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Multi-disciplinary, Peer Reviewed Journal

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Editor-in-Chief
Dr. Jayanta Mete

Dept. of Education, University of Kalyani, Kalyani, Nadia, West Bengal, India-741235

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From the Desk of Editor-in-Chief

The undersigned takes pleasure in bringing out the sixth issue of **'JOURNAL OF EDUCATION AND DEVELOPMENT'.** *This issue contains articles on various aspects of different subjects of the changing world. To keep the length of the issue within reasonable bounds, it has been necessary to be very selective in the incorporation of articles. Some of the articles still remain in the queue to get appropriate place in the next issue of the journal. The editor acknowledges his debit and gratitude to all members of the editorial board and to all contributors.*

Suggestions for further improving the journal are earnestly solicited and will be cordially received.

Kalyani, West Bengal   **Editor-in-Chief**
15th June, 2019   **JOURNAL OF EDUCATION AND DEVELOPMENT**

JOURNAL OF EDUCATION AND DEVELOPMENT

C O N T E N T S

The purpose of the journal is to foster inter-cultural communication among educators, teachers, academicians, administrators, researchers. nationwide coverage transactional collaborative effort in research and development and to promote critical understanding of educational problems in a global perspective.

LEVEL OF EDUCATIONAL ASPIRATION AMONG HIGH SCHOOL STUDENTS

Dr. U. PANDIAN Ph.D.

Assistant Professor
Department of Educational Technology
Tamil Nadu Teachers Education University, Chennai-97, Tamil Nadu, India
Email: drupandian2013@gmail.com

ABSTRACT

The researcher has conducted a study on level of educational aspiration among high school students. He has constructed the following objectives: To study the level of educational aspiration of high school students. To find out whether there is any significant difference in the level of educational aspiration of high school students with respect to their Educational status of parents (Illiterate /School Edu./Higher Edu.). The investigator has followed normative survey method and he has utilized simple random sampling technique then, he has selected 173 students as sample from the total population. Finally, He has found that the level of educational aspiration of high school students are average and based on the ANOVA test level of educational aspiration of high school students are significantly differ on their educational status of parents of students and the researcher has moved further post-hoc test but no difference on the background variables.

Introduction

In the present society people's likes to give best education for their children. Education not only gives for just literacy and it's to lead and make better society for their convenient. Everyone knows that education is key role for the development of multi-skill among the modern world pupils. Aspiration decides through psychological factors attitude, emotional reactions, ways of thinking, career decisions are all strongly influenced by how your perceive yourself (Banaji & Prentice, 1994). Our pupils need dreams, self-objectives, self-goals, self-imagination and self-motivation it's generated by education as it is called educational aspiration. Aspiration means an extra power to accomplish for our future wishes and its stream line our future. Everyone have aspiration but based on the experience it will be modified. Here I indicate past studies researcher outputs

Sellar and Gale (2011) state aspiration as "the capacity to imagine futures". Aspiration, however, usually can not the achievement of something high or great. These also address both present and future perspectives. Sirin, Diemer, Jackson and Howell (2004), pointed out "Aspiration have been defined as the educational and vocational dreams that students have for the future." In the words of Hurlock (1973), "Aspiration means a longing for what one has achieved with advancement on it's as its end". The pupils have educational aspiration may be they will get high marks in annual examination and without education some pupil's have knowledge on craft work, engineering works and etc. ie., vocational aspiration. The Dominant Model is the sociological theory of status attainment, which stresses aspiration as a cognitive state that motivates or drives adolescents to strive for academic success (Khoo and Ainsley, 2005).

Objectives of the Study

1. To study the level of educational aspiration of high school students.

2. To find out whether there is any significant difference in the level of educational aspiration of high school students with respect to their:

    a. Educational status of parents (Illiterate /School Edu./Higher Edu.)

Hypotheses of the Study

1. The level of educational aspiration of high school students is average.

2. There is no significant difference among the high school students level of educational aspiration with respect to their:

    a. Educational status of parents (Illiterate /School Edu./Higher Edu.)

Design of the Study

Table No. 1 - Design of the study

S. No.	Variables	Tools	Sample Size	Statistical Analysis
1.	Level of educational aspiration	Standardised by Yasmin Ghani Khan (2011)	173	Descriptive Differential ANOVA Post hoc

The investigator has followed normative survey method for the present study. He has utilized simple random sampling technique and 173 students were selected as sample for this study from the total population.

Reliability of the Test

The researcher feels that this tool is 7 years old so he likes do to conduct reliability and validity of the test. Reliability is expressed in terms of reliability co-efficient (r_n). Reliability can be stated as self-correlation of the test and it indicates the consistency of the scores of the test. The level of educational aspiration tool was administered twice on the tryout group of 100 pupils on both tests. The co-efficient of co-relation was calculated to be significantly high. It was calculated to be 0.86 of the first test. After ten days, the second test was conducted by the researcher and the co-efficient of co-relation was calculated to be 0.87

Interpretation of the Data-Analysis

Hypothesis - 1

It's the first objective of the present study and to find out the level of educational aspiration of high school students.

