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Urban Rental Housing Conditions and Affordability Problems of Civil Servants in Aleta Wondo Town, Ethiopia

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This study was conducted to investigate "Urban Rental Housing conditions and Affordability problems of civil servants in Aleta Wondo Town. To this end, a mixed approach research was employed. Both quantitative and qualitative data were collected mainly through questionnaire survey to 158 randomly selected sample civil servants. KII, FGD and personal observation were also used to collect additional information. The survey result indicated that 70.9% of the respondents are living in rental houses and only 27.8% are found to be homeowners.

Keywords: Affordability, Civil Servants, Housing Problem, Housing Conditions and Tenure structure.

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Problems of Civil Servants in Aleta Wondo Town

Among the renters, the majority (83.9%) rented their housing unit from private residents. The study also revealed that the factors that most affect civil servants' access to homeownership are lack of disposable income (89.2%), the difficulty of obtaining land (86.5%), high and increasing cost of building materials (73%) and lack of housing finance/loan (54.1%). Civil servants living in rental houses highly suffer from lack of freedom while getting in and out (85.7%), restriction in the use of facilities (71.4%), are also restricted in the number of visitors (53.6%) coming to their home by the owners. There is also an arbitrary increment of the amount of rent with urgent notice (50%) and lack freedom for children to play freely in the rented compound (48.2%). With regard to housing affordability level, 62.2% showed that owning a house is not affordable to civil servants. On the contrary, rental houses are found to be affordable for civil servants in the study area as the rent-to-income ratio of the majority (93.7%) is below the 30% threshold. However, if RIR drops to 10% (since the housing units are substandard) the large majority (60%) of rental houses are unaffordable to the low-income civil servants.

Introduction

Housing is one of the basic necessities for human survival; despite this, it has remained as a critical problem of most cities in the world (Mahider, 2013). Around the world, over one billion urban residents live in inadequate housing where living conditions are poor and services are insufficient (Habte, 2010). According to the report by McKinsey Global Institute (MGI) quoted in Florida (2014), some 330 million urban households worldwide currently live in substandard housing or are financially stressed because of housing cost. In the developing world, some 200 million households are located in slums; and in developed countries, like USA, EU and Japan, more than 60 million households are financially stressed.

A growing population number in urban centers coupled with an increasing tendency of people to live alone has resulted in continuous rising demand for homes, but the supply of new housing cannot keep pace with the growing demand (Habte, 2010). As such, cities around the world, in developing and developed economies alike, are struggling to meet the housing need of their inhabitants (Garemo, et al, 2014). The supply of urban housing in developing countries is severely constrained and unevenly accessible for different consumer groups, often with increasing cost (Habte, 2010). Olima (2013), noted that the major symptoms of urban housing problem in developing

countries include an absolute shortage of housing units, emergence and proliferation of slums and squatter settlement, rising house rent and growing inability of citizens to buy or build their own houses. Some writers argue that the provision of housing in urban areas should be tailored to address the needs of different consumer groups. In this respect, Ndubueze (2009) noted that people in different socio-economic groups have different housing consumption characteristics and problems. Besides this, there is a spatial variation of poverty levels between states and regions in a country. Therefore, examining housing affordability across a different socio-economic groups and states in a country not only offer valuable insight towards local housing realities of different groups, but also indicates the way to deal with their respective housing problems where they exist.

As such, civil servants as a segment of the population, have their own housing problems which require to be addressed in a special way. Accommodation problem of civil servants in many countries has become a crucial demand to be tackled with. For many years, civil servants have been victims of life because of un-affordability to rent, buy or build their own houses in the market rates (Nnunduwa, 2009). With regard to home ownership, the majority of civil servants has a low purchasing or building power (Muturi, 2013) due to low income, lack of access to credit from financial institutes and access to land (Fasika, 2011; Nnunduwa, 2009). As a result, the majority of civil servants in many countries is forced to live in private rental houses (Thapa, 2005) whose rents are rising rapidly with no or limited mechanisms laid down to control it.

Statement of the Problem

The rapid rate of urbanization in combination with the poorly developed economic base has posed a number of problems, including housing deficiency and un-affordability, in cities of the developing world. Ethiopia, being one of the less developed countries, is facing serious housing problems in most of its towns and cities. The housing sector in Ethiopia can be described as being of poor quality, having massive shortage, and being congested, unsecured and unplanned. Ethiopia's current urban housing deficit is estimated between 900,000 and 1 million units in urban areas (UN-HABITAT, 2011). In addition, about 60% of urban areas of the country are slums devoid of social and economic services, with overcrowded and dilapidated substandard houses lacking basic housing facilities and services, (UN-HABITAT, 2014).

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Many studies have been conducted on issues related to housing problems; however, most are directed to Addis Ababa or some major regional capitals. Most of these studies failed to address measuring affordability level in general in Ethiopian cities and the rental housing situation pertaining to civil servants in particular.

Therefore, this research is expected to fill this gap and add to the body of the existing knowledge. The principal objective of the study was to assess the housing conditions and affordability problems of civil servants in Aleta Wondo town. Under the general objective, the investigators tried to examine the patterns of housing tenure of civil servants; identify the factors that influenced them access to home ownership; and investigate the problems faced by civil servants living in rented houses, as specific objectives.

Literature Review

Despite the fact that affordable housing has become the focus of streams of recent literatures, it seems that there is no specific definition for it as affordability considerations differ for different groups of people (Hellinan et al, 2006). The definition of affordability varies according to a household's individual circumstance (Centre for Affordable Housing, 2015). As such, its definition varies from country to country (The Economic Times, 2015).

Affordable housing is housing that is appropriately priced for low to moderate income households so that they can also able to meet other basic living costs such as food, clothing, transport, medical care and education. As a rule of thumb, affordable housing is that costs less than 30% of gross HH income (Centre for Affordable Housing, 2015). According to Aribigbola (2011) "affordable housing" refers to the capacity of HHS to meet housing costs while maintaining the ability to meet other basic costs of living. CORT (2015), states that a house is affordable if the total housing costs are affordable for the occupants, taking the commonly accepted guideline of a cost that doesn't exceed 30% of HH'S gross income.

MacLennan & Williams (1990) cited in Hellinan et al (2006) associate affordable housing with the price or rent of securing any given standard of housing (or different standards) that doesn't impose, in the eye of any third party (usually government), an unreasonable burden on HH income. Hulchanski (1995) expressed that affordable housing is concerned with housing costs (including rents, Mortgages, property taxes, maintenance & basic Utilities) that incur less than 30% of household income or budgets. The Housing Cost Approach (housing expenditure-to-income approach) is the most common measure and embraces the house price-to-income ratio and the rent-to-income

ratio. Even if they have some limitations, they also have some unique advantages such as simplicity, comprehensibility, availability of required data and amenability of spatial and trend comparative housing studies. The rent-to-income ratio was adopted in this investigation due to availability of the required data (MacLennan and Williams, 1990).

The Right to Adequate Housing

The International human rights law recognizes the right to adequate housing as part of the right to an adequate standard of living (OHCHR, 2015b). The legal status of the right to adequate housing is mainly based on the 1948 Universal Declaration of Human Rights (UDHR) and the 1966 International Covenant in Economic, Social and Cultural Rights (ICESCR) (OHCHR, 2015a). In addition, in Ethiopia (FDRE, 1995) three articles, Articles 90(1) mention housing as one of the guiding policy principles. Thus, under Article 41(3) and (4), the publicly funded social services to which all Ethiopian nationals have the right to equal access and which the government is obliged to provide can be interpreted to include housing services. Under Article 41(5), the term assistance can be interpreted to include housing provisions if the category of people mentioned are in need of them.

Overview Housing Situations in Ethiopia

According to the population and housing census (CSA, 2007) in Ethiopia there are 15, 103, 134 housing units most of which, 80.8% are found in the rural areas and 19.2% are found in towns of the country. In urban areas, owners occupied housing units account for about 39.3% and about 40.4 % of the urban housing units are rented from private households (CSA, 2008a). The urban housing units are generally of poor quality, having massive shortages (over 900,000), congested, unsecured and unplanned. It is estimated that only 30% of Ethiopia's total housing stock is in fair condition, whereas the largest proportion, 70%, is in need of total replacement (Center for Affordable Housing Finance Africa, 2014; UN-HABITAT, 2011). This is mainly attributed to low per capita income, low investment in housing, rapid growth of population, massive urbanization, rising cost of building materials, low income of urban dwellers to afford decent and standard housing, low investment or scarcity of financial resources to increase housing development and low supply of serviced residential plot (Habte, 2010).

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Housing problems of Civil Servants

Governments provide public services to their citizens via civil servants. One major factor that critically affects the effective delivery of services and the implementations of development projects is identified to be frequent "turn over" of dissatisfied employees and the difficulties of filling vacancies left by them (Ohashi, 2013). Among others, one way to facilitate the attraction and retention of civil servants especially in regional and remote locations is the provision of adequate housing (Department of Housing, 2015). Despite this fact, accommodation problem of civil servants has been neglected in many countries.

Nnunduwa (2009), in his study of "Design of Low - cost Houses for Civil Servants in Tanzania" indicated that beyond 2002, the government of Tanzania provided only 6000 residential houses to accommodate more than 800,000 civil servants which put the ratio of houses to the number of civil servants at less than 0.01. Muturi (2013), on his part described that only 3,000 out of 131, 745 civil servants in Kenya own houses under mortgage and tenant purchase which represents only a 2.2% ownership. Onyike (2007), cited in Foluke et al (2015) carefully studied the situation of housing affordability in Owerri, Nigeria, and explained that the majority of civil servants in the state cannot afford adequate housing without substantial assistance from the government.

Fasika (2011), in her study of access to homeownership of middle - and low - income earners in Bahir Dar city revealed that only 34% of the employees, have their own housing unit and 56.7% lives in rental houses. 45% of homeowners have become homeowners by constructing their own houses. Financial source for 40.5% of homeowners was loan from individuals. All the literatures reviewed so far revealed that purchasing of a completed house at the current market price is beyond the reach of civil servants and the only option left for them, i. e. building a house, is also becoming more and more unaffordable for which they attributed lack of access to obtain residential land and credit from financial institutes (Fasika, 2011; Foluke et al, 2015, Muturi, 2013 and Nnunduwa, 2009). They also showed that most of the civil servants living in rental houses are not satisfied with their rental housing units, and these were attributed to poor housing units, densely populated neighborhoods, high rental prices, long distance to work place, among others (Fasika, 2011; Foluke et al, 2015; Muturi, 2013 and Nnunduwa, 2009).

Methods and Materials

Aleta Wondo town is located at about 333km south west of Addis Ababa and about 64km south west of the regional capital, Hawassa along the road that leads to Negele Borena. In the global grid system, it lies approximately between $6^{\circ} 35' 37''$ - $6^{\circ} 37' 00''$ North latitudes and $38^{\circ} 24' 10''$ - $38^{\circ} 26' 00''$ East longitudes.



Figure 1 Location map of Aleta Wondo town (Source: Arc-GIS) According to the 2007 Population and Housing census report of CSA, the total population number of Aleta Wondo town is 22,093, of which the number of male populations is 11,646(52.7%) and those of female population is 10,447(47.3%). There is a total of 4,975 households in the town and 4,748 housing units indicating a deficit of 227 housing units.

Research Design

In this study, the researchers employed a mixed research design to collect, analyze and interpret the data. Mixed research design was selected for this investigation because it enables to capture the best of both quantitative and qualitative approaches (Creswell, 2003). In doing so, both quantitative and qualitative survey designs were employed.

The concurrent research method was employed where both forms of data were collected at the same time during the study and integrated in the interpretation of results. In order to achieve the objectives of the study, both primary and secondary sources of data were used. The primary data had been

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collected from sampled civil servants and the concerned officials of the municipality. The secondary data were collected from various published and unpublished sources such as books, Journals, theses, official documents and reports of the municipality.

In Aleta Wondo town, there are a total of 793 civil servants in 18 institutions (Wondo Town Civil Service Office, 2015). Four institutions were purposively selected as they nearly comprise half of the total civil servants in the town. They were Aleta Wondo First Cycle Secondary and Preparatory school, Health center, Aleta Wondo Town Municipality and Trade and Industry Office. These institutes constituted the sample frame from which sample units were selected proportional to their number of employees. In selecting the sample units from each institute, simple random sampling was employed. To determine the sample size, the following formula had been adopted from Kothari (2004). Therefore, a total of 158 sample employees were selected.

