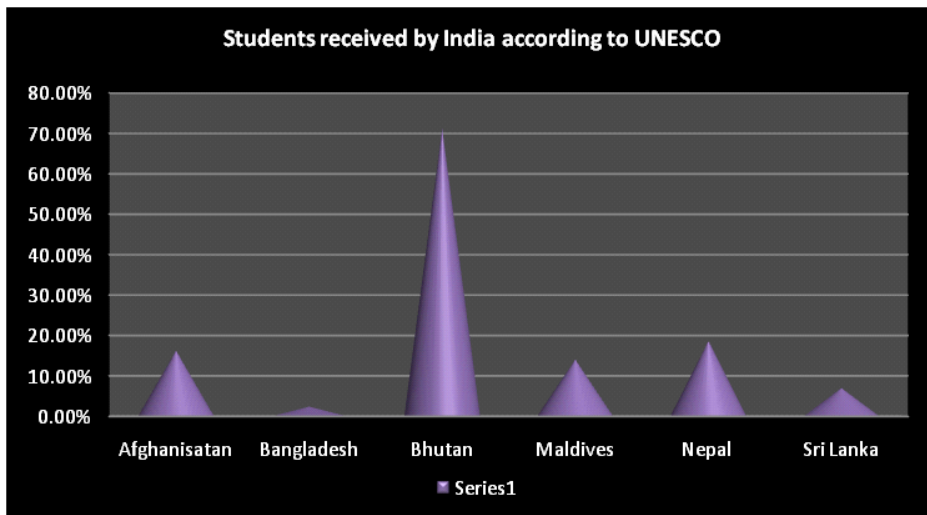
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particular country's history, culture, tradition or to acquire education. An individual works on and learns which is of his interest. The trend of international mobility is increasing worldwide and expanding their education, culture, language to another countries and progressing day by day. India is also not far behind. India is a country which is rich in history, tradition, language and in many other things. We also want that the world know more and more about India. For this purpose India is also focussing on the trend of International mobility to expand itself and to attract the other countries towards it.

International mobility in the field of education also is in a big demand from last two decades. As development is required in all the fields; it is also required in the field of education too. Like other industries education too has become an industry having terrific potential. Teachers and students also want to grow and expand their knowledge about various nations so that they can develop themselves and their country too. Due to the increase in foreign students in countries the education industry is gaining experience. International mobility of students and teachers is based on their interest. They show interest to study more and gain knowledge about other country from their educational system. There are millions number of students who decide to go abroad to pursue education for a limited period of time. They expand and grow their knowledge through this type of education system. This growth and expansion of knowledge is fruitful in many ways for both the countries and also for the students.

According to Forbes, in 2013, there were more than 4.5 lakhs of students went abroad to study. This number kept increasing every day. By splitting the number of students, around one lakhs four thousand students chose US, around forty two thousand students chose the UK, and about one lakh Indian students chose Australia every day. India is also developing as a suitable destination for foreign students, especially from the South-Asian areas and the growth in the number of students is increasing tremendously. The data for 2011-12 shows that within a year India received about 5624 more students an increase of almost 20.43% from previous years. India received students from SAARC regions also. These students chose courses like MBBS, Technology, Nursing, Science, Pharmacy, Engineering, Business Management and Education also.





Source:[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/statistics/FSI2014\\_0.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/FSI2014_0.pdf)

### Causes of International Mobility

International mobility of teachers and students is a reason to enhance their lives. With the help of the knowledge of teachers and students a country can enhance its economy and international countries can get an international student as an employee for more growth and development. International mobility is not only a factor to the internationalization of countries' educational institutions but also affects the lifestyle and career of international students. Students move to a different country to pursue a course they have same rights as that of the students of the host countries. Students move to a different country having certain objectives in their mind. These can be:

- ❖ To gain new outlook from courses taken abroad
- ❖ To engage in learning opportunities in the classroom as well as outside
- ❖ To learn to communicate properly to the people of other culture
- ❖ To increase confidence level and develop independence
- ❖ To develop critical thinking to analyse various things.

There are many other things beyond these objectives because of which students want to travel abroad. They want to gain knowledge about a new culture and tradition. It is also a path to remove cultural differences. Studying abroad foreign students will be able to meet new friends and will increase social relationships. Also after finishing their studies from abroad students will bring new skills, experiences that they have learnt themselves to their home country and will strengthen it.

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A country should have a good economy and should have good economy system because it has positive impacts on teachers and students. Countries like United States having the largest economy in the world and it is highly advanced in terms of technology and infrastructure and will attract more foreign students. India ranks third in terms of GDP and started attracting the foreign students towards it. In another country is the best way for teachers and students to expand their knowledge of foreign societies, culture, language and traditions.