The level of educational aspiration scores of the entire sample and its sub-sample were computed. It is seen from table-4.1 that the means range from 21.15 to 23.70 and the standard deviations are seen to range from 1.12 to 3.64 and it's not wide interval. Hence, I suggest that the nature of the group is similar.

The mean of the total sample is found to be 22.93. Its Median is found to be 22. Its Mode is 21. Because all these three are very close to each other the distribution can be considered nearly normal.

In the level of educational aspiration scale which is meant for high school students, one can score as a minimum of 0 and maximum of 30. The Mean value of the entire sample of the score is 23.13. In the study results shows that 0% of students low level of educational aspiration and 30% of students average level of educational aspiration and remaining 70% of students shows high level of educational aspiration.

In the study describes the level of educational aspiration of male students means score (M= 23.07) and it is similar for female students means score (M= 22.77).

Between the sub- samples, the mean values of the level of educational aspiration of rural students (M=23.28) and urban students (M=22.53). In this result indicates nothing different between rural and urban school students.

The level of educational aspiration students of parents in higher education their means score is 23.22. It is similar to other two groups of students of parents education (School education = 22.77 and illiterate=21.15).

The level of educational aspiration students of parents involves in other occupations means score (M=23.70), other students of parents are belonging various occupations were got low mean scores ie., Farmers M= 22.15; Private M=22.30; and Government M=23.39.

In this study describes parent's monthly income of students as five categories. Students of parents monthly income below 5000 the mean value is 21.67, and students of parents whose monthly income from 5200 to 20200 the level of educational aspiration mean score is 22.61, and students of parents whose monthly income from 9300 to 34800 the level of educational aspiration mean score is 23.83, it is the similar means score for all categories. Students of parents whose monthly income from 15600 to 39100 the mean score is 23.40 and students of parents whose monthly income from 37400 and above the mean score is 23.25.

Hypothesis – 2 (a)

"There is no significant difference among the high school students' level of educational aspiration with respect to their Educational status of parents (Illiterate/School Edu. /Higher Edu.)."

Table -2

LEAT - Educational Status of Parents - ANOVA

Variable	Sample	Source of Variation	Sum of Squares	df	Mean squares	'F' ratio	Remarks
Level of Educational Aspiration	Illiterate/ School Edu./ Higher Edu.	Between Groups	51.575	2	25.788	4.96	**Not Significant at 0.05 level**
		Within Groups	883.592	170	5.198		
		Total	935.168	172			

Data with respect to the above hypothesis is analysed using one way ANOVA. The "F" ratio obtained value is 4.96. From the 'F' value table it was found that the value required for significance is 2.60. The obtained 'F' value is higher than the table value for significance at 0.05 levels. The null hypothesis is rejected. So, the researcher moves further test (post hoc).

Table -3 : LEAT - Educational Status of Parents - Post hoc Test

Sample	N	Mean	Educational Status of Parents	Mean Difference	P Values	Significant at the 0.05 level
Illiteracy	13	21.15	School Edu.	1.619	0.370	NS
			Higher Edu.	2.070	0.176	NS
School Edu.	53	22.77	Illiteracy	1.619	0.763	NS
			Higher Edu.	0.450	0.258	NS
Higher Edu.	107	23.22	Illiteracy	2.070	0.176	NS
			School Edu.	0.450	0.562	NS

* S – Significant   # NS – Not Significant

(i). Parents Education Illiteracy and School Education

From the table 3 indicates Illiteracy (M= 21.15) and School Education (M= 22.77) and illiteracy and school education mean difference is 1.619. It is clear that the calculated 'p' value ('p' = 0.370) is greater than table value at the 0.05 level of significance. Hence, the **null hypothesis is accepted**.

(ii). Parents Education Illiteracy and Higher Education

From the table 3 indicates Illiteracy (M= 21.15) and Higher Education (M= 23.22) and illiteracy and higher education mean difference is 2.070. It is clear that the calculated 'p' value ('p' = 0.176) is greater than table value at the 0.05 level of significance. Hence, the **null hypothesis is accepted**.

(iii). Parents Education School Education and Higher Education

From the table 3 indicates School Education (M= 22.77) and Higher Education (M= 23.22) and school education and higher education mean difference is 0.450. It is clear that the calculated 'p' value ('p' = 0.562) is greater than table value at the 0.05 level of significance. Hence, the **null hypothesis is accepted**.