The sample size from each institution was selected proportional to their size as follows. Questionnaires, KII, FGD and direct observation are instruments for primary data collection. Official reports, books, journals are also as secondary sources of information. The data collected were analyzed quantitatively by using different techniques like percentages, frequencies and the findings were described and presented in a tabular and graph formats. Whereas, the data obtained through interviews, FGD and observation were analyzed and described qualitatively. Besides these, SPSS was used to determine whether there is statistically significant correlation between civil servants' socio - economic characteristics and their tenure status. For this purpose, chi-square test was applied. Finally, to assess housing affordability level of civil servants, the rent-to-income ratio was adopted.

Results and Discussion

Age and Sex Distribution of Respondents

As indicated in table 1, out of the sampled respondents, 62.7% are males and only 37.3% are females. This indicates that males have a better exposure to education and employment than females. As gender inequality and bias is deeply rooted and multi- dimensional issue in a society like that of ours', its gloomy side is also reflected in terms of access to residential housing. One female participant in Focus Group Discussion said that:

Age is an important characteristic that has relevance in terms of tenure status i.e. homeownership and tenancy. 62.7% and the remaining 37.3 % are male and female respondent respectively. The age distribution of respondents ranges between 21 and >50. Out of these, the majority, 36.7% of the respondents are in the age group of 26 – 30 years. 25.9% are in the age group of 21 – 25 and 14.6% belong to the age group of 31 – 35. The age of 9.5% respondents falls in the age group 36 – 40 and 7% are >50 years old. The study also indicates that the age groups 41 – 45 and 46 – 50 accounts 3.2% respondents each. As can be seen from the result, majority of the respondents accounting 62.6% are young whose age ranges between 21 to 30 years. These young civil servants earn low income and as they are new entrants as government employees as well as immigrants, they cannot have their own house and their only option is to live in rental houses.

Marital Status, Household size and Educational Attainment of Respondents

With regard to marital status, respondents were provided with four choices to select from. These are single, married, divorced and widowed. Accordingly, the majority of the respondents, 85 (53.8%), are married while 70 (44.3%) are single. Again, 2 (1.3%) are divorced and only 1 (0.6%) is a widow.

Table - 1
Age sex Distribution of Respondents

<i>Sex of Respondents</i>		<i>Age Composition of Respondents (Years)</i>							<i>Total</i>
		21-25	26-30	31-35	36-40	41-45	46-50	>50	
	Male	16	40	14	11	3	4	11	99
	Female	25	18	9	4	2	1	0	59
<i>Total</i>		41	58	23	15	5	5	11	158

Source: Field Survey, 2016.

Table - 2
Marital Status, Household Size and Educational Status of Respondents

	<i>Frequency</i>	<i>Percent</i>
<u><i>Marital Status</i></u>		
<i>Single</i>	70	44.3
<i>Married</i>	85	53.8
<i>Divorced</i>	2	1.3
<i>Widowed</i>	1	0.6
<i>Total</i>	158	100.0
<u><i>Household size</i></u>		
<i>1 – 3</i>	98	62.0
<i>4 – 6</i>	48	30.4
<i>7 – 9</i>	9	5.7
<i>10 – 12</i>	1	0.6
<i>>12</i>	2	1.3
<i>Total</i>	158	100.0
<u><i>Educational Status</i></u>		
<i>9 – 12</i>	5	3.2
<i>10+1 – 10+3</i>	32	20.3
<i>BA/ BSc/ BEd/ MD</i>	117	74.1
<i>MA/ MSc</i>	4	2.5
<i>Total</i>	158	100.0

Source: Field Survey, 2016

Out of the sampled respondents, the majority 98 (62%) have 1-3 members in their families while 48 (30.4%) reported that they have 4-6 members in their household. Household size of 9 (5.7%) respondents is 7-9 whereas only 1 (0.6%) respondent's family size falls in the range of 10-12. Finally, 2 (1.3%) respondents said that their household size is >12.

Education is a key determinant of individual opportunities, attitudes, and economic and social status (CSA, 2014). Its effect on housing related issues is unquestionable. The survey result provided in Table 4.1 indicate that the majority 117 (74.1%) of the respondents are first degree holders while 32 (20.3%) of them responded that their educational level ranges from 10+1 – 10+3. The number of second-degree holders is only 4 (2.5%). Finally, 5 (3.2%) of respondent's educational level ranges between grade 9 to 12. The survey result indicated that the majority of respondents were well educated.

Occupation and Work Experience of Respondents

Out of the total 158 respondents, 70 (44.3%) are teachers, 22 (13.9%) are accountants and 15 (9.5%) are nurses. The number of engineers is 8 (5.1%) while secretaries and guards accounted 5 (3.2%) each. Again, 4(2.5%) respondents each replied their occupation as janitors and officers; while the number of Doctors and Health Officers is 3 (1.9%) and 2(1.3%) respectively. Others like Laboratory Technician, Computer Administration and Councilor each accounted 1(0.6%). The remaining 17(10.8%) respondents simply replied “civil servant” as their occupation.

Majority of the respondents’ (31.6%) have work experience is between 1 and 5 years. This is followed by 29.1% respondents whose work experience is between 6 and 10 years. Again, 8.2% respondents had work experience that ranges between 11 and 15 years. Those respondents with work experience >15 years and <1 year accounted 19.6% and 11.4% respectively. The survey result revealed that the majority (72.1%) of respondents’ work experience was below ten years. This implies that it is difficult for them to accumulate enough money during this short duration that may enable them to solve their housing problems.

Monthly Income and Saving Level

Household income is the principal factor affecting housing quality and tenure status. It also plays an important role as a primary determinant of whether a household is in need of affordable housing. The total monthly income (net income plus additional income of a spouse or other) of most of the respondents accounting 115 (72.8%) ranges between 1501-3500 birr. With regard to respondents saving capacity, it is found that 37 (23.4%) of them save nothing because lack of disposable income due to the imbalance between income and expenditure.

On the other hand, 38 (24.1%) respondents’ monthly saving is between 100-300 birr whereas 24 (15.2%) and 21 (13.3%) save 301-500 and <100 birr per month respectively. In addition, 16 (10.1%) of respondents monthly saving falls in the range of 701-900 birr and 10 (6.3%) respondents saving is 901-1100 birr. Finally, 501-700 and >1100-birr monthly saving accounted 6 (3.8%) respondents each.

Table - 3
Total Monthly Income of Respondents

	<i>Monthly Income</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
	=<500	2	1.3	1.3
	501-1000	7	4.4	5.7
	1001-1500	3	1.9	7.6
	1501-2000	34	21.5	29.1
	2001-2500	33	20.9	50.0
	2501-3000	17	10.8	60.8
	3001-3500	31	19.6	80.4
	3501-4000	9	5.7	86.1
	4001-4500	6	3.8	89.9
	4501-5000	6	3.8	93.7
	>5000	10	6.3	100.0
	Total	158	100.0	

Source: Field Survey, 2016

Housing Conditions of Respondents

Housing is considered to be one of the basic necessities for human survival. In contrast to this, many cities and towns in Ethiopia are facing acute problem of providing adequate housing to their residents. The notion of adequate housing incorporates both the quantity and quality of houses available to inhabitants of a given geographical area. With this regard, Muleta (2014) noted that in addition to the availability of housing itself, the housing condition including its quality and facilities is an important component that also affects the welfare of households. Therefore, it is essential here to examine the housing conditions of civil servants living in the study area.

Physical Structure

This section assesses the physical structure of the housing units in which sampled respondents currently reside. This includes wall of the housing units, ceiling type and floor of the housing units (Table 4).

Table - 4
Physical Structure of the Housing Units

Physical Structure of the Housing Units	Home Owners		Tenants		Living with Family		Total	
	Fre.	%	Fre.	%	Fre.	%	Fr.	%
<u>Wall Type</u>								
Wood and Mud	34	21.7	83	52.9	2	1.3	119	75.8
Hollow Blocks and Cement	3	1.9			0	0.0	8	5.1
Stone and Cement	7		5	3.2	0	0.0	29	18.5
Bricks and Cement	0	4.5	22	14.0	0	0.0	1	0.6
Total	44		1		2	1.3	157*	100.0
		0.0	111	0.6				
		28.0		70.7				
<u>Ceiling Type</u>								
No Ceiling	7		22	14.0	0	0.0	29	18.5
Abudjadid (Fabrics)	21	4.5	57	36.3	1	0.6	79	50.3
Plastics	2	13.4			0	0.0	11	7.0
Chip Wood	14	1.3	9	5.7	1	0.6	38	24.2
Total	44		23	14.6	2	1.3	157*	100.0
		8.9	111	70.7				
		28.0						
<u>Floor type</u>								
Earth Floor	12		22	14.0	1	0.6	35	22.3
Wooden Tiles	1	7.6		1.9	0	0.0	4	2.5
Cement Floor	31		3	53.5	1	0.6	116	73.9
Bamboo Floor	0	0.6	84	1.3	0	0.0	2	1.3
Total	44	19.7		70.7	2	1.3	157*	100.0
			2					
		0.0	111					
		28.0						

Source: Field Survey, 2016

Missing value

Out of the total 157 respondents, the majority 119 (75.8%) claimed that their houses are constructed from wood and mud. Next, the walls of 29 (18.5%) respondents' housing units are constructed from stone and cement. "Hollow blocks and cement" and "bricks and cement" accounted 8(5.1%) and 1 (0.6%), respectively. The ceiling type of the housing units of 79 (50.3%) respondents are made of fabrics, 38 (24.2%) from chip wood, and 11 (7%) from plastics. Moreover, 29 (18.5%) of them replied that they are living in houses that have no ceiling at all. The floor type of 116 (73.9%) respondents are cements tiles.

35 (22.3%) replied earth floor, 4(2.5%) wooden tiles and 2(1.3%) bamboo floor. It can be deduced from the result that the majority of the houses in which sampled civil servants live are made of less durable materials like wood and mud. Besides this, some of them have plastic ceiling or no ceiling at all; and floor types of some are bamboo or earth floor. This indicates that they are in poor conditions and below the standard.

Availability of Basic Housing Facilities

This section examines access of sampled civil servants to basic housing facilities such as source of drinking water, toilet, electricity (meter), kitchen and bathing type (see Table 5). Accordingly, the source of drinking water for 93 (58.9%) respondents is shared pipe while 65 (41.1%) respondents use private pipe. Again, 97 respondents representing 61.4% uses shared toilet and electricity (meter) and only 61(38.6%) replied that they have their own private toilet and electricity (meter). With regard to kitchen type, 83 (52.5%) respondents share kitchens with others and 6(3.8%) respondents have no kitchen at all. On the other hand, only 69 (43.7%) of the respondents have their own private kitchen.

Table - 5
Availability of Basic Housing Facilities

<i>Facilities</i>	<i>Private</i>		<i>Shared</i>		<i>Not-Available</i>		<i>Total</i>	
	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>
<i>Source of</i>								
<i>Drinking</i>	65	41.1	93	58.9	0	0	158	100
<i>Water (Pipe)</i>	61	38.6	97	61.4	0	0	158	100
<i>Toilet</i>	61	38.6	97	61.4	0	0	158	100
<i>Electricity</i>	69	43.7	83	52.5	6	3.8	158	100
<i>(Meter)</i>	45	28.5	72	45.6	41	25.9	158	100
<i>Kitchen</i>								
<i>Bathing</i>								
<i>Type</i>								

Source: Field Survey, 2016

Tenure Status of Respondents

In the same way, the bathing type of 72 (45.6%) respondents is shared, 45(28.5%) respondents is private, and 41 (25.9%) of respondents have no bathing room at all. The above discussion of the result reveals that the majority of the sampled civil servants are living in houses where facilities are shared with others. This implies that they have no freedom in using these facilities as they wanted to.

Tenure refers to the arrangements under which the household occupied its living quarters. A housing unit is said to be owner occupied, if the occupant household owns it and it is free from rent. Similarly, a housing unit is considered as rented if the household living in it pays rent to a private individual or to public offices (CSA, 2008a). As indicated in Table 6, 70.9% are living in rental houses while only 27.8% are homeowners. The remaining 1.3% respondents are living with their parents.

Table - 6
Tenure Status of Respondents

<i>Sex of Respondents</i>		<i>Tenure Structure of Respondents</i>						<i>Total</i>
		Private-built by own	Private-Purchased	Private-Inherited	Rented-Public	Rented-Private	Living with family	
	Male	25	3	4	11	55	1	99
	Female	8	1	3	9	37	1	59
<i>Total</i>		33	4	7	20	92	2	158

Source: Field Survey, 2016

Out of the total sampled respondents, 112(70.9%) living in rental houses, 83.9% of them rented from private renters while 16.1% rented from public authorities. From the result, it can be said that the private rental sector, mainly of service quarters, meet the housing needs of the majority of civil servants living in the study area. Despite its huge role in housing supply, the private rental sector is invaded by many problems to which these considerable sections of civil servants have been exposed.