### **Challenges to International mobility**

There are many challenges that may affect the mobility of students. Main challenge can be the choice of country in which to study. Language spoken in a particular country can be another challenge for the international students. Secondly, expenses like tuition fee, living expense also restricts the mobility of students and teachers. In a country where education attracts international students should lower the cost to attract more enrolments. Current employment in another country can be another



Source:[http://wenr.wes.org/wp-content/uploads/2014/02/4segments-grid\\_transparent\\_no-percentages.png](http://wenr.wes.org/wp-content/uploads/2014/02/4segments-grid_transparent_no-percentages.png)

challenge. During selecting a particular country for education students also seek a country where employment rate is high. Immigration policies that are very important for the students can be another challenge. Countries like Australia, Japan, Switzerland, and United Arab Emirates are among few countries having harsh immigration policies. Those countries encouraging immigration whether temporary or permanent will attract more students. While selecting a country, students also seek

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the economic strength of a country and educational resources should be excellent. For more enrolments a country should enhance its quality of education and the resources that are to be provided. Quality of research is another constraint of mobility. Better research environment should be provided so that more number of students as well as professors can be attracted. If a government of a country will not develop their understanding of the world's culture, language, it will become difficult for that country to develop. In that case the education will be affected, employment rate will not increase because citizens will not have proper knowledge and also will not be able to provide quality education to the international students.

The previous degrees of students coming from foreign countries should be recognized with an ease and they should get recognition. Foreign students should have an easy access to domestic subsidies and they should also be allowed to work along their studies. Students going outside India and foreign students coming to India should get scholarships easily and the domestic scholarships should be portable.

Challenges are also at the personal level of the students. According to the above figure given by World Education Services (WES) there are various types of students. These are:

- ❖ Explorers are the students having good financial strength but have lower academic preparation.
- ❖ Highfliers are the students having good financial resources as well as good academic preparation.
- ❖ Strivers are the students having low financial resources but have good academic preparation.
- ❖ Strugglers are the students having poor financial resources as well as academic preparation.

### **Impact on education system and the countries**

Students coming from abroad to India for education will bring new ideas, their culture and tradition with them. These new ideas and traditions will also influence the students of the host country. The innovative ideas of international students can also influence the education system to some extent. These students will participate in Indian knowledge flows, gain new ideas and skills. With the help of international mobility the education system also improves its educational technology, teaching methods, teaching skills and ideas and also its administrative practices. By providing

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good quality of education to the foreign students the country can generate revenues for its economy as well by providing employment opportunities to the students. By providing new opportunities to the foreign students a country like India can make its higher education more popular and highly globalized.

All the developed countries and regions are trying to attract the talented foreign students and trying to lure them towards them. Many developed countries like United States tries to keep the talents having specific skills within their country. Such developed countries adopt many strategies to prevent the immigration of skilful and talented people.

### **Way ahead**

It is necessary to know from where we have come from and where we are going. The international mobility is progressing day by day and is far reaching. As India is receiving more number of students every year, it is also expected that India will receive more number of students in the coming years. International mobility of students will become more advanced and countries will attract more number of students. New generation is also getting advanced and getting aware about higher studies in abroad. Students have limited number of course choices in their home country but when they think about studying abroad they will have wider choices to study and they can develop themselves accordingly. When a student will come back to his home country after getting education from abroad will have more job opportunities and will be on the top of the employer's list.

Despite all strategies and numerous efforts to internationalize the higher education all across the world, education programmes need development in many countries. Educational programmes have variations country to country which increases the scope for the foreign students and these educational programmes should be updated according to the demands of the future students as well as time.

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# ROLE OF EDUCATION IN VALUE ORIENTATION

**Jaswinder Kaur**

## **Abstract**

*The socio-economic forces of Liberalization, Privatization and Globalization have created a global society where the ancient values have been thrown into the winds resulting into personal discontent and other socio-economic problems. However, the general degradation of values has led only to personal discontent and heap of social-economic problems. Here arises the need and importance of value oriented education. Therefore, people across the globe are looking towards the system of education to infuse human values among the students so that the world remains as a place of peace, security and prosperity.*

Today, the set-up of our society is likely to become more complex. During the present decades, speedy erosion of moral, social and spiritual values has been creating hurdles in the path of nations progress. It has also become a serious threat to the society. In the changed social set-up the definition of good morals has been questioned. Today, newspapers, magazines and other news media are flooded with reports of crime, murder, agitation, violence, immorality, rape, corruption, bribery, self centered egoism, youth unrest, eve-teasing, communal violence, cyber crime, etc. Everyone reads such occurrences which have adversely affected the development of knowledge, creative attitude, positive thinking, literature, culture and formation of well balanced personality of the further generation. The causes of value crisis are modernization, westernization and materialism.

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**The Present Paper has been devoted to:**

- Analyse the importance or need of value oriented education; and
- Provide some measures to make education value oriented to solve the value crisis among the youth.

**Methodology**

The study is mainly analytical in nature. The secondary information has been collected from various government publications, reports, monographs, books, journals, newspaper, etc. Further internet source and websites are also consulted for the purpose.