Conclusions

The present researcher's concludes based on descriptive analysis the level of educational aspiration of high school students is average. The teachers and parents also need to motivate the students for achieving various goals that can be helpful in enhancing the level of educational aspiration of their wards. It becomes foremost duty of the teachers and parents to make every effort to create a conducive and healthy atmosphere in the school and home so as to sustain high educational aspirations in their wards. It is very much desired in youth and especially in

adolescents to have high educational aspirations, ambitions for social and scholastic achievement.

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AN INVESTIGATION INTO EFFECT OF CO-OPERATIVE LEARNING ON INDIVIDUAL AND GROUP CO-OPERATIVE WORK

Dr. T. M. Prashantha Kumar
Assistant Professor, T.M.A.E. Society's College of Education
Gnanagangothri Campus, Harapanahalli-583131, Ballari (Dist)
Karnataka (State), India
E-mail: prashantkumar.hpt@gmail.com

ABSTRACT

The present system of education dominantly nurtures a competitive learning environment focusing primarily on the cognitive domain Somewhere Somehow the social nature of learning holds cooperation in high esteem. Helping students develop socially and emotionally is important, if not more important , as helping them progress academically keeping this in mind, the effectiveness of cooperative learning was studied in relation to individual and group cooperative work. It revealed that teaching through cooperative learning is able to bring significant changes in the cooperative behavior of teacher trainees.

Key words: Cooperative learning, Active learning, Cooperation

Introduction

In any educational setting, the pattern in which students learn and interact can be structured in three different ways –competitive learning, individualistic learning and cooperative learning. In competitive learning, students work against each other to achieve a goal that only one or few students can attain. In individualistic learning, students work by themselves to accomplish learning goals unrelated to those of others, whereas in cooperative learning, the student work together to accomplish shared goals. Knowing how and when to structure students learning goals cooperatively, competitively or individualistically is an essential instructional skill all teachers need. Each way of structuring interdependence among students learning goals cooperatively, competitively or individualistically is an essential instructional skill all teachers need. Each way of structuring interdependence among students learning goals has its place. An effective teacher will use all three appropriately. This may not be easy. As teacher training has by and large, neglected preparation in the appropriate utilization of student interaction.

In our country of the three interaction patterns (Individualistic, competitive and cooperative) competitive is presently the most dominant, Research indicates that a vast majority of students view education as a competitive enterprise where one tries to do better than other students. Cooperation among students who celebrate each other's success, encourage each other to do homework and learn to work together regardless of ethnic backgrounds or whether they are male or female. Bright or struggling. Disabled or not is still rare. So it is no longer effective for teachers to use a single strategy, purely teacher –dominated instructional method. Using a traditional teacher –telling, student listening approach helps in mass production of stereotyped learners who are theoretically sound but practically lag way behind their counterparts taught using different strategies which actively involve students. If teachers are not taught to cooperate in their teacher education programmes, it is difficult to learn. This process has been going on since a long time and everyone has been overlooking the third dimension of structuring a learning situation.

Need and Importance of the Study

The present study was undertaken in which various cooperative learning strategies were evolved to enhance cooperative learning in teacher education students so that they could internalize cooperative techniques into their cognitive domain, benefit by it themselves and also can use the technique with their future students. The study was conducted with the intention to offer opportunities to teacher trainees to develop a sense of community ethos and at the same time accountability and to establish an emotional bond through trust to enable success and learning for all participants.

Cooperative learning can be defined as a structured, systematic, instructional strategy in which small groups work together towards a common goal. According to Johnson & Johnson and Holubec (1994) "Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning. In classrooms where cooperative learning is practiced, students pursue learning in groups of varying size, negotiating, initiating, planning and evaluating together.

Statement of the Problem

The problem of the present investigation may stated as follows:

"An Investigation into Effect of Cooperative Learning on Individual and Group Cooperative work among Trainees Teacher".

Objectives of the study

The main objectives of the study were as follows

- To prepare and implement cooperative learning lessons based on different cooperative learning strategies.

- To find out effectiveness of cooperative learning strategies in reference to individual and group cooperative work.

- To enhance cooperative learning in teacher trainees.

Hypotheses of the Study

Based on the objectives of the study, the following hypothesis was formulated

- There is no significant difference in the level of individual and group cooperative work on the post-test scores of the experimental group for cooperative learning strategy -1,2 and 3(Ironing out a problem picture perfect and cooperative Micro-teaching)

Design of the Study

The present study utilized experimental research design. The purpose of the pre-test was to judge or estimate the entry level behavior of the subjects. Post-test(s) were used to indicate the progress in the variable under consideration after the relevant training programme had been completed.

Sample

In all, 48 teacher trainees were chosen for the study from a teacher training college of Kudligi town of Karnataka State. The sample considered of 28 males and 20 female students.