Table - 7
Monthly Rent

<i>Monthly Rent</i>		<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
	<100	17	15.2	15.2
	100-300	34	30.4	45.5
	301-600	49	43.8	89.3
	601-900	6	5.4	94.6
	901-1200	6	5.4	100.0
	Total	112	100.0	

Source: Field Survey, 2016.

Table 7 presents the amount of rent paid by respondents per month in Ethiopian Birr. The amount of rent paid by 49 (43.8%) respondents is in the range between 301 and 600 birrs followed by 34 (30.4%) respondents whose payment is between 100 and 300. In addition, 6 (5.3%) respondents each pay house rents that fall in the ranges 601-900 and 901-1200. Those who pay monthly rent below 100 birrs accounted 17 (15.2%). However, no respondent pays monthly rent above 1200 birr

The respondents were also asked if there is change in the amount of rent price. Accordingly, their responses are presented in Table 8.

Table - 8
Increment in the Amount of Rent Prices

<i>Amount of Change in birr</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percentage</i>
<i>≤50</i>	12	16.7	
<i>51-100</i>	28	38.9	
<i>101-150</i>	8	11.1	
<i>151-200</i>	14	19.4	
<i>201-250</i>	0	0	
<i>251-300</i>	4	5.6	
<i>301-350</i>	0	0	
<i>>350</i>	6	8.3	
<i>Total</i>	<i>72*</i>	<i>100.0</i>	

Source: Field Survey, 2016.

3 Missing Values

The result indicates that 75 (67%) affirmed that in every year or two years owners increase housing rent. The amount of increment ranges between 50 - about 350-birr Problems of Civil Servants Living in Rental Houses. Besides to poor conditions of the housing quarters, sample civil servants' questions were posed in the questionnaire about the major social problems faced by civil servants living in rental houses.

Table - 9
Main Problems Faced by Civil Servants Living in Rental Houses

<i>Main problems faced by civil servants living in rental houses?</i>	<i>Frequency</i>	<i>Percent*</i>
<i>Lack freedom when getting in and out</i>	96	85.7
<i>Restrictions on the use of water, electricity and toilet.</i>	80	71.4
<i>Restriction on the number of friends visiting them</i>	60	53.6
<i>Arbitrary increment of rent with urgent/no notice</i>	56	50.0
<i>Lack of freedom for children to play freely</i>	54	48.2
<i>Lack of security of tenure</i>	101	90.2

Source: Field Survey, 2016

The total value exceeds 100 % since respondents are allowed to choose multiple answers.

The main problems they stated include lack of tenure security (90.2%), lack of freedom when getting in and out (85.7%), owners' restrictions in the use of facilities such as water, electricity and toilet (71.4%), restrictions in the number of friends visiting them (53.6%), arbitrary increment of rent with a short notice (50%) and lack of freedom for children to play freely (48.2%). In this respect, participants of focus group discussion said the following:

In rental houses you have no freedom at all. You cannot use electricity for other purposes like cooking food. Most landlords do not allow you to use electricity late at night. They also impose restriction in using water. Some even restrict that tenants can use only one bucket of water per day. However, the water supply of the town is not regular and for days or weeks we have to use that single bucket of water or find other alternatives that expose us to additional cost. They also do not tolerate you to come late at night. In rental houses, as we are sharing one kitchen with the homeowners, they do not allow you to use the kitchen at any time you want. To prepare food, you have to wait until they first finish their own work. By the time when they finish their own work, it is too late and we have to hurry to our work place. This again exposes us to additional expense.

Analysis of Tenure structure and Housing Affordability

Table 10 below illustrates the association between tenure structure and socio-demographic characteristics of sampled civil servants in the study area using Pearson's chi-square test of independence. Chi-square test was selected for this analysis since tenure structure and some of the characteristics of respondents are categorical variables. Other quantitative characteristics of respondents were changed in to categorical variables so that they could be used for this analysis. Since tenure types are broadly divided into homeowners and renters, two respondents living with their parents were excluded here and only the information gathered from 156 respondents were considered.

Table - 10
Association between Respondents' Characteristics and Tenure Structure

<i>Respondents' characteristics</i>	<i>Chi-square</i>	<i>P-value</i>
<i>Sex</i>	2.575	0.109
<i>Age</i>	12.598	0.000*
<i>Marital status</i>	7.145	0.008**
<i>Household size</i>	25.531	0.000*
<i>Educational level attained</i>	2.672	0.263
<i>Work experience</i>	8.089	0.018**
<i>Migration status (Place of Birth)</i>	6.296	0.012**
<i>Years of stay in the town</i>	18.008	0.000*
<i>Net monthly income</i>	11.072	0.004**
<i>Saving amount</i>	8.210	0.016**

Source: Computed from Field Survey, 2016

Significant at 0.01 and 0.05 Significance Levels Respectively

The result depicts that eight of the ten variables have statistically significant relationship with tenure structure at different P-values of < 0.05 . These are age, marital status, household size, work experience, migration status, years of stay in the town, income and saving. On the contrary, the P-values of sex and educational level of respondents are > 0.05 indicating that they have no statistically significant relationship with tenure structure in the study area.

Affordability Level of Renters

To examine affordability level of rental houses for tenants, the rent-to-income ratio was applied. To accomplish this, annual income of respondents was categorized into equal groups and the median of each group was taken as the annual median income of that specific group. Then, the rent-to-income ratio for each group was computed and presented in Table 11 as follows. The survey result shows that the rent-to-income ratio ranges from 6.6% to 47.6% in the study area. The largest value (47.6%) is recorded for 2.7% respondents whose annual income is $\leq 6,000$ birr. Next comes 45.6% which is the value recorded for 3.6% respondents whose annual income is 6,001-12,000 birr. The ratio obtained for the remaining 93.7% range from 16.7% to 6.6%. Using the 30% benchmark, it can be concluded that rental houses are affordable for the majority of civil servants residing in the study area as most (93.7%) exhibited values less than the specified 30% limit. On the contrary, rental houses are not affordable only for smaller groups accounting 6.3% of respondents with low annual income of less than 12,000 birr.

Table - 11
Rent-to-Income Ratio of Respondents

<i>Income Groups</i>	<i>Annual median Income</i>	<i>Frequency</i>	<i>Percent</i>	<i>Annual median Rent</i>	<i>Rent-to-Income Ratio</i>
<i>6,000</i>	5,040	3	2.7	2,400	47.6 %
<i>6,001-12,000</i>	11,832	4	3.6	5,400	45.6 %
<i>12,001-18,000</i>	14,400	3	2.7	2,400	16.7 %
<i>18,001-24,000</i>	20,652	31	27.7	2,400	11.6 %
<i>24,001-</i>	29,352	32	28.6	2,400	8.2 %
<i>30,000</i>	33,216	13	11.6	5,400	16.3 %
<i>30,001-</i>	39,336	20	17.9	5,400	13.7 %
<i>36,000</i>	42,924	2	1.8	5,400	12.6 %
<i>36,001-</i>	82,128	4	3.6	5,400	6.6 %
<i>42,000</i>					
<i>42,001-</i>					
<i>48,000</i>					
<i>>60,000</i>					
<i>Total</i>		112	100.0		

Source: Field Survey, 2016

The use of 30% limit as measure of affordability takes into consideration the quality of the housing units. Most of the housing units' civil servants currently reside are devoid of basic facilities like electricity and water supply. Moreover, nearly 50 % of the rental housing units are consisting of only one room implying they are overcrowded. Rather than taking 30% (Rent-to-income ratio) as rule of thumb for measuring housing affordability, it would be more realistic to consider it based on the quality of the dwelling units. Therefore, if we reduce it to 10 % over 60 % of the rental housing would become unaffordable.

Income plays an important role as a primary determinant of whether a household is in need of affordable housing, but income also affects the price of housing in the market. Housing is a normal 'good' and, as incomes increase, we expect that more housing will be demanded, which in turn increases the average price of housing. Demographics play a similar role because housing is a necessity, so as the population increases.

Conclusion

Urban housing problem has become a serious concern in many cities of the Third World including Ethiopia. Civil servants in small sized towns like Aleta Wondo devoid of public participation, like condominium building, are facing serious housing problems as observed from the results of the investigation. As most of them are dislocated from their previous localities to reside in the town, the first challenge they encounter is the problem of shelter. Based on the study, the following conclusions are drawn.

- Most of the housing units used by civil servants are found to be substandard. Some are lacking even to supply basic facilities like electricity, water and kitchen. In terms of tenure structure, only small proportions have their own houses while the majority of them live in privately owned rental houses.
- There is no formal housing market system and lack official financial institution supporting housing supply in the town. The only option to build a house is limited to the household. Moreover, housing ownership has become difficult due to factors such as high and increasing costs of building materials, the difficulty of obtaining land, in comparison with low income. That is the ever-increasing cost of construction material as well as the frequent occurrence of shortage

Problems of Civil Servants in Aleta Wondo Town

of supply soared the housing construction cost beyond the capacity of the majority of the civil servants.

- Civil servants living in private rental housings are challenged with many problems. Their main problems are social, personal and economic in nature. In terms of housing affordability level, owning a house was found not affordable to civil servants. On the contrary, considering 30 % RIR, as rule of thumb, rental houses were affordable. However, the persisting housing quality and size it would be illogical to use this model. Therefore, if we reduce this model lower than 20%, most dwelling units will become fall below the affordable level.

Generally, it can be concluded that accommodation problems of civil servants are not given the necessary attention. As the local community is the direct beneficiary of public services provided by civil servants, neglecting their problems including their housing conditions, potentially will negatively affect both the quality and quantity of services provided to the community. Therefore, the result of the survey revealed that housing problems of civil servants should be given due attention both by the government, the town's municipality and the local community.

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Agrarian Crisis in India: A National Perspective

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For over a decade, while the Indian economy has been experiencing unprecedented rate of high growth, agriculture has been passing through a phase of deceleration in growth, and there has been widespread distress manifesting in suicides of farmers. There is a wide recognition that the crisis in agriculture is a result of deep seated malady and that the suicides are only symptoms. The crisis assumes different forms under different conditions. For instance, it is survival crisis in dry regions like northern Karnataka or southern Andhra Pradesh. It is sustainability crisis in prosperous regions like Punjab or plantation sector of Kerala. The economic reforms initiated in early 1990s not only failed to help agricultural growth but have actually aggravated the situation. In general, returns in agriculture did dwindle but it is the small farmers who were trapped in serious crisis in the absence of adequate and appropriate state support services and volatile markets. This has culminated in an ever increasing incidence of farmers suicides in India. Farmers are striving hard to adjust to the new situations and develop a coping up strategy. Against this background, the present paper examines the different dimensions of the agrarian crisis in India. It addresses the macro explanations of the crisis that is looming over the agricultural situations of India.

Keywords: Crisis, Liberalization, Agriculture, Labour and Employment.

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Macro Dimensions of the Crisis

Distinction is to be made between agrarian crisis and agricultural crisis to understand the complexity of the crisis. 'Agrarian Crisis' is structural and institutional in nature as could be seen in growing marginalization and failure of support systems especially as a part of the reforms agenda because of the shift in institutional emphasis from state to market. 'Agricultural Crisis', on the other hand, may be seen in terms of performance of production in relation to the problems associated with access and use of inputs and realization of returns. The complexity of present crisis exists in the interrelatedness between agrarian crisis and agricultural crisis and how one reinforces the other (Reddy and Mishra, 2009).

There has been a distinct slowdown in agricultural growth since the mid-1990s which has adversely impacted the livelihood base of the farming community at large. The slowdown has occurred in all the sub-sectors of agriculture, including livestock and horticulture which were the main drivers of agricultural growth in the immediate past. Several structural and institutional factors have contributed to the decline in agriculture. Lessening of the developmental role of state in investment in irrigation, flood control, research, extension etc. in the background of liberalization of agriculture is the leading factor contributing to the crisis.

The liberalization of agriculture trade has also exposed commercial agriculture to volatility in the international commodity market. Added to this when agricultural prices in the international market were declining in the latter half of the 1990s, India removed Quantitative Restrictions and slashed the tariff rates. Without sufficient intervention, these structural changes have adversely affected the livelihood of agriculturists especially, small holders. The macro dimensions of the crisis explain the factors contributing to the crisis: the degradation of the environment, dwindling of land holding size, plateauing of the yields from the present farm technology, withdrawal of the state support etc. The following section provides an analysis of the macro dimensions of the crisis.