**Meaning of Term Value**

'Value' comes from the Latin word 'valere', which means to be of worth, to be strong. The dictionary gives the following meaning: relative worth utility or importance, degree of excellence, something intrinsically valuable. Value literally means something that has price, something precious, dear and worthwhile; hence someone is ready to suffer and sacrifice for; if necessary one is ready to die for it. Values are standard, rules, criteria, attitudes, guidelines, desirable ideas/ beliefs and important things, which play a crucial role in shaping the life of individuals. Values are those standards or codes of conduct, which are condition by one's cultural tenants, guided by conscience, according to which one is supposed to conduct himself and shape his life pattern by integrating his beliefs, ideas and attitudes with a view to realize the cherished ideals and aims of life. Value is the relation between a person and an environmental situation, which evoke an appreciative response in their individual. The other complimentary function of value is that it should also contribute to the welfare of the larger social unit such as family, the community and the nation of which the individual is a member.

**Value system contains:**

- A Set of beliefs about nature of men;
- Rules laying down what ought and what ought not to a done; and
- Motives that incline us to choose the right and wrong course.

Values are important because every human action is the reflection of



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individual value and every human institution is an outgrowth of social values. Axiology, a branch of philosophy deals with the values. Values signify that quality of an individual or thing, which makes that individual or things important, responsible and useful. Ethical and moral values are predominant in a given society where the right type of educational system is followed. Value is directly related to what one believes in or thinks. In brief we can also say that values deals with the religion, philosophy, ideology and morality of people. Values are not static: they may be changing according to the changes in the society but always they deal with the welfare of humanity.

### **Value Oriented Education**

The present educational system has ignored character training altogether. It lays greater emphasis on developing memorization and reproduction abilities. Development of values and the sense of one's duty towards the nation, community and one self, and thinking skills do not find any place in the curriculum at any stage of education. As a consequence, there are explicit signs of erosion of values in practically every sphere of our life. Peace and harmony are conspicuously absent in the present Indian society. Education and values are inseparable. They are two sides of the same coin.

Value oriented education has come into force to promote a sense of morality, aesthetic and intellectual knowledge among the students. Value education has the capacity to transform a diseased mind to a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a high end level of perception. Thus, to be successful in life, important human qualities along with the intellectual development should be the aim of value education. Value education is the positive effort towards bringing about a synthesis of different values in a human being. Einstein remarked once: “try not to become a man of success but try to become a man of values.”

### **Role of Teachers in Inculcating Values**

If contemporary education is to be value based, it can never be done without the teachers themselves understanding, appreciating and upholding the life sustained

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moral values. The teacher cannot have excuse whatsoever. If one cannot practice these values, one should not dream of teaching as a job. It is a mission and vision for life and for posterity. This kind of realization should be created in present day teachers.

The commitment and responsibility of teachers is very essential to make the excellent teacher- student relationship and maintain peaceful school atmosphere. Teachers should be a model to the student in his character, behaviour and all virtuous things. The teachers are expected to advice and guide the pupil regarding their general behaviour in school and outside the school. Teachers must plan their programme to assist children in developing desirable sentiments. The teacher can help to build a good- self image of the child. The child should be helped to look upon himself as honest, upright and reliable. There should not be any gap between their preaching and practice.

Teacher is supposed to be an ethical watchdog of the society. He/she is a role model for his students and also for the society. His/her secret in teaching values is to inspire and kindle the quest among the student by means of his own example of character and mastery of knowledge. It means by embodying value in ourselves we can really radiate values to our students. Every teacher is first a moral educator and then only a teacher in a subject of his specialization. Teachers have a responsibility to show themselves as models to pupil through their ideas and ideals. This will help children to develop their ego- ideal. Role of a teacher in organizing co-curricular activities in school is- as a planner, leader, an organizer, a recorder and evaluator, a manager, a decision maker, an advisor, a motivator, a communicator and a coordinator.

### **Imbibing Values through Curricular Activities**

Every subject can be a means of building good character and values. Some examples are given below.

- **Language**

In language, through conversation and discussion, the teacher can enable students to embody higher and noble ideas.

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- **Social Sciences**

Through social sciences in general, we can develop values like secularism, socialism, hard work and democracy, etc.

- **Geography**

Through geography, we can develop values of conversation, presentation, adventure, etc.

- **Economics**

Through economics, a teacher can lay emphasis on the value of thrift and saving, which lead to the prosperity of a person.

- **Civics**

Through civics, we can develop values of cooperation, sense of mutual welfare, obedience of law, concern for environment etc.

- **Science**

Everything in nature has a lesson to teach. With the help of science, teacher can develop scientific attitude and positive thinking in his students.

- **Mathematics**

In mathematics, there is a wide scope of imparting values like neatness, accuracy, proper planning, etc.