Tool used in the study

The checklist was used to assess individual and group cooperative work. The individual and group cooperative work checklist consists of twenty seven items in all. It is divided into three segments. The first segment consists of nine items which are related to the cooperative work performed by an individual. The second segment of the checklist consists of eleven items which are related to the opinion and thoughts of an individual towards the activities of group members and group cooperative work assessment checklist consists of seven items which are related to the benefits derived from cooperative learning.

The statements or items on the individual and group cooperative work checklist are answered on a seven –point scale ranging from zero to six. In this response scale, 6 point denotes excellent (Exc) and o denotes Not Applicable (NA).

Data Collection

The intervention programme comprised of lessons based on three different cooperative learning strategies evolved by the researcher. Before starting out with the intervention programme. The entry behaviors of the teacher trainees (pre-test-scores) were considered to be at the minimal level as they were not exposed to such cooperative learning conditions before. After completion of each lesson plan based on the three cooperative learning strategies evolved the teacher trainees were required to fill in the individual and group cooperative work checklist which were then scored as per the scoring procedure.

Results and Interpretation

The main focus of this study was to enhance cooperative learning in teacher trainees through the implementation of the evolved cooperative learning strategies and to find out the effectiveness of the cooperative learning strategies in reference to their individual and group cooperative work. While assessing the effectiveness of cooperative learning strategies on the individual and group co-operative work of the experimental group students, the cooperative learning stratergy-1(Ironing out a problem), Cooperative learning strategy -2(Picture perfect) and cooperative learning strategy -3(Cooperative Micro-teaching) evolved, were considered as the independent variable and the individual and group cooperative work of the experimental group students as the dependent variable. The results thus obtained for the assessment of effectiveness of the cooperative learning strategies on the individual and group cooperative work of the experimental group students are summarized and presented in tables 1 and 2 (Annexed).

The F value of 15.65 for individual and group cooperative work for strategy -1, 2 and 3 (Ironing out a problem, picture perfect and cooperative microteaching) is significant at 0.01 levels with df 2/69. This implies that the difference in the level of individual and group cooperative work of the experimental group for strategy-1 , 2 and 3 (Irons out a problem, picture perfect and cooperative microteaching) is significant.

In light of this the null hypothesis that there will be no significant difference in the level of individual and group cooperative work on the post-test scores of the

level of the experimental group for strategy -1,2 and 3(Ironing out a problem, picture perfect and cooperative microteaching) is rejected.

The significant difference only denotes that there is at least one pair of means which differs significantly. To know which pair of means differs significantly out of the possible pairs t-test was further applied.

That t-value of 4.81 obtained for strategy-1 (Ironing out a problem) and strategy-2 (Picture perfect) is significant at 0.01 level with df 46. The t-value of 0.05 obtained for strategy -2 (picture perfect) and strategy-3 (cooperative microteaching) is not significant. Similarly, the t-value of 4.87 obtained for strategy-1 (Ironing out a problem) and strategy-3 (cooperative Micro-teaching) is significant at 0.01 level with df 46.

It is clear that the mean of strategy -3 (145.95) is greater than that of strategy -2 (145.66) which in turn is greater than that of strategy -1 (121.04) This shows that strategy-3(cooperative microteaching) is better than strategy -2 (picture perfect) and strategy -2 (picture perfect)is better than strategy -1 (Ironing out a problem) in terms of individual and group cooperative work of the experimental group.

Educational Implications

Cooperation among students will be easier to establish and maintain if there is cooperation among school personal. Many schools are scared by competition among teachers. in these schools teachers feel insecure, isolated, cold, reserved, defensive and competitive in their relationships with fellow teachers and administrators . feelings of hostility, guardedness and alienation towards the rest of the school staff create anxiety in teachers , which in turn decreases their effectiveness in the classroom . the teachers act as though they never need help from their colleagues. A fiction is maintained that a professionally and highly trained teacher has already sufficient competence and skill to handle all classroom situations alone. The default result, however is that innovative and creative teaching is stifled by insecurity. Anxiety and competitiveness and the environment is depressing and discouraging.

One of the most constructive contributions one can make in the school environment is to encourage cooperation among teachers and the use of cooperative goal structures in the classroom. The process for implementing cooperation between teachers is same as for implementing cooperation between students. Such

cooperative goals should be established that all involved teachers wish to accomplish and that require interdependence and interaction among the teachers. Sufficient trust and openness must be present for teachers to feel free to visit one another classrooms and ask one another for help or suggestions. Providing feedback about each others teaching and providing help to increase teaching skills are equally important. Teachers must have the basic communication, trust building and controversy skills. i.e. conflict resolution skills. Team teaching coordinating all social studies curricula, establishing support groups in which teachers provide help and assistance to each other. Coordinating the teaching of difficult students –all are examples of cooperative interaction among teachers. However one accomplishes this. Imlimenting department and school –wide cooperation among teachers will immensely increase enjoyment of teaching and of working in the school and it will also encourage cooperation among students within the classroom.