Structural Changes in the Indian Agriculture

Demographic Pressure on Agriculture

Even at the beginning of the twenty-first century, India has continued to be rural and agricultural in terms of livelihood activities of people. In 1999-

2000, 72 per cent of the population and 76 per cent of the workforce in India were rural, accounting for about one-fifth of the national income (NSSO, 2005). Within rural areas, there has been excessive dependence on agriculture. Table 1 shows that even during the period of economic reforms of the 1990s and the much-lauded high economic growth, there was no substantial increase in the share of the rural non-farm sector. The employment status of rural labour tends towards relatively more insecure casual labour, while self-employment and regular employment shows a declining share. The share of hired casual labour increased from 31.49 per cent in 1983 to 37.41 per cent in 1999-2000.

Table - 1
Sectoral Share and Employment Status of Rural Workforce (percent)

Rural employment	1983	1987-88	1993-94	1999-2000	2004-05
Agriculture	81.49	77.46	78.39	76.16	70.08
Non-agriculture	18.51	22.54	21.61	23.84	29.92
Status of rural workforce					
Self-employed	61.37	59.50	57.96	55.76	60.2
Hired-regular	7.15	7.79	6.45	6.83	7.1
Hired-casual	31.49	32.72	35.59	37.41	32.8

Source: 1) Bhalla (2005); 'India's Rural Economy: Issues and Evidence', Working Paper No. 25, Institute for Human Development, New Delhi.

2) National Sample Survey Organization (NSSO), Employment and Unemployment Situation in India (Various Rounds), New Delhi.

The concentration of workforce in the agricultural sector is much higher in rural areas, indicating that the rural economy continues to remain by and large an undiversified economy, particularly dependent on agriculture.

Increasing Marginalization

The high burden of labour force has, in addition, been falling on a slowly contracting cultivable area. This leads to an increased number of holdings and decreased size of holdings. Between 1960-61 and 2003, the number of holdings increased from 51 million to 101 million and the area operated declined from 133 million hectares to 108 million hectares (Table 2).

Table - 2
Key Characteristics of Operational Holdings in India

Characteristics	1960-61	1970-71	1981-82	1991-92	2003
	(17th)*	(26th) *	(37th)*	(48th)*	(59th)*
Number of operational holdings (millions)	50.77	57.07	71.04	93.45	101.27
Percentage increase	-	12.4	24.5	31.5	8.4
Area operated (million hectares)	133.48	125.68	118.57	125.10	107.65
Average area operated (hectares)	2.63	2.20	1.67	1.34	1.06

Note: *indicates NSS rounds

Source: NSSO (Various Rounds), Some Aspects of Operational Landholdings in India.

Consequently, the size of operational holdings declined from 2.63 hectares in 1960-61 to only 1.06 hectares by 2003. The increasing demographic pressure on land has resulted in undue stress on land resources, and reduced the size of holdings to uneconomic levels.

Resource Stress in Indian Agriculture

Increasing Stress on Irrigation Resources

Irrigated land, on an average, triples its productivity and reduces the farmer's susceptibility to drought and crop failure. Irrigation facilities are also a pre-requisite for the optimum use of fertilizers and HYV seeds. The parts of India that benefited most from the Green Revolution such as Punjab, Haryana, Western UP and coastal Andhra Pradesh, were the ones with the most extensive system of canals (Gupta and Dahiya, 2005). Considering the immense importance of irrigation, the area under irrigation has not seen a satisfactory rise over the years (Table 3).

Table - 3
Cropped Area and Irrigated Area (Million Hectares)

Year	Gross cropped area	Gross irrigated area	Gross irrigated as % of cropped area
1951-52	133.2	23.2	17.4
1960-61	152.8	28.0	18.3
1970-71	165.8	38.2	23.0
1980-81	172.6	49.8	28.9
1990-91	185.7	63.2	34.0
1995-96	186.6	71.4	38.4
2000-01	187.0	75.1	40.2
2001-02	188.2	78.7	41.8
2002-03	175.5	73.5	41.8
2003-04	190.0	77.9	41.0
2004-05	191.5	79.9	41.7
2005-06	193.0	82.6	42.8
2006-07	193.2	86.4	44.7
2007-08	195.8	87.3	44.6
2008-09	196.0	88.00	44.89
2009-10	197.2	89.23	45.24

Source: CMIE (2010), 'Agriculture', June.

Even in 2010, almost 55 per cent of our cropped area was rain-fed. This means that millions of our farmers are exposed, year after year, to the vagaries of the weather.

Environmental Stress

A serious source of environmental footprint of agriculture is increasing pollution of river and canal water. Many of the rivers and lakes are getting contaminated from industrial effluents and agricultural run-off, with toxic chemicals and heavy metals, which are hard to remove from drinking water with standard purification facilities. Irrigation undertaken by polluted water can also seriously contaminate crops such as vegetables and fruits with toxic elements.

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Soil erosion, water logging and shifting cultivation also cause land degradation in India. Estimates show that around 130 million hectares of land (45 per cent of total geographical area) is affected by serious soil erosion through ravine and gully, cultivation of wastelands, waterlogging, shifting cultivation, etc. The accumulation of salts and alkalinity affects the productivity of agricultural lands in arid and semi-arid regions that are under irrigation. The magnitude of waterlogging in irrigated command is estimated at 2.46 million hectares (Pingali, 2005). Besides 3.4 million hectares suffer from surface water stagnation. Similarly, excessive and unbalanced use of fertilizers and pesticides reduces soil fertility due to soil nutrient depletion (Sahoo, 2010).

Deceleration of Growth in Agriculture

Declining Growth Rate

Growth rates of agriculture have been on the decline, most visibly in the post-reform period. The growth rate by gross product (GDP from agriculture) fell from 3.08 per cent during 1980-81 to 1990-91 to 2.61 per cent during 1992-93 to 2002-03 (Table. 4). Compared with other sectors, the growth rate of agriculture during 2001-02 to 2009-10 is low (8.36 per cent).

Table - 4
Growth of Gross Domestic Product (GDP), Sectoral GDP and Per Capita Income (1999-2000 prices)

Year	Agriculture	Industry	Services	GDP at factor cost	Per capita NNP at factor cost
1980-81 to 1990-91	3.08	5.79	6.54	6.15	2.82
1992-93 to 2002-03	2.61	5.82	7.05	5.85	3.89
2001-02 to 2009-10	8.36	14.01	15.12	13.75	12.13

Note: Growth is Compound Annual Growth Rate, NNP denotes Net National Product

Source: CSO (Various Years), National Accounts Statistics, Government of India.

Deceleration of Growth rate of area, Production and Yield

The growth of agriculture in terms of output has visibly decelerated during the post-reform period compared to the 1980s (Dhas, 2009). The growth of agriculture in terms of area, production and productivity is given in Table.5

Table - 5
Compound Growth Rates of Area, Production and Yield of Principal Crops during 1980-1990, 1990-2000 and 2000-2010 (Base: TE. 1981-82=100) (percent)

Crops	1980-81 to 1989-90			1990-91 to 1999-2000			2000-01 to 2009-10*		
	A	P	Y	A	P	Y	A	P	Y
Rice	0.41	3.62	3.19	0.68	2.02	1.34	-0.03	1.59	1.61
Wheat	0.46	3.57	3.10	1.72	3.57	1.83	1.21	1.89	0.68
Coarse Cereals	-1.34	0.40	1.62	-2.12	-0.02	1.82	-0.76	2.46	3.97
Total Cereals	-0.26	3.03	2.90	0.04	-0.02	1.59	0.09	1.88	3.19
Total Pulses	-0.09	1.52	1.61	-0.60	0.59	0.93	1.17	2.61	1.64
Total Food grains	-0.23	2.85	2.74	-0.07	2.02	1.52	0.29	1.96	2.94
Sugarcane	1.44	2.70	1.24	-0.07	2.73	1.05	0.77	0.93	0.16
Total Oilseeds	1.51	5.20	2.43	-0.86	1.63	1.15	2.26	4.82	3.79
Cotton	-1.25	2.80	4.10	2.71	2.29	-0.41	2.13	13.58	11.22
Jute & Mesta	-2.90	0.16	2.96	1.81	1.81	0.87	-1.56	-0.10	2.28
Non Food grains	1.12	3.77	2.31	1.18	2.69	1.09	2.19	2.86	1.78
All Principal Crops	0.10	3.19	2.56	0.27	2.29	1.33	0.84	1.83	2.82

A- Growth rates of Area, P- Growth rates of Production, Y- Growth rates of Yield

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Growth rates are based on fourth advance estimates 2009-10 released on 19.07.2010.

Total oilseeds include nine oilseeds, cottonseed and coconut.

Source: Directorate of Economics and Statistics (DES) (2010), 'Agricultural Statistics at a Glance', Government of India.

The Table 5 shows significantly lower growth rates in yield for most of the crops. The case for concern is not merely the decline in the rate of growth of agricultural production, but also the decline in the growth rate of production of food grains. This was mainly due to the gradual decline in the growth of yield levels, especially of some food crops. The annual growth rate of production of all food grains together declined from 2.85 per cent in the 1980-81 to 1989-90 period to 1.96 per cent in the 2000-01 to 2009-10 period. Rice area, production and yield decelerated from 0.41 per cent, 3.62 per cent and 3.19 per cent respectively to -0.03 per cent, 1.59 per cent and 1.61 per cent respectively in latter period.

Wide Regional Disparity in Productivity and Growth

State-wise disaggregation of the data shows that the deceleration has occurred in most states except Bihar, Gujarat and Orissa. Even though these states had a low base, the growth rates were very low (Table 6).

Table - 6
Growth of Agricultural GSDP and GSDP across States

State	1993-94 to 2000-01 (at 1980-81 prices)		2000-01 to 2009-10 (at 1999-2000 prices)	
	Agricultural GSDP	GSDP	Agricultural GSDP	GSDP
Andhra Pradesh	12.06	14.30	10.85	12.12
Assam	10.28	14.19	8.73	9.90
Bihar	8.96	15.01	7.63	11.90
Gujarat	9.47	12.16	21.21	15.88
Haryana	8.93	15.68	12.50	15.41
Himachal Pradesh	13.27	18.55	10.70	10.56
Karnataka	10.76	14.74	5.12	12.07

Kerala	8.63	15.26	7.56	12.85
Madhya Pradesh	3.95	11.30	12.33	8.34
Maharashtra	8.17	11.73	13.36	12.71
Orissa	8.20	13.64	13.58	15.03
Punjab	9.72	14.08	10.78	11.16
Rajasthan	10.28	14.37	14.06	11.71
Tamil Nadu	7.01	14.18	8.55	11.06
Uttar Pradesh	9.71	12.64	8.37	10.18
West Bengal	13.43	15.57	6.92	11.61
India	10.15	13.57	8.34	13.22
CV for States	23.48	12.06	35.47	16.44

Note: Growth is Compound Annual Growth Rate. GSDP denotes Gross State Domestic Product.

CV denotes coefficient of variation.

Source: RBI (2010), Handbook of Indian Statistics.

From the Table 6 it is clear that growth of agricultural GSDP of India during 2000-01 to 2009-10 is 8.34 per cent which is lower than 10.15 per cent in the period of 1993-94 to 2000-01. Similarly, there is a large variation in agricultural GSDP across states during 2000-01 to 2009-10 compared with the period of 1993-94 to 2000-01.

The growth rates of agricultural GSDP and GSDP have also decelerated in most states during 2000-01 to 2009-10 periods. Similarly, the regional disparities become sharper at the district level. There are marked inter-district variations in agricultural growth. Only about 20 per cent of about 500 districts in the country contribute substantially to growth. An equal percentage has had stagnant yields for decades (Bhalla & Singh, 2001).

Reforms and its Impact on the Farming Community in Agriculture

Crisis in agriculture, which was well underway by late 1980s because of loss of priority in public provision, was deepened by the economic reform beginning with the 1990s and has become all pervasive. The manifestation of the crisis is felt in different forms in different agro-climatic and institutional contexts.

Trade Liberalization

In 1991, when India officially went along the structural adjustment path and introduced a series of neoliberal economic reforms, there was apparently less reforms in agriculture. But beginning with 1997, international trade in agriculture is liberalized. All Indian product lines are placed under Generalized System of Preferences (GSP). By 2000 all agricultural products are removed from Quantitative Restrictions (QRs) and brought under tariff system. The average tariffs on agricultural products, which stood at over 100 per cent in 1990, were brought down to 30 per cent by 2008 and were targeted to come down further.

Declining Subsidies

Subsidies to any sector are a form of support given to it by the government. Agriculture is just one of the sectors receiving subsidies from the government. Agricultural subsidies take different forms, including food, fertilizers, petroleum and power subsidies. The fertilizer, petroleum and power subsidies reduce the cost of cultivation for the farmers, while the food subsidy benefits both the farmers and the buyers of food. Subsidies for food, fertilizers and petroleum account for about 38 per cent of total government subsidies (Department of Economic Affairs, 2004). In the period of economic reforms, there has been a continuous attack on agricultural subsidies on the ground that these are an unnecessary burden on the government's budget.