Thus, we can say that education and values go hand in hand and values are inherent in every module of learning; even co-curricular activities can serve as a sound base for the inculcation of values among students.

### **Imbibing Values through Co-Curricular Activities**

Active participation in co-curricular activities arouses curiosity, creates interest and inculcates the following values among students:

- **Physical Values**

Physical activities help the natural growth and muscular development of the body along with some values, games, NCC, NSS, Swimming boating, yogic exercises, gardening etc.

- **Psychological Values**

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Co-curricular activities play a significant role in the training of emotions. When the mind is free of the emotional load, the alternate, precision, determination, self-control, courage etc. comes into focus.

- **Civil Values**

Experience like self-government, student council, organizations of various activities, clubs like sanitation club, red ribbon club etc., membership of various committees, etc. provide for responsible behavior persistence in efforts and fulfillment of the tasks.

- **Social Values**

Co-curricular activities are carried out in a social environment, developing team spirits, fellow feeling, social unity, cooperation, tolerance, brotherhood, goodwill, etc. activities like scouting, first aid, red cross etc. develop social inclination and compassion for the needy.

- **Moral Values**

Through sports, pupil develops integrity, uprightness, impartiality, honesty and also fair play.

- **Academic Values**

Co-curricular activities like debates, discussion etc. supplement class work and widen the bookish knowledge. Literary activities like symposia, recitations and publication of magazines etc enrich the knowledge of various aspects and language skills.

- **Vocational Values**

Introduction of leisure time activities or hobbies like photography, clay modeling, album making, coin and stamp collection, tailoring, gardening, weaving, knitting and some such handicrafts facilitates the children to have them as the feature vocation and develop creativity too.

- **Culture Values**

Dramatics, folk dance, music, pageants, celebration of social & religious functions etc. provide cultural values to the students.

- **Disciplinary Values**

A sense of self-discipline and responsibility can be developed in the students

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through various co-curricular activities.

· **Value of Oneness**

It can be developed through celebration of birthdays of Great men and women belonging to different countries and religions. Celebration of international days like UNO day, World Education Day, etc can considerably promote oneness of humanity and cultivate the ideas and feelings of international understanding in the students.

## **Conclusion**

Current socio-economic forces of Liberalization, Privatization and Globalization have created a global society where the ancient values have been thrown into the winds. However, the general degradation of values has led only to personal discontent and heap of social- economic problems. Hence, people across the globe are liking towards the system of education to infuse human values among the students so that the world remains as a place of peace, security and prosperity.

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## EDUCATION AMONG MUSLIMS : A CASE OF SURAT CITY

Dr. Samiullah Ghanchi

### Abstract:

*Muslims constitute the second largest religious minority in India accounting over 13.43 according to 2001 census. They reside across the country and their concentration varies in different states and regions. Significantly the NFHS data reveal the highest child sex ratio among the Muslim community of any social group in the country (986 girls per 1000 boys in the age group of 0-5 years). Among all the social indicators of social development access to economic resources, health and education besides access to information which is a corollary of education are the determining factors of social progress of community and nation at large. Needless to hold that of all the education is the prime factor of empowerment of any community. Indeed it is a great concern to note that the literacy rate among Muslims is the lowest (59%) in India and a cause for worry. Apparently the education sets standard of social position i.e. the lower the level of education is the higher the level of marginalization and exclusion and vice-a-versa.*

*The present research is an effort to unravel the educational status and processes of exclusion of Muslims residing in Surat city. Precisely intellectuals, especially social scientists cannot be neutral to social reality.*

**Key words:** tradition-hadith, justice (adl)

### Introduction:

Muslims are relatively more socially and economically backward than other communities as about two thirds of the Muslims are small farmers and marginal

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workers (Govt. of India, 2006). The remaining one third who account 80 to 85 % are skilled workers, tailors, retailers, petty businessmen, small manufactures and are engaged in traditional industries and occupations. Their educational backwardness and lack of modern restrict them to enter high income occupations. In modern industry, trade, and commerce bearing a few exceptions by and large Muslims do not own large scale industries or business houses and generally lack high entrepreneur traits. There is not single business house belonging to Muslims among the top industrial groups in the Surat city, while at the lower end of the scale, most of them remain backward. Besides, compare to non Muslims, poverty levels are high among Muslims. The benefits of various government schemes ameliorative have not accrued by Muslims.

Thus it is not surprising to note that the social position of Muslim in India is at the bottom of social hierarchy as they suffer as being Muslims and as belonging to a specific community and also as a class. Besides due to low level of education, religious tradition and poverty, they are further marginalized (Engineer, 1987:2). Here an attempt is made to find out the reasons and the impediments in the modernization process of Muslims, which eventually prevent them from achieving opportunities. It is essential that we examine why Muslims remain backward compared to the other religious communities in social, economic, cultural and education. Only a few Muslims belonging to the privileged class took advantage of the new avenues. Largely the Muslims did not take the benefits of the new avenues in modern India as “Other religious groups had taken more readily to the western concepts of a humanistic and democratic way of life. On the other hand, the Muslims despite their forward looking and egalitarian religion Islam, stuck to their conservatism and denied to accept justice (adl), education, democratic and human values. Thus, the chasm between the other religious groups and Muslims developed, giving the rise to an inequality of status, certainly, no one but Muslims themselves are responsible” (Azim, 1997, 16).