Table 1: Summary of analysis of variance for posttest scores of individual and group cooperative work of experimental group for strategy -1., 2 and 3 (Ironing out a problem, picture perfect and cooperative microteaching)

Source of Variation	df	Ss	MSS	F
Among Groups	2	9818.52	4909.26	
Within groups	69	21637.26	313.58	15.65
Total	71	31455.78		

**Significant at 0.01 level.

Table 2: Summary of post ANOVA t-tests for Individual and Group Cooperative Work

S.N	Strategy	n	M	o	D	Df	T
1	Strategy -1	24	121.04	5.11	24.62	46	4.81**
	Strategy -2	24	145.66				
2	Strategy -2	24	145.66	5.11	0.29	46	0.05
	Strategy -3	24	145.95				
3	Strategy -1	24	121.04	5.11	24.91	46	4.87**
	Strategy -3	24	145.95				

**Significant at 0.01 level.

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DR. BIDHAN CHANDRA ROY, THE CHIEF ARCHITECT OF WEST BENGAL IN CONTEXT OF 20TH CENTURY SANSKRIT DRAMA: A STUDY

Dr. Priyanka Mondal
ICSSR Post Doctoral Fellow, Department of Sanskrit, Pali & Prakrit,
Visva Bharati, Santiniketan, West Bengal
Email: sur.sahitya@gmail.com

ABSTRACT

Biographies have enriched the world literature in the form of dramas. Biographical literature is an important and significant sector of Modern Sanskrit Literature. A five acts drama 'Vaṅgakirtibidhānam' composed by Pandit Nityānanda Smṛititirtha is one of such drama based on the glorious life of Dr. Bidhan Chandra Roy, the former Chief Minister as well as the chief architect of modern West Bengal. The trustworthy portrayal of a man full of integrity, patriotic mind as well as a successful administrator, Sanskrit lover is beautifully sketched throughout the drama.

Key Words: Biography, Drama, Literature, Dr. B. C. Roy, West Bengal, 'Vaṅgakirtibidhānam', Patriot, Statesman, Sanskrit

Introduction

Biographies have enriched the world literature in the form of dramas. The notable feature of biographical dramas is to centre on renowned personalities. The dramatist has focused on such points of such celebrated dignitaries which has importance significance from dramatic standpoint. Such biographical literature is an important and significant sector of Modern Sanskrit Literature. 'Vaṅgakirtibidhānam' is one of such drama based on the glorious life of Dr. Bidhan Chandra Roy, the former Chief Minister as well as the chief architect of modern West Bengal. It was composed by PanditNityānandaSmṛititirtha and was published in the journal Jahnavi of its 17th Year Vol V, 1987 A.D from Calcutta.

'Vaṅgakirtibidhānam' has five acts. In the beginning, nāndi is shown with the worship of motherland. The viewers come to know from the conversation of sūtradhāra and pāripārśvika that the drama is going to be enacted on the celebration day of 15th August.

As a Patriot– In the first act of 'Vaṅgakirtibidhānam', the patriotism of Dr. B.C.Roy is expressed. Though he spent a long duration in the western countries, then also he is very much eager to come back of India. Dr. Roy felt very happy also about knowing the freedom of his motherland from bondage of two hundred years. He wants to serve her motherland from core of his heart.

"jananivarapurtro yah sakale'sminmahitale

jananiṃparihāyātrakathaṃvā sthātumarhati."[1]

The important posts of the Central Ministry have been allocated to the personalities who have appreciable contribution to freedom Movement. – "bhavadupadeśenasvādhinatāyodhṛṇāmkṛtesarvvāvyavasthāsampāditā." [2]Dr. Bidhan Chandra Roy was approached for the post of Governor of West Bengal. But Dr. Roy thinks that being a Governor own necessity can be fulfilled but towards the welfare for his own State i.e. West Bengal, his duties cannot be totally contributed.- "……rājyapālapadaṃkathaṃsvikriyategrahituṃnaboddhuṃpāryyatemayā." [3] As a result, he refuses the appointment. In a similar way when Central Cabinet Ministry offered him a post, Dr. Roy thought that if he will accept that ministry, then there will be chances to stay out of his own state West Bengal a long duration, which has made his decision the same i.e. rejection- "svādhinabhāratavarṣasyaparicālanebhavatākimapidātitvaṃgrhyatām…"[4]Thus the picture of an exceptional generosity beyond all the selfishness is sketched through Vaṅgakirtibidhānam'.