Growing Informal Credit

Beginning with 1991, at the behest of pressures from the reform agenda, 'targeted priority lending' or 'directed credit' to agriculture was put on the back burner. The Narasimham Committee on the Financial Reforms (1992) recommended the dilution of priority sector lending, including lending to the agricultural sector by commercial banks. Instead of expanding rural bank branches, there was actually closure of rural branches.

A nationwide survey (NSS 59th Round, Reports 498 and 501, 2005) also brings out the grave agrarian situation in terms of farmer indebtedness. While almost 50 per cent of the farming households are indebted, the percentage is much higher in Andhra Pradesh (82.0 per cent), Tamil Nadu (74.5 per cent), Punjab (65.4 per cent) and Kerala (64.4 per cent), which are also states with relatively higher investment. More than 50 per cent of the borrowing is for

investment in agriculture, the percentage being much higher in Andhra Pradesh (77 per cent), Karnataka (73 per cent), and Maharashtra (83 per cent).

Institutional sources account for about 50 per cent on an average, with the share being much lower at 30 per cent in some states, as for example, Andhra Pradesh, where the rest 70 per cent comes from informal sources. While interest charges on institutional credit are less than 20 per cent in 98 per cent of the cases, interest charges on informal credit are more than 20 per cent in more than 74 percent of the cases. Situation Assessment Survey (SAS) of Farmers (2003) shows that of the total of 148 million rural households, 89.35 million (or 60.4 per cent) were farmer households, of whom 43.42 million (48.6 per cent) were reported to be indebted (NSSO, 2005).

Declining public investment

Investment in the agricultural sector, particularly since the advent of reforms in 1992, has not shown a healthy trend. All indicators lucidly characterize the decline of the government's interest in this sector. This is particularly noticeable in the declining shares of agriculture in total Gross Capital Formation (GCF) in the last few years and the progressive decline of Central and State government's investment in agriculture (Guruswamy, Natarajan and Khare, 2008).

Rising Costs

There has been steep increase in the costs of farming across the country substantially due to reforms. The fertilizer price index increased from 99 in 1990-91 to 228 in 1998-99 at a compound annual growth rate of 11 per cent (Acharya, 2004).

The cumulative impact of the input-intensive technology employed and the domestic reforms in agriculture has been an increase in the costs of cultivation of farmers. In addition to this, the decline in public investment and expenditures on irrigation and rural development has meant that farmers have had to spend for themselves in this respect. The credit policy reforms have brought back the moneylender to the countryside increasing the interest costs of loans for the farmers (Perspectives, 2008).

Low Research and Development

There has been steady decline in public funding for research and education since 1981, which sharpened further in the late 1990s (Pal, 2009). The trend in the funding for extension is rather stagnant. There is, however, a distinct difference in the sources of funding. While most of the funding for extension was from the state governments, they contributed nearly half to the funding for research and education and the rest was contributed by the Central government.

Increasing participation of the private sector, in the post-reform period, has been a significant trend in agricultural R&D. Private R&D is notable in chemicals, including animal health, food, and of the late, in plant breeding (Pray and Basant, 2001). However, the private sector's exclusive preoccupation with profits restricts its area of interest in a small-farmer dominated agriculture.

Conclusion

To conclude, the macro dimensions of agrarian crisis provides an overview of the dimensions of crisis in agriculture, particularly since the initiation of economic reforms in the early 1990s. Structurally shrinking share of agriculture in the national product with continued concentration of the workforce, and rapid marginalization of holdings with growing productivity distance to non-agriculture are analyzed in macro dimensions of agrarian crisis. Increasing stress on resources, especially irrigation, environmental degradation, and technological fatigue are other factors identified with productivity plateau. The impact of reforms including trade liberalization, decline in public investment in agriculture, shrinking share of formal institutional credit, rising input prices, and volatility in commodity prices also augmented the agrarian distress in India.

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Recent Trends in Commerce and Management Education in India

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Commerce education carefully studies the individual's action which is injurious to the society as a whole and recommends the methods of their prevention. There are then certain commerce issues which are of direct interest to the society. The problem of money is protection, incidence of taxation, import-export, the development of agriculture, industries and the like affect the society as a whole. Commerce carefully studies these problems in the light of social welfare and gives its unbiased opinion. Commerce education gives the knowledge of well-earnings with good business. The growing phenomenon of globalization, liberalization and privatization has been immensely influencing the Commerce Education. Alvin Toffler in his famous book "Future Shock" says that, "To help avert future shock, we must create a super industrial educational system and to do this, we must search for our objectives, methods in the future rather than past. Education must shift into future tense." The Higher Education sector in India is very vast. The role of Higher Education in National development is well established. The objectives of Higher Education can be achieved only through qualitative change in the system.

Keywords: Commerce, Management, Education and Knowledge.

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The output of Commerce Education should be multidimensional and with full global competitiveness. But we have to realize that the Commerce graduate have lack of practical knowledge. The practical oriented Commerce Education is a need of the age. The main objective of education is to develop Human Resources to face any challenges of the life. The role of commerce education is to develop Human resources to overcome the challenges in the field of commerce and business. To achieve this goal the commerce education must be focused on linkage with business and industries. It should be more practical and as like on job training and hands on experience.

Introduction

The commerce and management education community has grown substantially and now represents a diverse set of perspectives. Deans, directors of business schools, students, business advisory councils, administrative staff, and recruiters of graduates are all involved in shaping the future of management education in India. Each group will find areas of interest in this scenario.

The Indian economy is creating a serious demand for high- quality managers to oversee the nation's growing businesses. That commerce and management as a valuable proposition that ensure a quick return on investment. Commerce and Management education growing considerably over the last few years with growing demand of industry.

Commerce and Management education is in great demand especially after the change towards liberalization, privatization and globalization. Therefore, several challenges of commerce management education which require integration of management education with corporate sector, up gradation of curriculum and course content designing of different program for executives, maintenance of an efficient and effective regulatory system of check mushrooming and emphasis on research.

India providing a tremendous potential to contribute to the creation of a knowledge society. The growth of the Indian economy in the recent past and the compulsion to sustain it is also forcing the Indian government to accelerate the process of developing all branches of Indian education system. Commerce and Management education has a significant position not only in the leading nations of the international education system but also in emerging economics of 21st century. Every year a lack of aspirants makes an attempt to join management courses. management degree along with the issue of employability

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& experience learning continuous to attract aspirants for industry integrated program.

Today, with the rapid expansion of the Indian economy, and cross border deals on an increase the business environment is unpredictable. As consequences, the expectation of the employers is higher than ever before. They are looking for youngsters with experience, tact, ability to handle situation along with management qualification. Management course offers highly interactive teaching session and diversified work experience. Simply holding the degree is not enough to get a job. One must have the skills, competence and a positive attitude along with integrity and commitment.

Literature Framework

Growth & Globalization of Indian Management Education-Issues & Solutions- (Dr. Reddy Irala Lokanandha) 2006, has given the status of Indian B schools, which might stand the standard test of quality teaching. the Indian B schools have to take many initiatives to stand up to the challenges, While the affiliated colleges are needed to be more autonomy-both financial and academic, the autonomous institutions have to strengthen their curriculum.

Admission Criteria as a Predictor of Academic Performance in a Management Programme (Dr. Lokanandha Reddy Irala) 2006, B-Schools in India prescribe very stringent admission criteria for entry into their Management programmes. the typical criteria consist of three components of evaluation-Written Test, Group Discussion (GD) and Personal Interview (PI), which provide the best graduates to managements schools.

Talent Acquisition and the Role of Management Education in India (K. Vidyalaya) 2009, it has become vital for every organization to attract and retain the best available talent but Worldwide organizations are subjected to heavy pressure due to the declining supply of talent. the demand for talented people exceeds the supply of skilled workers which has been fulfilled by management education.

Objectives

- To explore the changes towards commerce and management education in India.
- To be made aware about the current scenarios with direct exposure to industrial affairs in their students.

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- To know the contemporary issues in the field of commerce and management education.
- To provide the better prospects for the students in commerce and management education.
- Imparting knowledge in the field of Commerce and Industry.
- Developing skills in commercial operations and inculcating proper vocational interest, Attitudes and values.

Role of Commerce Education

According to Eric Hoffer, “The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents and children are students together”.

Webster defines Education as the process of educating or teaching. Education is further defined as to develop the knowledge, skill, or character of students. The principle purpose of education is to educate all students and give everyone equal opportunity as a means to succeed in life. The important factors of education include providing the necessary knowledge and skill. The role of Commerce education is very much challenging and most important to prepare Business leaders and entrepreneurs.

There are challenges in transition from school to work. High rates of youth unemployment have become a structural problem in India, so also in many countries. In order to weed out this problem impart of education especially commerce and business which encompasses a whole lot of livelihood activities is an important solution. Therefore, the basic objective of Commerce Education is to provide an improved livelihood to the people at the bottom of the pyramid by empowering them to find out how the Commerce education can be leveraged for sustainable inclusive growth.

Perspective change in the Content and Process of Commerce and Management Education

Commerce and management education have been changed with the traditional means of the education pattern. In present scenario commerce has been developed not only as an accounts related operation which was being maintained manually, now it has a drastic change new technology, new ideas new learning, new teaching aids and new industry trends has changed the focus

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of entire commerce and management education in a different perspective, now the commerce and management graduates are expected to manage all the business affairs. They are working in senior positions of an organization and contributing in all the significant aspect of the organization and the industry that's why the teaching methodologies all over the world have undergone a drastic change by introducing modern aids, methods and techniques. Now the commerce and management education have to develop student centered and job centered programs where the individuals are ready to meet the industry demand in terms of their knowledge, competencies and skills. In this direction we need to develop the new perspectives in the field of commerce and management education so that we could cope up with the global perspectives of commerce and management education.

New trends in Commerce Education & Research

Commerce is the exchange of items of value between Persons or Companies. Any exchange of money for a product, service or information is considered a deal of Commerce. The Internet and an efficient postal system have made International Commerce convenient for Business as well as individuals.

Education is developing inherent abilities and power of students. It is the process by which society deliberately transmits its accumulated knowledge, skill and values from one generation to another. Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. The following are new trends in commerce education: -

E-Commerce

E-Commerce involves conducting business using modern communication instrument like Internet, Fax, Telephone, E-data interchange, E-payment, Money transfer system. E-Commerce provides multiple benefits to the consumers in the form of availability of goods at lower cost, wider choice and save times. People or Consumer can buy goods with a click of mouse button without moving out of their house or offices. Similarly, online services such as Internet Banking, Tickets includes Airlines, Railway, Bus Bill Payment, Hotel Booking etc. have been tremendous benefit for the customers. E-Commerce education has been phenomenal in making a deep impact on higher education. Growth in the Internet over the last few decades have led to great

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impact on communication and research in the institutes. Many MBA” s, Working Professionals, Administrators, Housewives and similar people who fell short of time to go to a campus program have been able to benefit immensely from online sources.

E-learning

It has become an important mode of education. Since the regular courses in India are getting very expensive and highly competitive, distance and online education is fast developing as an amazing option for the students. E-learning opportunities are immense in India. Even the distance education programs are serving wonderfully. Distance learning can be availed through various types such as interactive CD-ROM programs, Mobile learning programs, Tele courses or Broadcast course via Television or Radio, Postal correspondence programs and many more.

E-Governance

E-Governance is the future, many countries are looking forward to for a corruption free government. E-government is one-way communication protocol whereas E-governance is two-way communication protocols. The essence of E-governance is to reach the beneficiary and ensure that the services intended to reach the desired individual has been met with. There should be an auto-response system to support the essence of E-governance, whereby the Government realizes the efficacy of its governance. E-governance is by the governed, for the governed and of the governed.

E-Banking

Online banking (or Internet banking or E-banking) allows customers of a financial institution to conduct financial transactions on a secured website operated by the institution, which can be a retail bank, virtual bank, credit union or building society. To access a financial institution's online banking facility, a customer having personal Internet access must register with the institution for the service. Customers numbers are normally not the same as account numbers, because number of accounts can be linked to the one customer number. The customer will link to the customer number any of those accounts which the customer controls, which may be cheque, savings, loan,

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credit card and other accounts. Customer numbers will also not be the same as any debit or credit card issued by the financial institution to the customer.