Due to low educational level Muslims could not avail full benefits of economic and social legislation in independent India so as to take initiative and participate in



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collective decision making. Then only both within and outside the family the legal formalizing of the right and privileges of Muslims would have any value. The status of group is not determined through mere legislation as the resources need to be mobilized towards making equality and dignity through education in the Muslim community will go a long way in improving their social position. In addition the minority position of Muslims in India further discouraged them from accepting modern culture and values, for the myth of losing their identity and thus maintain ancient customs and traditions, backed by the conservatism which affect the progress of men and women.

### ***Methodology:***

#### **Hypotheses/Hypothetical Questions:**

Study explored following hypothetical questions on examining relationship between variables mentioned above.

1. What is the effect of economic development on Muslims?
2. What is the level of education among Muslims?

#### **Objectives of the Study:**

1. To understand the impact of socio -economic development on education of Muslims.
2. To investigate the level of education among Muslims
3. To study the socio economic and cultural dimensions outlined in Islam with regard to education.

The study was conducted in Surat city. Three areas were chosen namely Shahpore, Rasulabad and Rander, respectively. Demographically Surat has a population of 2,995, and 817, among whom male population constitutes 1,695,955 and the total female population was 1,299,862. The city is a land of diverse mixed cultures including Hindus, Muslims, Christians, Parsis, and Jains etc. Muslims in Surat constitute the second largest religious community, nearly 12.3% of the total population. According to 2001 census, Surat has a 299,695 Muslim population,

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among whom the male are 159,283 where the female are 140,412 people respectively. A great majority of Muslims in Surat city are living in '20' Muslim localities or ghettos. Although, a significant majority of the Muslims are engaged in self employment, many lower class people are engaged in casual labour. The enrollment of girls in schools and colleges and the employment of women are negligible. In this context, it would be interesting to examine how far their contribution to the family income and education has enabled them to improve their status.

It is important to use proper sampling methods. However, one of the problems in eliciting information from Muslim is that usually they do not speak freely before strangers and perhaps it is their right too. Sometime women never come out or are not allowed to speak by their men due to the purda system. In some cases they have to take prior permission from male members and also sometimes they would speak only in the presence of men. The investigator has encountered a large number of problems of this kind in eliciting information from the women respondent. A researcher had to take the help of female investigators for data collection. In the present study information is also collected from Muslim men since men are decision makers and instruments of women's status. The Study covered few randomly selected areas in Surat city from the universe of which sample of 200 were chosen randomly (representative). Equal representation has been given respondents belonging to various economic categories of (a) business category (b) service sector (c) working class. At the micro level we investigated these different categories of respondents among the Muslims, We used household list i.e. election list to collect accurate information from the respondents.

### **Indicators in the study:**

The main indicators used in the study are economic status, the level of education, access to education, and besides decision making in education, Further we used certain exploratory variables through household socio-economic census on demographic composition sex, age, social background like place of birth, language, possession of consumer items and the like matters pertaining to some

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qualitative data through rigorous personal and group interviews.

### **Data Collection:**

Complexities of the present study compelled us to use various anthropological techniques of data collection. It included personal and group interviews, direct observation, and case study methods. We also used household census schedule to analyze demographic social, economic, educational and cultural background of respondents in the field. The other vital information was collected from secondary documentary sources like books, monographs, journals, census reports, and other relevant materials. Further we also interviewed politicians, mullahs, social workers, intellectuals, professionals, businessmen, and manual workers, literate as well as illiterates from the universe of Muslim community.

To collect detailed and complete data a standard interview schedule was prepared for respondents. The schedule contained both pre-coded and open ended questions. Interviews were conducted by the field investigator himself with the help of female investigators in some cases Muslims did not allow the researcher to interview women. Employed respondents interviewed at their place of work. This helped the researcher to talk to them freely. The investigator had approached the respondents at their place of work as well as residence by introducing himself. Some of them are professionals, relatively businessmen and also petty businessmen, entrepreneurs who leave early in the morning and return late in the night.

### **Data Analysis:**

After completion of each interview the data was checked for their completeness and accuracy and edited carefully. After editing, we transferred the data to the code sheets with the help of a code design prepared for the purpose and tabulation was done by analyzing the data on the basis of family structure, age, education, income, and as well as children's education etc. We have used the ANOVA (analysis of Variance) test of significance to find out whether we can generalize from our sample to the population.