As a Statesman - In the fifth act of Vaṅgakirtibidhānam', it is seen that the Congress Legislators of West Bengal choose Dr. B.C.Roy as their leader in 1948. The habitants of West Bengal voted the Congress party under Dr. Roy's leadership in three consecutive general elections. Dr. Bidhan Chandra Roy was elected three times in 1952, 1957 & 1962. As an idealist, broad minded, noble person he gains the respect and love from all. In the drama, Dramatist PanditNityānandaSmṛititirtha appropriately mentioned him as 'pṛthivipŭjya', 'sakalabhuvanabandya' etc.

Contribution to West Bengal– When West Bengal is facing severe problem due to partition and incoming of refugees from East Bengal and called as a 'samasyā-jarjjaribhŭtovaṅgadeśo', Dr. B.C.Roy accepts the post of Hon'ble Chief Minister of such troublesome state. Because his only objective is to remove the crisis and to generate the light of his own state. Firstly he has planned to rehabilitate the refugees. The he takes over the transporte system from private operators. Besides

that he has established the State Transport Corporation. As a result the scope of increasing job opportunities takes place.- "parivahaṇavyavasthāṃparigṛhyarāṣṭriyaparivahaṇa- saṃsthāṃsaṃsthāpyatatraivajivikāvyavasthāṃkarotieteṣām…"[5]For the sake of poor, he abolished the Zamindary customs. –"…daridrāmanujāyathā/ prāpnuyurbhūmimatraivatathāprayatate sadā.."[6]In agriculture sector also, Dr. Roy shows a path to development through the provision of proper irrigation, fertilizers, improved seeds etc. He thinks to establish the prime necessity related community services like new schools, colleges, hospitals, health centres etc. In his plan, universities should be orientated in various stream like education, agriculture, fine arts etc. –"viśvavidyālayeṣuekarŭpāsikṣāvyavasthāna me abhipretā.."[7]Durgapur, the big industrial city and the planned township Kalyani are the result of the implementation of Dr. B.C.Roy's intelligence.

"araṇyaṃnagaraṃkṛtvāDurgāpuretināmakam.

Kalyāṇi- nāmakañcāpiprakalpaṃkurute mudā."[8]

Proper communication through improved roadways is channelized throughout the West Bengal in his time. – "grāmānnagaraparyyantaṃnānāmārgān...."[9]Gradually, the refugee-population explosion- food shortage- unemployment problems are decreasing and a new portrait of West Bengal is appeared nationwide.- "... dakṣapraśāsanenasamasyājarjjaritamrājyamunnatiśikhare ārohati."[10]

As a Doctor – Medicine is the first love of Dr. Bidhan Chandra Roy. As a physician, he gets the nationwide fame. His healing touch, helping hand, silent charity made him closer to people's heart. Though he has several duties relating to office, but also he effortlessly serves his patient everyday.- "sevābudhyākarotyeṣacikitsāmniyamena hi".[11]

In Promotion of Sanskrit–'Vaṅgakirtibidhānam''s fourth act has introduced the love and concern of Dr. B.C. Roy for Sanskrit. Dr. Roy did his education from Western. In spite of this, he doesn't forget the heritage of Indian culture & education. He thinks that the ancient Indian Culture is represented by Sanskrit Language. In modern era, various forms of language born in different forms but the mother language is Sanskrit from which others are inherited through years. In a word, our country India is incomplete without the Sanskrit culture. So, Dr. Bidhan Chandra Roy wants to establish RāṣṭriyaSaṃskṛtaMahāvidyālaya at Navadwip and

a Sanskrit University for West Bengal along with the then Governor. – "...navadvipādauRāṣṭriyasaṁskṛtamahāvidyālayasthāpanavyavasthāpimayākṛtā......paścimavaṅgekaścitsaṁskṛtaviśvavidyālayo'vasyaṃ sthāpaniyah.."[12]Even he gives the proposal by which Sanskrit should be a compulsory subject in humanities stream in the secondary level. –"mādhyamikastare'pisaṁskṛtaśikṣāyāavaśya..."[13]

Conclusion

Dr. Bidhan Chandra Roy's Lifetime period is from 01.07.1882 to 01.07.1962. His works are portrayed through 'Vaṅgakirtibidhānam'perfectly. Dr. B.C.Roy is successfully characterized as the great soul of modern India throughout the drama. The theme of the innovativeness, credibility of dramatic significance gives the literary and poetic merit of the dramatist. Only a single drama on "paścimavaṅgadeśasya navarŭpavidhāyaka"[14]was composed in the history of 20th Century's modern Sanskrit dramas which makes itself unique.