E-Marketing

Electronic marketing is directly marketing a commercial message to a group of people using email. In its broadest sense, every email sent to a potential or current customer could be considered email marketing. It usually involves using email to send ads, request business, or solicit sales or donations, and is meant to build loyalty, trust, or brand awareness. Email marketing can be done to either sold lists or current customer database.

Telemarketing

The number of manufacturers of various brands are using various television channels to sale their products all over the world. The targeted customers are the viewers of the television spread all over the world. The targeted sales are achieved by saving time, cost of sales and avoiding total chain of distribution. An effective telemarketing process often involves two or more calls. The first call (or series of calls) determines the customer's needs. The final call (or series) Prospective customers are identified by various means, including past purchase history, previous requests for information, credit limit, competition entry forms, and application forms. Names may also be purchased from another company's consumer database or obtained from a telephone directory or another public list. The qualification process is intended to determine which customers are most likely to purchase the product or service.

Opportunities

At the undergraduate level, Bachelor of Commerce, a three-year full-time course. And Master of Commerce at the postgraduate level. After completing course in the field of Commerce, a student can join any private institute or government organization as a specialist in any of the Commerce stream and they can also pursue professional courses such as Company Secretary, Chartered Accountant, and ICWA, MBA.

A graduate in Commerce can also opt careers in financial services as a Financial Consultants, Stock Brokers, Merchant Bankers, Budget Consultant, Financial Portfolio Manager, Project Formulation Manager, Tax Consultants. Careers in Management are also available in the field of Personnel Management, Production Management, Financial Management, Marketing Management, and Material Management, other areas of Management such as Hotel Management, Hospital Management, Tourism Management, Event Management, Office Management, Export and Import Management.

In the Bank, call for Commerce graduates and post graduates with specialization in Banking. Insurance Companies can also call for Commerce graduates and post graduates with specialization in Insurance. Industrial segment is also call for Commerce graduates and post graduates with specialization in accounting skill including Computer Technology.

- Challenges before the Commerce & Management Education
- Emerging issue in global Economy, Commerce and Management.
- Internationalization of Financial Market in the World.
- Role of Foreign Direct Investment and Foreign Institutional Investment.
- Reform in Indian and International Economic Sectors.
- Challenges and Strategies for export and import of Trade, Commerce and Industries in global scenario.
- Job oriented course and programs to be identified with understanding the career prospects.
- Maintaining the industry -institute interface to generate employment and learning.
- Thrust Areas in Commerce and Management Education and New Challenges
- Faculty Development.
- Development of Teaching Material and Case Studies.
- Post-experience and Distance Learning Programmes.
- Institution-Industry Linkage.
- Restructuring of the Existing P. G. Management Programmes.
- International Cooperation and Collaboration for Export of Management Education.
- Quality and Excellence.
- Introduction of Assessment and Accreditation Procedures.
- Placement and career opportunities.
- Online education through MOOC, Swayam and NPTEL.

Findings and Analysis

The study has considered the Competency development approach of selected top Indian B-schools in terms of the following parameters:

- Curriculum of PGDM /MBA Programme
- Industry integrated programme
- International Internship
- Faculty exchange program
- Dual degree programs
- Campuses aboard
- Students exchange programs
- Overcoming Challenges
- Re-modeling and designing of commerce management education.
- Developing professionalism in higher education sector.
- Competency based salary structure to attract the efficient teaching professionals.
- Focus over the job centered programs, vocational programs and programs satisfying the industry requirements.
- Industry officials, executives should be the member of the education system to evaluate the feasibility of the program
- Development of individuals' mindset and attitude towards the teaching profession.
- Industry -institute interface should be developed or there should be a linkage between industry and institute to learn practical knowledge and exposure.
- The project work should be contextual, relevant and should focus on the current scenarios.
- Make accreditation mandatory to ensure quality of education.
- Use online courses and other e-learning methods to increase training opportunities for field and local staff
- Provide training in languages besides English
- Ensure that training is provided even in emergency situations.

Suggestions /Recommendations

Restructuring the syllabi at UG and PG levels. Apart from the subject knowledge, soft skills like good writing skills, listening skills, presentation skills, interpersonal skills, leadership crisis management skills, problem solving skills etc., Must be made compulsory in view of its importance in the contemporary job market.

- Provide facilities for industrial visits. Arrange Guest lecturers from expert academicians and industry experienced people.
- A detailed industry visit report based on the field visits should be made an integral part of the course.
- Redesigning the teaching methods, as a deviation from traditional teaching methods.
- The management colleges / schools are able to use innovative and practical teaching methods like management games, workshops and seminars, Mock interviews, proper presentations, individual assignments, field surveys and case studies etc.,
- Control the study centers, UGC will take care of these centers, in some areas these centers are follow malpractices in examinations.
- Work with agencies to design educational and training programs that meet the needs of the agencies.
- Develop multi-disciplinary curricula to prepare students for careers in humanitarian work.
- Encourage faculty and student exchanges.
- Consider establishing an academic association of humanitarian studies and/or a dedicated journal.

Conclusion

With a growing emphasis on information, global economy, Higher Education was viewed as increasingly essential for the world's population. Information Technology and Mobile Technology is now forcing education sector to change according to the need of the time. The most emerging dimension of the Business and Commerce education in the 21st century is the need for Business School to use technology and make it integral part of course contents. Education now becomes an industry, there is explosion of technologies and knowledge in all sphere. The quality of Commerce Education has become a major marketing issue in the changing environment. As per specialization, a practical training should be provided to the students. By making relevant and practical oriented Commerce Education, we may impact global competitiveness to our students. As a part of the society the social awareness among Commerce students is the emerging need of present time.

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The Effect of Co-operative Learning Techniques in Enhancing the Reading Comprehension

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Cooperative Learning has been proven to be effective for all types of students, including academically gifted, mainstream students and English language learners (ELLs) because it promotes learning and fosters respect and friendships among diverse groups of students. In fact, the more diversity in a team, the higher the benefits for each student. Peers learn to depend on each other in a positive way for a variety of learning tasks. This article speaks about the effectiveness of co-operative learning strategies in ELT classroom.

Keywords: Indigenous Agriculture, Indigenous Knowledge and Soil Conservation.

Introduction

Teaching is the process that facilitates students' learning. Richards (1995:1) defines teaching as it is the application of appropriate theory, the development of careful instructional designs and strategies and the study of what actually happens in the classroom. The purpose of teaching language is to provide students with different standards of proficiency and language command in the language skills. One of the possible ways and strategies for meaningful language teaching is student-centered teaching (SCT). In student centered approach, there is the aspect of collaborating, supporting, and co-operating with one another.

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Rahvard (2010:2) defines cooperative learning as successful teaching strategy in which small teams, each with students of different levels of ability, use variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates, to create an atmosphere of achievement. Thus, we find cooperative language learning used in teaching like reading skills. One of the reading skills is reading comprehension skill.

Statement of the Problem

Reading is one of the most important skills for educational and professional success (Alderson, 1984). According to Alderson, it is the most important activity in any language class. It is used not only as a source of information but also as a means of extending one's knowledge of the language. However, Andargachew (2004) states that the reading ability of many students in Ethiopia is low at different levels.

The low reading comprehension of the students resulted in from inappropriate teaching techniques which failed to help the learners understand the content of the reading materials (Chandavimol, 1998). According to Chandavimol, in general practice of teaching the teacher did not provide any activities that could motivate students to achieve better comprehension. Teachers do not arrange texts of students' interest and topics related to their everyday life. However, cooperative learning is assumed to improve students' reading comprehension better than the conventional type of teaching (Seid, 2002; Yalew, 2011).

In Hare to preparatory school which is located in Oromia Region, Ethiopia, the researcher observed that class time was dominated by individual learning and teacher centered method of teaching rather than grouping students for activities. The reading comprehension skill of these students is very low as it is observed from the results of their classroom tests. Therefore, the researchers thought that students score can be improved if students do the reading activities in group before and after individual reading. So, the researchers want to apply the cooperative learning technique in reading comprehension class to see the change on students reading. Hence, the researchers attempted to investigate the effect of cooperative learning technique in increasing the students' reading comprehension. In order to frame the research, the following research questions were formulated:

Is there a significant difference between the mean scores of controlled group pre- test and posttest of reading text?

Approaches to Research

The researchers used the quantitative method because the study needs isolating the variables, formulating hypothesis and studying the relation between the variables and the influence of one variable on the other variable. Thus, pre-test and post-test were administered to collect data. The target population of this study were grade 12 students of Hareto Preparatory School which is located in HoroGuduru, Wellega zone, Jimma Geneti District, Ethiopia. The total population of the study is 250 in number in 6 (six) sections in that academic year. Among these students 139 were male and 111 were female students. Two sections including 46 students each were selected randomly from the six sections using lottery method. Next, the two sections, one as experimental group and the other as control group were assigned randomly. Then, the researchers administered a pretest on reading comprehension for both groups. The result of the pretest showed that they were almost equal in their reading and understanding the text.

Procedure of data collection

Before administering the post test, carefully selected reading materials were given for the experimental group and were taught using cooperative approach. It was done for 12 hours in 2 consecutive days. Each material comprised of pre-reading questions whereby students discussed the given questions before they read the reading passages.

The pre-reading questions were followed by the while and post reading activities that comprised of reading for gist and specific information whereby students got the opportunity to practice skimming and scanning skills and inferring and transforming information. Each reading activity was followed by a discussion. Students were made to do tasks after they read the passage silently and followed by discussion in groups. The control group was taught using the conventional approach in which they were provided with selected reading materials and do activities individually, unlike that of experimental group. Later, they give answers to the tasks individually. There were no tasks to be done cooperatively.

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Analysis

The Result of the Pre-test of the Control and Experimental Group

Table - 1

Mean Variance and Standard Deviation for Experimental and Control Groups

Groups	Number	Mean	Variance	Standard deviation
Experimental	46	11.71	16	4.00
Control	46	11.8	11.28	3.36

As can be seen from Table 1 above, the mean score of the Experimental and the control group was found to be similar 11.71 and 11.8 respectively. However, we cannot say that there was significant difference between the reading comprehension performances of the two groups by simply looking at their mean scores. In order to know whether this difference is significant or not, an independent samples t-test is sought. Table 2 below displays the results.

Table - 2

T-test of experimental and control group pretest

Groups	Number	Mean	SD	DF	T-table	t-cal	result
Experimental	46	11.71	4.00	90	1.99	0.15	Non-significant
Control	46	11.8	3.36				

As shown in Table-2 above, the t-calculated of the pretest was found less than the value of t-table with 90 degree of freedom and 0.05 alpha level (T-calculated= 0.15, T-table =1.99, df = 90). If the value of t- calculated is greater or equal to the value of t-table with a given degree of freedom (df) and alpha level, it is said that there is significant difference between the achievements of the groups being compared. Moreover, if the t-calculated is less than the value of t-table, it can be concluded that there is no significant

difference between the performances of the groups. It means the difference is non-significant.

On the basis of this assumption, it is possible to conclude that there was no significant difference between the reading comprehension performance level of the experimental group and the control group. Bagheri, Dabaghmesh and Zamanian(2013) conducted on the area and it supports the idea of homogeneity between the experimental and the control group before pretest. The cause for the equivalence of the two groups is that no experiment using teaching strategy is employed before the tests. It is, therefore, with this consideration that the rest of the study was carried out.

Table - 3
The Result of Pretest and Posttest of Experimental Group

Parallel tests	number	mean	variance	Standard deviation
Pretest	46	11.71	16	4.00
Posttest	46	17.76	11.49	3.39

As shown in table-3 above, students of the experimental group were given a pretest and posttest in order to see whether there is a significant difference between the results of the two tests or not. The mean score of the Experimental group pretest and posttest was found to be 11.71 and 17.76 respectively

Accordingly, the mean scores of the two tests show that there is a difference between the results of two tests however; it cannot be said that there was significant difference between the reading comprehension performances of the two tests by simply looking at their mean scores. In order to know whether this difference is significant or not, a paired samples t-test is sought. Table-4 below displays the results.

Table - 4
T-test Analysis of pretest and posttest of experimental group

Parallel tests	No	Mean	SD	DF	t-table	t-cal	result
Pretest	46	11.71	4.00	45	2.021	19.06	significant
Posttest	46	17.76	3.39				

Hypothesis 1: - There is a significant difference between the mean scores of experimental group pretest and posttest.

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Table-4 shows that t -calculated is 19.06, t -table = 2.021, at 45 degree of freedom and 0.05 alpha level. This means the t -calculated of the two tests were found greater than the value of t -table with 45 degree of freedom and 0.05 alpha levels. Comparison was made between individual learning and cooperative learning preferences. the results show that there is a significant difference between the learning preferences. The learning preference of the students inclined to the cooperative learning technique and this is the very reason for the significant difference observed. When t -calculated is greater than t -table, hence the null hypothesis is rejected at = 0.05 level of significance. So, there is significant difference in the academic performance of students who were taught by usual method and those who were taught with cooperative learning technique.