Collected data was analyzed using statistical software like SPSS, STATA performing t-test for numerical variables, chi-square test for categorical variables, descriptive

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statistical analysis, univariate and multivariate statistical analysis, correlation and regression analysis. Qualitative data was analyzed with content analysis giving due importance to every description given by respondents.

### **Implications of the Project**

The educational position of Muslims is not good, and portrayed as very miserable and need special measures to be incorporated in policy making. It is therefore very necessary to understand the plight of Muslims through scientifically conducted research study capable of recommending major policy measures.

### **Major Findings**

(I) Family is the most basic unit of the society; it has profound influence on development of personality among the children. The socio-economic condition and cultural environment of the family greatly influence the education ability of the children in all societies. The educated parents are more prone to send their children to schools than that of the illiterate parents.

It is well known that the literacy and educational levels of Muslims is below the national average. The educational backwardness of Muslims is a matter of particular concern, as it reveals high dropout rate, while few of them manage to complete high school and even very less availing of higher education. Thus Muslims account for the lowest levels of educational attainment. The table reveals the highest rate of illiteracy in the sample belonging to the lower income group (32) contrary to the lowest in the business category four and 12 service sector. The present data indicate poor schooling of the Muslim as 23 of lower class respondents were enrolled upto below fifth and nearly 17 respondents attended schooling only upto 10<sup>th</sup>. In other words nearly about 55 of the respondents never attended secondary school in working class. Only five of the respondents enrolled in higher secondary school while three respondents at some stage graduation, speaks the urgency of education among the Muslims particularly lower class for empowerment.

Coming to the distribution of respondents by socio-economic position the data reveal class disparity in education for simple reason, socio-economic condition of

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households invariably affects the prospect of school enrolment, because lower the economic position greater is the distance of education. Thus daughters from poorer households are deprived of education.

Meanwhile, among the respondents in service category those who ever attended school upto or below fifth standard is 14 while (6) of them attended upto secondary, 4 respondents received education upto HSC, and 7 respondents gained technical education. Whereas, 25 respondents received education upto graduation, but in higher education only three are found to be educated. Educational level is little higher in the service sector than other groups.

It is interesting to note that in business category only four of the respondents' are illiterate while 14 attended school upto seventh standard. In continuation the graph of literacy rate in this category as 12 of the respondents attended higher secondary school upto 12<sup>th</sup> standard which is higher than the working class and service sector. Besides a small number of respondents four have reported to attend till the graduation level. The above analysis clearly shows the relationship between the economic position and the level of literacy.

Meanwhile it is unfortunate to note that the development and prosperity of Surat has little influence on Muslim education, as their educational status in Surat is abysmal compounded by the state of impoverishment which hinders education and empowerment. To make the matters worse the negative attitude of Muslims also contributes to the poor education state of the community. The conservative notions with the lethal combination of low economic condition restrict their mobility and access as they support their family at little age. Our empirical observations support that Muslims education is shaped not only by but also of financial constraints, lack of importance of education and value of it. All said, the level of education varies from class to class depending on the respective economic position. Thus we observed during our investigation that Muslims from lower economic groups work to support the educational requirements like books, fees, uniform, etc. As mentioned earlier conservatism is also one of the main reasons for low level of education among Muslims. Further we also observed that early marriage, failure in class, disinterest

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and apathy in studies also contribute to the level of education among Muslims. In brief economic deprivation and attitude of Muslims result in low educational level of Muslim women.

(II) The absence of proper transportation facilities is another major complaint voiced by the Muslims across the city. These generally are said not to have *anganwadis*, and government schools. While officials denied any discrimination in the provision of these services in Muslim areas, the residents of these areas were convinced of it. Some attributed it to historical reasons and referred to it as the usual 'developmental lag'; others felt that the low participation of Muslims in education resulted in developmental benefits failing to reach areas of Muslim concentration. The above table indicates that 26 working class, 33 service sector and 26 business sector respondents faced transportation difficulties for their education respectively. It is interesting to mention that the transportation facilities in general are not available for the people in the city, there are limited buses available for mobility. It is found that many students of university they also commute by auto rickshaw, daily they have to pay for three times more than usually. Well of students they afford it but people from poor family it becomes challenging to get higher education. It is a question of governance, it should be either provided by the government or municipality.