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5), 8) & 9) 'Vaṅgakirtibidhānam'Act III, p.-23

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DIFFERENTIATED INSTRUCTION IN INCLUSIVE CLASSROOMS: SELF-EFFICACY OF TEACHERS AND STRATEGIES FOR IMPLEMENTATION

Pinku Kundu
Research Scholar, Department of Education, Tripura University, Tripura, India
pinkukundupal@gmail.com
&
Dr. Subhash Sarkar
Assistant Professor (Stage III) & Head (I/C), Department of Education,
Tripura University, (A Central University), Agartala, Tripura, India

ABSTRACT

Differentiated instruction has been recognized in the literature as an effective instructional method in gratification of diversified learning needs that ensures responsive reaction of teachers to learners' needs. Among the determining factors for successful implementation of differentiated instruction, self efficacy of teachers is crucial. The present study attempts to critically analyze self efficacy of teachers in context of implementation of differentiated instruction and also explores the effective strategies for its implementation in inclusive classrooms based on literature review. Self efficacy is composed of two components: efficacy expectation and outcome expectancy. It is evident in literature that the combination of higher level of efficacy expectation and higher level of outcome expectancy brings success to a teacher. Researchers found that proactive work plan and organization is the most contributing factor to efficacy belief of teachers. Highly self-efficacious teachers apply collaborative and creative learning, flexible group instruction, literature circles, problem solving, ongoing formative assessment, curriculum compacting strategies to create inclusive environment. Therefore, it can be concluded that the curriculums of teacher education programmes require to be enriched with course work, practical exposure to implement various differentiated instructional strategies, experience to implement differentiated instruction and also building up willingness among teachers to accept and apply these strategies in their classrooms.

Key Words: Differentiated instruction, Inclusive classroom, Teachers' self efficacy, Instructional strategies

Introduction:

The successful implementation of inclusion philosophy in education requires modification and or adaptation in the traditional practices of schools to respects and accepts differences among individuals in any number of ways (Kinsella and Senior, 2008). Today's classroom is enriched with increasing diversity (Cha & Ahn, 2014).Gratification of more diverse educational needs is the basis for inclusive classroom practices. Diversity leads to varying level of achievement among students. Therefore, the' one size fits all' formula would not serve the needs of all students. It is evident in the literature that instead of rapidly growing diversity in classrooms, educators are ill-equipped to deal with such variance(Tomlinson, Brighton, Hertberg, Callahan, Moon, Brimijoin, Conover & Reynolds, 2003). The most challenging demand to the educators of 21st century is to overcome this obstacle to meet the expectations of an inclusive environment (Adami, 2004).

Differentiated instruction has been highly recognized as an effective instructional tool in the hands of the educators to accommodate diverse learning needs (Gregory & Chapman, 2007). Several alternative terms had been introduced over the times to denote the concept of differentiation in instruction. 'Adaptive instruction' (Waxman, Alford, & Brown, 2013), 'Differentiated assessment' (Fox and Hoffman, 2011), 'Universal Design of Learning' (Hall, Strangman & Meyer, 2014) are some of the terms worthy to mention. Variations among learners are the basis for origin of 'Differentiated instruction, a teacher's responsive reaction to learners needs (Tomlinson and Allen, 2000). These variations are influenced by learner related variables such as interest, background knowledge, ability, language, gender, culture and ethnicity. The theoretical ground of differentiated instruction is rooted in Howard Gardner's theory of multiple intelligence and in the brain compatible research (Brualdi, 1998).Multiple intelligence relates to the brain compatible research which explored that brain performs best when highly motivated and involved (Bender, 2012).

It is the belief of many educators that students become more involved in school activities and get success when the provided instruction to them is responsive to their readiness levels, interests, and learning needs (Sternberg, Torff & Grigorenko, 1998). The inclusive nature of differentiated instruction is not only useful for students of low achievement level, but also for the gifted students, especially in case of a heterogeneous group of students in the same classroom. Researchers (Tulbure, 2011; Wilujeng, 2012) observed positive outcomes of

students' achievement as a result of implementation of differentiated instruction. Tomlinson (2003) found that educators can effectively implement differentiated instruction when they have proactive plans. Therefore, proactive modification of curriculum, teaching methods, resources, learning activities, and student products are the prerequisite to address the needs of individual students and small groups of students and to maximize the learning opportunities for each individual student in their classrooms (Tomlinson, Brighton, Hertberg, Callahan, Moon, Brimijoin, Conover, & Reynolds, 2003). It is evident in research that implementation of differentiated instruction becomes challenging (Rock, Ellis, Greg & Gable, 2008; Lawrence-Brown, 2004) when teacher education programmes are not adequately equipped with the elements of differentiating instruction. However, teachers with higher level of perceived teaching efficacy are more likely to implement differentiated instruction (Wertheim & Leyser, 2002). Teacher efficacy as a type of self-efficacy (Bandura, 1977), is a cognitive process in which people construct beliefs regarding their own capacity to perform a task at a given level of attainment that in turn influences the level of effort they execute, the duration of their persistence in the face of adversity, their spirit to deal with failures and the level of stress they accumulate in those demanding situations. Therefore, beyond the recognition as an instructional tool, differentiation has been regarded as a belief system that teachers who become successful to implement inclusion philosophy in their classrooms, embrace in order to meet the individual learner needs.