Accordingly, it can be concluded that there was a significant difference between the reading comprehension performance level of the experimental group before and after treatment in favor of the experimental group posttest. In line with this, the finding of the research by Akbamejad and Marzban (2012), Bagheri, et al. (2013), Kolawole (2007) support the finding of the present research. In contrast, the finding of the research by Sinder and Sullivan (1995) opposes the finding of the present research and the present researcher attempted to fill this gap and arrived at conclusion that cooperative learning is better than individual learning in improving students' reading comprehension.

Table - 5
The Result of Pretest and Posttest of Control Group

Parallel tests	Number	Mean	Variance	Standard deviation
Pretest	46	11.8	11.28	3.36
Posttest	46	13.26	16	4.00

As shown in table-5 above, students of the control group were given a pretest and posttest in order to see whether there is a significant difference between the results of the two tests or not. The mean scores of the control group pretest and posttest was found to be different 11.8 and 13.26 respectively. The mean scores of the two tests showed that there is a difference between the results of two tests. However, one cannot say that there was significant difference between the reading comprehension performances of the two tests by simply looking at their mean scores. In order to know whether this difference is significant or not, a paired sample t -test is sought. Table-6 below displays the results.

Table - 6
T-test Analysis of pretest and posttest of control group

Parallel tests	No	Mean	SD	DF	t-table	t-cal	result
Pretest	46	11.8	3.36	45	2.021	2.25	Significant
Posttest	46	13.26	4.00				

Table-6 shows that $t\text{-calculated} = 2.25$, $t\text{-table} = 2.021$, $df = 45$. As far as it is observed, $t\text{-calculated}$ of the two tests were greater than the value of $t\text{-table}$ with 45 degree of freedom and 0.05 alpha levels. Hence the null hypothesis is rejected at = 0.05 level of significance. This means there is significant difference between the results of control group pretest and posttest in their academic performance of reading comprehension even if they haven't got any special treatment.

Accordingly, it is concluded that there was a significant difference between the reading comprehension performance level of the control group pretest and posttest result. Corresponding to this, Richard and Rodgers (2001:192) state that traditional models of classroom learning is teacher centered, and it also favors the outstanding students and it discourages learner centered approach and the idea of working together. The significance difference between the pretest and posttest score of the control group is due to the contribution of the outstanding students score. In teacher centered teaching small number of students can succeed.

Findings of the Study

There was no significant difference between the experimental group and control group students' reading comprehension pretest before the implementation of cooperative learning. Accordingly, the result of the per-test showed that the two groups were found at a similar reading comprehension performance level. This finding implies that the students are at similar level of reading comprehension performance before the treatment given i.e. their proficiency level seems to be similar.

However, there was a significant difference between the mean score of experimental group pre-test and posttest. After the implementation of the five elements of cooperative learning method, the experimental group demonstrated a better performance in the reading comprehension post-test than in the pre-test. Moreover, it is observed that cooperative approach to

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reading enhances students' social skills performance, interaction, cooperation and taking responsibility for their learning. Therefore, it would be possible to conclude, in the context of the study grade level (grade 12) and in the study school, that cooperative learning facilitates learning reading skills better than individual, silent reading approach.

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Education for Global Citizenship

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There is an increasing need for a paradigm shift in educational system from the traditional to technological ways. Every child born in our country should have an opportunity, with access to quality of education in a safe and nurturing environment to reach their full potential. This paper tries to analyses the need for global education to our student community. Education for Global Citizenship is asking questions and developing critical thinking skills. It should equip young children with Attitude, knowledge, skills and values to participate as active citizens. Education should be acknowledging the complexity of global issues. It should reveal the global relevance as part of learning to live together, the fourth pillar of education, whether in a small village or a large city and understanding how we relate to the environment and each other as human beings. The concept of knowledge having universal application is not alien to Indian culture. But in recent times the stress of Indian Educational system had taken an overdose of accidental subjectivity.

Keywords: Citizenship Education, Global learning, Advancements and Stress.

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Introduction

The technological advancements through the twentieth century and its impact on international arena in the twenty first century have made our planet into a global village wherein the activities of one nation cannot be viewed in isolation and their impact on the global scenario are an inevitable occurrence in present spread and reach of media. In the past, the progress or deterioration was grossly localized without even known outside that particular community or society. Today however, movement across regions, culture, countries even continents have become an order of the day and the education can be considered complete only when it has got an international relevance. Recently Global Citizenship Education has gained lot of relevance and has been incorporated as part of systematic curriculum in nations like Australia and Canada. Global Education Magazine is a digital journal supported by UNESCO and UNHCR, inspired in the universal values of the Declaration of Emerging Human Rights that aims to contribute to achieve the Millennium Development Goals by GCE consciousness.

On the other hand, it is a matter of pride that the Ancient Indian Education System was quite inclusive of this concept. 'Vasudeiva Kudumbakam' - the Global family is a concept mentioned in 'Mahopanishad' in Vedic period. Similarly, in Tamil, 'Puranaanooru' of 300 BC states 'Yaadumooreyaavarumkelir' meaning, 'every country is my own and all the people are my kinsmen.' The concept of 'Tawhid' that is 'doctrine of Unity' advocated by Ahmadiya Sect of Islam also refers to the similar thought process. Jainism, Bahai, for that matter name a religion this is a major component of this concept of Global kinship and ancient educational system of India was rich in its contents in this aspect.

Need for Global Citizenship Education

The status of present Education system can be traced to the fundamental shift in content brought in by the British during their reign. Lord Macaulay said the following about India in 1835 in British Parliament. "I have travelled across the length and breadth of India and I have not seen one person who is a beggar, who is a thief. Such wealth I have seen in this country, such high moral values, people of such calibre, that I do not think we would ever conquer this country, unless we break the very backbone of this nation, which is her spiritual and cultural heritage, and, therefore, I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose

their self-esteem, their native self-culture and they will become what we want them, a truly dominated nation."

Economically India owes lot of its infrastructure including Railways to the British rule. At the same time the diversion of Education system towards westernization and progressively losing its original values and becoming completely dependent on Western concepts for contents is a real matter of concern. However, history is always a cycle and anything which goes down has to come up. The tradition of Indian attitude to emulate western culture has become a matter of past. Today the President of United States visits India and talks about Swami Vivekananda as his inspiration on truly representing universal brotherhood and promoting Global Citizenship Education. Thus, one can be sure that in Indian context there is enough scope to dig into our past heritage to revive this concept of Global Citizenship. With this background it would be prudent to observe the emergence and development of this concept in modern times.

The two world wars of the past century, has resulted in emergence of power blocks and the cold war between them. Towards the last decade when the power blocks were neutralized and the concept of globalization, particularly in the field of economy, came into existence. This development has necessitated the emergence of an Education System with a global perspective. The economic development of globalization has resulted in the countries realizing the importance of interdependence and that has led to the modern concept of Global Citizenship Education. A few early references in this direction can throw some light on the emergence and progress in this field.

Roland Case (1997, p. 76) maintains, "the aim in developing a global perspective is to expand and enrich students' perspectives, so that their views of the world are not ethnocentric, stereotypical or otherwise limited by a narrow or distorted point of view. If we neglect to nurture a global perspective student are likely to continue viewing the world narrowly through the lenses of their own interests, location and culture". Graham Pike and David Selby (2000, p. 12) add, "World-mindedness is no longer a luxury but a necessity for survival in the new millennium. Encountering diverse viewpoints and perspectives engenders, too, a richer understanding of self".

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Meaning of Global Citizenship

In the research on citizenship and citizenship education, attention has been directed to development of conceptual frameworks that infuse new and expanded understandings of what it means to be a citizen.

In the UK, global learning is promoted by Think Global, which is a membership charity that works to educate and engage people about global issues. The Development Education Association's (2012) website has defined global learning (thinking globally) as education that puts learning in a global context, learning about the wider world and our interdependence with it. According to Think Global, global learning (thinking globally) fosters:

- Critical and creative thinking;
- Self-awareness and open-mindedness towards difference
- Understanding of global issues and power relationships; and
- Optimism and action for a better world

In Canada, Alan Sears (1996), for example, constructed a framework for analyzing citizenship and citizenship education based on a continuum from elitist to activist. His Conceptions of Citizenship model compares themes of sovereignty, government, and citizen expectations while his Conceptions of Citizenship Education model compares knowledge, values, and skills, again from these two perspectives.

Global Citizenship Education as viewed by UNESCO is that, "Global Citizenship Education (GCED) aims to equip learners of all ages with those values, knowledge and skills that are based on and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens. GCED gives learners the competencies and opportunity to realize their rights and obligations to promote a better world and future for all. GCED builds on many related fields such as human rights education, peace education, Education for international understanding and is aligned with the objectives of Education for Sustainable Development (ESD)."

Indian Educational System

National Council of Educational Research and Training (NCERT) published the National Curriculum Framework (NCF) in 2005. This document

was inspired significantly by the ideas of Rabindranath Tagore. Following the NCF guidelines, syllabi and textbooks have been developed in the areas of environment studies, political science and social sciences. These major topics include subthemes such as water usage, family, life in the community, the World Citizenship Education and Teacher Training in a Global Context of marginalized groups, gender issues, sensitivity towards issues to minority communities and democracy etc. It has been introduced in high school syllabus. But this new curriculum reform is to make teaching and learning more student centered. This has presented new challenges for many teachers who are not trained in such methodologies. There is also a new emphasis not only on knowledge acquisition but on the use of thinking and problem-solving skills and the application of knowledge to real life situations. Teachers are required to assist students under the new system in acquiring skills in global citizenship training along with practical skills.

Approaches of Global Education

Creative approach is to teaching and learning, decided to develop a curriculum which would inspire and empower pupils as part of its school improvement strategy. Critical Political Economy Approach brings the inter connection of politics and economics and the relationships that shape the world economy and new challenges, cultural diversity social change and the type of governance effect economic development.

Merryfield (1997) suggests that educating for citizenship within the global context should embrace a holistic approach that allows students and teachers to better understand themselves and their relationship to the global community. Classroom practices, according to Merryfield, must attend to “teaching and learning globally oriented content in ways that support diversity and social justice in an interconnected world” (p. 12), which includes Self-knowledge, Cross-cultural experience and skills, Perspective consciousness and Values analysis.

These Approaches Include

Gender Oriented Citizenship which is according to Hutchings (2002), ideals of feminism and global citizenship are compatible since both are concerned with rights and responsibilities, sustainable development, the environment, war and global justice.

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Ecological Citizenship which shows global issues, such as pollution and global warming act as the bonding threads and stimulators of the notion of interconnectedness among human beings (Armoure, 2011; Valencia, 2005). The importance of ecological citizenship is not only in a better understanding of human impact on nature, but rather that it can foster world peace and justice, as well as economic prosperity (Armoure, 2011; Shiva, 2005). Justice Oriented Citizenship and or, 2009; Shultz, 2011 argue that citizenship education needs to teach about current social issues, such as human rights, peace and social justice and at the same time define individuals' ethical responsibilities to the global world. This global citizenship education should be connected with the sources of media, ICT social media, parents, and family with school.

While this has been the trend in the last decade of twentieth century, the first and comprehensive effort in this direction can be traced to a book named 'Education for Global Citizenship', published in July 2012 by a Qatar based NGO called 'Education Above All'. This book is basically a compilation of articles by eminent practitioners in the field of Education, particularly in war torn disturbed environment around the globe.

The formal recognition of this field is the effort at UNESCO. Global citizenship education (GCED) is one of the strategic areas of work for UNESCO's Education Programme (2014-2017) and one of the three priorities of the UN Secretary-General's Global Education First Initiative (GEFI) launched in September 2012. 'Global Citizenship Education (GCED) equips learners of all ages with those values, knowledge and skills that are based on and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens. GCED gives learners the competencies and opportunity to realize their rights and obligations to promote a better world and future for all,' as stated in the UNESCO website.

Addressing Challenges and Concerns

The latest initiative is that of a forum in UNESCO in this direction. 'Building Peaceful and Sustainable Societies—preparing for post-2015' was the title of the Second UNESCO Forum on Global Citizenship that took place in Paris from 28 to 30 January 2015 at UNESCO Headquarters. The Forum was to promote an approach to education that does not only focus on cognitive skills but imparts the values, attitudes and competencies needed to build a more peaceful, just and sustainable world. During the proceedings, "GCED could

change people, communities, nations and the world if it is well embedded in the global education system,” said Choong-hee Hahn, Deputy Permanent Representative of the Republic of Korea to the United Nations.