(III) The factors for the educational backwardness of Muslims, one fact must be kept in mind that like other backward and scheduled castes, Muslims are also educationally backward and their children are found in engaging themselves in child labour rather than receiving education in school. Since right to education is a fundamental right in India as yet parents are not serious in educating their children, many Muslim boys and girls can be seen working in hazardous occupations such as in glass and bangle factories, diamond cutting and brass ware industries, lock manufacturing, productions of bidis or matches, and carpet industries. Muslim children found helping in their parents in family professions such as agriculture or in different crafts such as tailoring, embroidery, zari making, etc. also many children work at hotels and restaurants, garage or estates and in unorganized sectors like

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households in need of domestic servants, tea stalls, etc. (IV) Despite the Islamic egalitarian approach in insisting that every person acquire knowledge, Indian Muslims have remained educationally backward. This has been confirmed in our study also. It is significant to note that 42 working class, 18 service sector and 30 business sector respondents terminated their education after the secondary or higher secondary education due to the parents poor economic condition and financial constraints, the termination education is found higher in the working class but in business category also we observed drop out of the respondents. Our field observations reveal that these people either they had to support their parents or family for business and traditional occupations. It is shocking that half of the population in the sample has to terminate their education which states that Muslims lag far behind in education. As levels of literacy and percentage of population in educational institutions are considered to be good indicators of social development, the state can not afford to keep such a large portion of its people educationally backward, if it aspires to march forward with the rest of the country. There is a greater tendency of artisans and craftsmen to involve their children in traditional family occupations rather than sending them to schools. (V) Generally it is believed that Muslims attend madressa for education but in the present study it is observed that very small number of respondents attended madressa i.e. 10 in all the three categories. It needs to be mentioned here that 32 working class, 14 service sector and 23 business category respondents received their education from government schools. Less number of working class attended private schools 12 respectively. It is interesting to note that 42 service sector people gained their education from private schools, and 13 respondents from business category attended private schools. (VI) The data show that 46 respondents in the sample never attended the school they are illiterate, due to financial constraints they could not receive basic education. Meanwhile 154 respondents were able to attend the school. (VII) The education of parents is very important for providing guidance to their children. But unfortunately as majority of the Muslim students are first generation learners, so they failed to get such help from their illiterate parents. Thus, the Muslim

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society is lacking the cultural environment for growth of education among them. The Muslim community has developed a split personality. In addition to ethnic i.e. Caste like and status differentiation, they are also divided into two distinct groups viz. those who had the benefit of modern education and those who educated in religious lines through madarsas and followed by the vast masses of illiterate people. These groups seem to live in two different worlds. These divisions further weaken the community solidarity (Umma) and make it incapable of taking any decision for educational upliftment of the entire community. Majority of Muslim people possess the most traditional view which is basically pessimistic and conservative with regard to acceptance of modern education. It is very often stated that the modern education is not their goal and thus it is important to them. The unfortunate attitude towards modern education among majority of the Muslims is basically due to lack of functional necessities of formal education among them. To the lowest strata of Muslim society formal bookish education does not seem to serve their functional need and hence it is avoided by them.

### **Conclusion:**

Thus it is observed that the barriers against educational development among the Muslims are intricate and complex in character, as these are characterized by various situational and cultural factors. In the light of the above discussion it is clear that necessary measures have to be taken to ameliorate the educational backwardness of Muslims. The development of any country depends much upon the development and utilization of its human resources i.e. the talents and potentialities of all sections of the society.

Muslims as a whole are one of the most deprived communities in India, including in terms of education, is a well-known fact. Discussions about Muslim educational deprivation or 'backwardness', as it is sometimes referred to, often revolve around the issue of madrasas. Even government policies on Muslim education reflect this concern with madrasas. Often, announcements by various governments about schemes for Muslim education deal almost wholly with madrasa education. This,



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what one can call inordinate obsession with madrasas, urgently needs to be critiqued. An oft-heard argument is that Muslims are themselves responsible for their own educational 'backwardness' as they prefer to send their children to madrasas rather than to 'modern' schools. The assumption here is that Muslims are somehow so 'fanatic' about their religion or that they see their religion as so fiercely opposed to 'modernity' that they simply do not want, or refuse, to send their children to 'modern' schools. Muslims thus come to be framed, interpreted and understood solely in terms of religion, in a manner that is vastly different from the way the behavior of other religious communities is understood. In this way, Muslims also come to be blamed entirely for their own educational marginalisation, and the fact that widespread Muslim poverty and the role of the wider society and the state in perpetuating Muslim economic and educational deprivation is completely ignored. This assumption runs as a hidden sub-text that underlies government policies on Muslim education. Since Muslim education thus comes to be reduced largely to madrasa education, government policies generally focus on this sort of education alone. This assumption is, however, baseless and urgently needs to be questioned. For one thing, as the Sachar Committee Report shows, hardly four per cent of Muslim children study in full-time madrasas. Secondly, many Muslim parents choose to send their children to madrasas simply because they cannot afford the cost of sending them to 'modern' private schools or because they feel that a madrasa education will at least ensure their child a job as a religious specialist as well as merit in the Hereafter, neither of which education in a government school can provide. Thirdly, this assumption ignores the fact of the growing eagerness among Muslims for 'modern' education, and in fact, the growing involvement of Muslim religious organizations in seeking to provide both 'modern' as well as Islamic education to Muslim children. This development is easily observable in any Muslim locality, with the mushrooming of private schools, often so-called English medium schools.