Curriculum for citizenship education programs stresses the great responsibility of educational institutions in assisting and preparing students for active engagement in diverse global issues. It should be student centered. At UNESCO, such activities in support of GCED are being implemented within the Education Sector by the team in Headquarters, several UNESCO Field Offices and the ‘Mahatma Gandhi Institute of Education for Peace and Sustainable Development’ – New Delhi. The forum had studied the subject in detail and set a target and line of action in this direction.

These are few excerpts from such deliberations. It is also necessary to consider the role of both teachers and learners in GCED. “Teachers need support in terms of continuous professional development, continuous resources, trust from authority and parents to be fully professionally accountable,” said Susan Hopgood, President of Education International. “Education has the ability to empower communities and a broad and flexible curriculum is crucial to GCED.” Similarly, the needs of learners of all ages should be considered with GCED embodying both lifelong learning and intergenerational learning.

Conclusion

The attempt in this paper is just to highlight the emergence, the importance being gained and the relevance of the topic, ‘Global Citizenship Education’. Ultimately the education gained by any child in this globe should be comprehensive, sensitive to humane issues and stretching beyond local barriers. As Guru Rabindranath Tagore stated, the Education for Global Citizenship should lead the mind to be fearless and the head to be held high, due to free knowledge, and Education to ensure that the knowledge is not broken into fragments by narrow domestic walls. It is high time that the educational practitioners and administrators keep pace with the international development in the field and ensure its prompt incorporation into Indian Educational Scenario so that our nation is not let out unaware of this important universal manifestation.

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Teachers' Perception of Process - Blended Teaching: A Study of Secondary School English Language Teacher of Kerala State

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The article is an enquiry to know the attitude of the teachers to process-oriented English language teaching in secondary schools of Kerala State. The opinion of the teachers, their suggestions, and the view of the research scholar along with recommendations are included in it.

Keywords: Learning, Curriculum, Secondary School and Kerala State.

Introduction

The Secondary Education Commission Report (1952) comments, "a serious defect which vitiates present day teaching is its excessive domination by verbalism i.e. the tendency to identify knowledge with words, that delusion that if a student is able to memorize or repeat certain words or phrases he had grasped the facts or ideas that they are meant to convey." The Kothari Commission (1964) says that "the average school today instructs still confines to a mechanical routine continues to be dominated by the old besetting evil of verbalism remains as dull and inspiring as before." It is pointed out that there has been a steady deterioration of educational standards as compared with the standard that existed earlier and the standard maintained by other countries. The main cause for such a pathetic condition is because India's education is through ears and not through eyes. Pupils are mere passive listeners. There is no scope for participation and interaction. There is no chance for divergent and reflective thinking.

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Teachers' Perception of Process

English teaching becomes a spoon – feeding process. All facts and concepts in English are imposed in a mechanical way. Classrooms are teacher dominated. For majority students learning English is like eating a green chili and then gulping down a glass of boiling water.

UNESCO in their report *Learning: The Treasure Within* emphasized the need for process –blended teaching for the development of human potential to its fullest for meeting the challenges of globalization in the 21st century. Process –blended learning includes acquisition of new abilities and new skills. Learning is the acquisition of new mental schemata, knowledge, abilities, skills etc., which can be used to solve problems, potentially more successfully, furthering decision making on the basis of experience, which elevates "doing" as a basis for achieving an effective understanding of the knowledge (Pazos, Azpiazu, Silva & Rodriguez-Paton, 2002). Educators are not alone in recognizing the development of soft skills among pupil.

As we are facing the challenges of globalization and liberalization, getting a better job and facing the worldwide competition, ability in decision making, higher order thinking skills, leadership both individual and group, personal attributes including work ethics, flexibility, initiative and motivation problem solving, team building are important. Society needs citizens who can evaluate the relevance of different perspectives on complex problems. To explore this issue in detail the investigator designed a study in which he interviewed subject experts and distributed questionnaire to secondary school English language teachers to ascertain the extent to which process- blended strategies are implemented in the English classrooms as a part of instruction.

Addressing the Problem

The government of Kerala through State Council of Educational Research and Training (SCERT) implemented child – centred, process blended textbooks and grading system in the state. It is based on the concept that the study of English does not aim at the collection of large quantity of information related to various aspects of society. On the contrary it aims to inculcate social consciousness among learners. Social awareness will not emerge by merely memorizing information gathered from textbooks and classrooms. Opportunity shall be provided to the learners to gather information for solving problems through process blended – learning, analyze that information and arrive at independent conclusions and to express their own ideas through the participation in seminars and discussions. Equal importance is to be given to the content and process in the study of social science. The existing system

needed further exploration to understand and explain the existing phenomena and eventually find a solution. The researcher designed the study to answer the following aspects.

- Are English language teacher's familiar with process-blended learning strategies?
- Do they use activities as part of their English instruction? When teachers involve students in process-blended learning strategies, what difficulties do they encounter?
- How closely are strategies related to the content of textbook?

Research Focus

The study's purpose was to discover themes or concepts in the collected data that formed building blocks of grounded theory in the study of secondary school, English language teachers' perspectives. The collected data included interviews, classroom observations, publication materials, textbook, and teacher's hand book. The researcher prepared an interview schedule for pooling the opinion of experts in the field of English. The researcher has gone through a good number of books and periodicals to get a thorough knowledge in the field of study. The ideas thus obtained were supplemented with the information collected from experts in the field and experienced teachers. The investigator discussed these ideas with co-workers to know the outcomes of the study. Some selected history teachers of schools and heads of the schools were also consulted. The researcher prepared a questionnaire and its face validity was determined on the basis of the suggestions of the teachers and experts. The questionnaire used for teachers consisted of 30 items and had 5 major parts.

The first part of the questionnaire is related to the personal data of the respondent. The researcher wanted to know the respondent's personal data such as name, qualification, service, sex, type of school etc. The part is about English curriculum. The researcher attempted to know the features of present English curriculum. He attempted to know whether the curriculum is sufficient for achieving the important educational objectives such as environmental awareness, perspective regarding life of people and culture of the society, creative thinking, observation skill, an understanding regarding how the past events have influence present systems of society, inquiry skill, creates enough curiosity and interest for learning English, desirable social attitudes and values, national and international understanding, problem solving ability, co- operative

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mentality, broad humanitarian outlook and to develop an attitude against violence, war and hatred etc.

In the third part, the researcher intended to know about the content of English textbook. The researcher made an attempt to know whether it was satisfactory or not. In the fourth part the researcher attempted to know the major strategies followed in teaching English in secondary schools. The researcher also wanted to know merits and de-merits of various methods of teaching, the extent of adoption of these methods by teachers in teaching of social science. The last part was about the evaluation procedures. The researcher intends to know how the teacher continuously evaluates the pupil in the process - blended class room.

A total of 236 English language teachers were selected for the study. Out of which 45.1 percentage of English language teachers are from Government schools, 31.19 percentage of English language teachers are from aided schools and the remaining 23.63 percentage of English language teachers are from unaided schools. The percentage of teachers belonging to rural and urban area is 34.1 and 65.81 percentages respectively. The percentage of teachers belonging to English and Malayalam media are 45.63 and 54.35 percentages respectively. After selecting the schools, the investigator sent the questionnaire to teachers by post. The obtained responses were scrutinized and only those found complete and correct were chosen for analysis. The responses were converted to scores by giving 1 score to positive responses and zero to negative responses. The data were converted to tabular forms for analysis and findings. The data were compiled and classified for meaningful interpretation.

Findings

An analysis of study revealed a variety of important information related to the teaching of English. First, most teachers were not familiar with implementation of strategies in the classrooms. It spoils the basic concept of 'process-blended classrooms'. Most teachers did not use strategies in their instruction that support process-blended classrooms. Students are of the opinion that they were not encouraged to do activities in the class. Classroom observations of the researcher supported this argument.

When teachers were asked what problems, they might have in process-oriented- teaching, they responded that there would be problems related to students. They indicated that students had no time to deal with activities. The

class sizes were too large (the average class size was about forty students) to effectively do activities. Some teachers argued that students are not serious in doing activities. While doing activities in the class, most students were in a kidding state. One teacher responded that, I am always serious in class, but if students make fun of the discussion; the results won't be as good as expected. They are kidding the classroom activities. As a result, the process of continuous and comprehensive evaluation is not so possible. Most students give importance in passing the examination with high marks through rote memorization because their expectation is to secure a seat in the entrance exam and get a safe job.

The physical atmosphere of most schools was not at all satisfactory. The school equipment was insufficient for teaching process - blended classrooms. Participants expressed the need for more books in the library, overhead projectors, DVD, television and internet connection. A teacher observed about the physical atmosphere of her school in the following words. In the past, we don't have a library and laboratory facilities. Today we have library, laboratory, computer lab etc., but still we don't have enough books, computer and lab equipments. All these pose big problems. The establishments of multi-media labs are the crying needs of the hour.

Teachers expressed the opinion that covering the content in the text takes too much time, leaving little for activities. In addition, teacher's handbook does not provide any guidelines to teachers in handling process-oriented classrooms. A teacher expressed her opinion towards the textbook by saying, The English textbooks are overloaded. It fails to provide opportunity for the physical, mental, social and emotional development of the learner. We don't get proper training in the new approach. We have participated in some training programmes and cluster meetings, but are not properly organized. Our sourcebook and handbook fail to give confident in the process -blended approach. Process oriented teaching increases workload. Teachers are not getting time to guide pupils for projects, assignments, seminars, collections, class texts, practical and other transactional strategies during school hours along with teaching. A teacher opined her grievances like this -

Most students are unaware of doing projects, assignments, seminars, and collections. We don't get proper training in the new system. Our sourcebook and handbook give information about content and ignore the process. Neither the government nor the department gives support to process-blended teaching.

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Though innovative approaches like process- approach, pupil -centred, activity-oriented approach and continuous and comprehensive evaluation are introduced in classroom instruction, the teacher - pupil ratio remain to be the same. This is found to be a hurdle in effecting innovations to introduce English language Recommendations in the light of the study the researcher proposes the following recommendations.

Process - blended teaching is needed in secondary school English classrooms, because students at this stage demands acquisition of skills and development of attitudes and values and participation in actions through activities, projects, field interactions and co-curricular activities. At this stage focus needs to be on development of critical thinking ability, problem solving skills and participation in pro-active action in community settings. Schools have the noble role to socialize the pupil. Schools should act as a miniature of the society and teachers should act as agents of society to help students in their ongoing process of socialization. Curricular organization should be based on social needs and social expectations. The school life divorced from direct life experience is futile and rather destructive. So, a learner must be acquainted with such experience which is relevant to his or her social life. This acquaintance makes the learner able to solve the social problem and satisfy the social needs. So, school must play an active part to relate itself with the society.

Society is an ever-changing entity. All changes in social life are concomitant with the changes of human need. A school has to keep pace with the changing society and to do that the curriculum should be reviewed regularly keeping in mind the change in social demand and needs. School directs the society, reforms the society and ensure the progress of the society by analyzing the principles and rules and selecting only those which have some good effects on society. If the school fails to do it, the society will become a stagnant organization.

Teachers should be trained in using Audio- Visual aids. All the English language teachers of secondary schools should be given an intensive training for one month during summer vacation in the new approach and techniques of teaching and evaluation. A Year Plan should be worked out by the concerned teacher at the end of this workshop. A copy of this programme should be given to the head of school and inspecting officer for follow up studies. Teacher - pupil ratio and number of periods should be reduced to enable the teacher to organize 'process- oriented and pupil - centred 'activities' for continuous and comprehensive evaluation. It may also ensure maximum interaction between teachers and pupils and maximum potential can be drawn out. Special teachers

should be appointed for grading Part II (Co - scholastic areas such as work experience, health and physical education and arts).

Content of English textbook should be reduced to enable the teacher to organize process-oriented and pupil -centred activities. As a part of skill development, opportunities should be given to students to visit places of historical importance, monuments, temples of historical importance, ancient mosques, palaces etc. Time-bound steps should be taken to provide sufficient infrastructural facilities, teaching aids, supporting materials and reference books in all schools. Handbook and sourcebook should be prepared by experts in methodology-, content and evaluation and specifically state how to implement this strategy in ordinary classroom. There should be a state- level monitoring cell to correct and aid the activities of English language teachers.

Training should be given to teachers in diagnostic test, differential teaching and continuous assessment of pupils on the basis of different tools of evaluation such as check list, rating scales, anecdotal records and other observational techniques in addition to written or oral tests. Special programmes should be worked out for building desirable social attitudes and values related to higher education for each class. Co- curricular activities suitable for each institution should be worked out.

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