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## SIGNIFICANCE OF INTERNET FOR LIBRARY PROFESSIONALS IN MODERN WORLD

Rakesh Kumar Singh

### Abstract:-

*The paper focuses on the Significance of internet on various library processes, such as services and products. It also emphasizes the challenging role of librarians and information professionals in the modern world. The paper also emphasizes the vital role of librarians and information professionals in designing and maintaining libraries' web page/website leading to increase in library efficiency. The internet today has become one of the most important modes of communication and its services are being exploited by people in every walk of life such as by designing and maintaining library website. Libraries can also project their collections and activities on the site and supplement their services by exploiting the Internet.*

### Introduction:-

Librarian is known as a person located in the library building carrying out the tasks like acquiring, organizing, preserving the printed documents besides helping the readers in locating the information needed by them. In the last decades of the twentieth century this picture has quickly changed under the influence of advances in computer and communication fields. The paper collections have given place to networked, computer resident, user searchable collections like bibliographic databases, Online Public Access Catalogues (OPAC) obliterating the need for the user to visit the library building. With the digitization of ever increasing number of collections and advances made in computer/communication hardware and software seamless access to digitized information located in geographically diverse locations has become a reality. Internet therefore, is a vast electronic library made up of millions of pages of information stored in hundreds of thousands of linked computers at the globe. The Web has brought to the desktop, not only metadata sources like

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bibliographic databases and table of contents, but also full text of journals, preprints, technical reports, patents, courseware, etc.

### **Advantage of internet in Library Professionals**

- Preserve the valuable documents, rare and special collections of libraries, archives and museums.
- Provide faster access to the holding of libraries worldwide through automated catalogues.
- Help to locate both physical and digitized versions of scholarly articles and books through single interface.
- Search optimization, simultaneous searches of the Internet make possible, preparing commercial databases and library collections.
- Offering online learning environment.
- Making short the chain from author to user.

### **Disadvantage of internet:-**

New technology has brought many advantages but simultaneously it also has certain disadvantage

- Costly affair
- Technology obsolescence (Hardware & Software)
- Dominance of data creators and publishers
- Trained manpower
- User education and training
- Security against hacking & sabotage

### **Changing Role of Library Professional in Digital Age:**

The ready availability of information on the Internet, and its widespread use, really presents Librarians with an opportunity, not a threat. Technology confidence users realize they need help, which **Library Professional** can provide. **Library Professional** now faces difficulties and complicity challenges due to new trends in information access. In the present technological/Internet era the professionals have to change themselves as the information profession is being changed. Now information specialists have to work as e-information resources in which various professional group are probable to map strategy that guide to manufacture, direct,

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maintain and restore the information in the present era.

### **Conclusion:-**

LIS professionals face complex challenges posed by rapid revolutionary advances in internet. Libraries have to redesign their positions to meet evolving needs. Librarians need to implement new practices and new technologies, manage change, and improve performance and competencies to face future challenges of knowledge society. This study reveals that library and information professionals working in all types of institutions. Attitude was very positive towards Internet based facilities and services. They found these tools very useful in their professional and personal work. Most of them had Internet facility at their offices. It was found that the institution type, gender and age of the research participants had no effect on the strength of their attitude towards Internet. However, experience, frequency, level of perceived skills and training in the use of Internet had strong effect on the extent of participants' attitude. Library employers, LIS schools and professional associations should provide more extensive Internet training at pre- and in-service levels. Better skills of LIS professionals in using Internet technology.

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The postal address or the e-mail address of the author (usually of the first one if there are more Authors) is given in the footnote at the bottom of the first page.

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Classification of articles is a duty of the editorial staff and is of special importance. Referees and the members of the editorial staff, or section editors, can propose a category, but the editor-in-chief has the sole responsibility for their classification. Journal articles are classified as follows:

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1. Original scientific paper (giving the previously unpublished results of the author's own research based on management methods).
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The article should be in English. The grammar and style of the article should be of good quality. The systematized text should be without abbreviations (except

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All measurements must be in SI units. The sequence of formulae is denoted in Arabic numerals in parentheses on the right-hand side.

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An abstract is a concise informative presentation of the article content for fast and accurate Evaluation of its relevance. It is both in the Editorial Office's and the author's best interest for an abstract to contain terms often used for indexing and article search. The abstract describes the purpose of the study and the methods, outlines the findings and state the conclusions. A 100- to 250- Word abstract should be placed between the title and the keywords with the body text to follow. Besides an abstract are advised to have a summary in English, at the end of the article, after the Reference list. The summary should be structured and long up to 1/10 of the article length (it is more extensive than the abstract).

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### **Acknowledgements**

The name and the number of the project or programmed within which the article was realized is given in a separate note at the bottom of the first page together with the name of the institution which financially supported the project or programmed.

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All the captions should be in the original language as well as in English, together with the texts in illustrations if possible. Tables are typed in the same style as the text and are denoted by numerals at the top. Photographs and drawings, placed



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