In this connection, the present study intends to analyze self efficacy of regular classroom teachers in differentiated instruction and also to find out the strategies those are effective to implement differentiated instruction from existing literature.

Self efficacy of teachers: A Contextual understanding

Self-efficacy has been recognized as a crucial factor in the process of learning (Usher &Pajares, 2009).The origin of the concept of self efficacy was rooted in the social cognitive theory propounded by Albert Bandura (1997). Self efficacy in Bandura's view is a belief in one's own ability that he or she can organize and perform a certain task. In this sense, self efficacy is regarded as a belief system that controls one's own personal activities. Teachers' self efficacy is a belief system that one's possess about his or her own abilities and skills as educators. However, teacher efficacy is context specific (Tschannen-Moran and Woolfolk Hoy, 2007). This leads to the fact that teachers may feel more efficacious

to educate certain students in certain environment while perceive themselves as less efficacious in educating certain students in some other environment. This may result in execution of less effort in preparation of lesson and instructional delivery by those teachers who do not expect to be successful in certain classroom settings (Tschannen-Moran &Woolfolk Hoy, 2007). On contrary, teachers with high self-efficacy demonstrate a higher degree in planning and organization of classroom teaching-learning (Allinder, 1994). The new ideas and innovative methods always get acceptance for implementation by the higher self efficacious teachers who commit to meet the learning needs of students (Guskey, 1988; Stein & Wang, 1988). Efficacy expectation and outcome expectancy are the two components of self efficacy (Bandura, 1977). While the former is the conviction that one possesses the knowledge, ability and skills to perform an action required to produce desired outcome, the later regards the belief that a given behavior or action leads to an expected outcome. The combination of both of these components in a higher level brings success to a teacher.

It was noted by Tschannem-Moren et al. (2001) that self efficacy involves self perception of competence rather actual competence level. As people often overestimate or underestimate their own abilities, it may in turn impact their chosen courses of action or the amount of effort they exert. This issue becomes clarified in the explanation of Bandura (1977) that regarded capability as good as its execution. It is evident in literature that more efficacious teachers are more likely to implement differentiated instruction in their classroom as they are in favour of inclusion and therefore, discards custodial perspective of school system (Wertheim & Leyser, 2002). **Jerald (2007**) concluded in his study that those teachers, who believe in their own ability, are more likely to be responsible for the learning of all including those with special needs.

Darling-Hammond, Chung, and Frelow (2002) examined that teachers' efficacy belief is dependent upon their perception on their level of preparedness as well as the behaviors which may affect learning of the students such as willingness to implement new instructional strategies, persistence to try to solve learning problems, level of planning, classroom practices etc. Wertheim and Leyser (2002) reported that variables like experience, coursework, and student teaching are associated with teachers' efficacy beliefs. They observed that teacher training programmes especially during the beginning years can be effective to develop and enhance the efficacy level of teachers.

Differentiated instruction and Self efficacy of teachers:

Teacher efficacy was identified as a way to explain the willingness of teachers to differentiate instruction in the study of Dixon et al. (2014). They found self efficacy as an important variable in implementing differentiated instruction regardless of the level or content area of teachers. Moreover, they reported that the duration of professional development hour is positively associated with both the teacher efficacy as well as the sense of efficacy belief of teachers. The higher level of perceived efficacy of teachers in implementing differentiated instructional strategies for students with diverse learning needs was also evident in the exploratory study of **Stevens (2012)** where the elementary teachers reported their level of confidence in the use of 'routine' strategies, 'content' strategies and 'on the spot' strategies. This study directed researchers to reveal the factor(s) related to choice of instruction. In this regard, the result of a study (Wertheim and Leyser, 2002) can be mentioned which revealed that for those teachers who showed less willingness to use differentiation in instruction, personal teaching efficacy factor was related to choice of instruction but not the teaching efficacy factor. Studies (King, 2010; Santangelo and Tomlinson, 2012)also have found that teachers' perception about and knowledge of differentiating instruction is directly related to how teachers practice differentiation in instruction in inclusive classrooms. An in-depth qualitative lesson study (**Hockett, 2010)** on how teachers plan, implement and understand differentiation reported that lesson study enhanced the level of flexibility of teachers in their planning of instructional framework, implementation of innovative instructional strategies and proactive management of differentiating instruction.

Strategies for implementation of differentiated instruction: Differentiated instruction has been implemented by teachers since very beginning of the teaching-learning process and thus it is not a new method (Levy, 2008). Identification of learners with diversified learning needs, solving problems, providing a list of learning choices are the parts of differentiation in instruction (Robb, 2008). Tomlinson (1999) opined that differentiation offers each student a variety of learning options to start with. Various differentiation strategies, useful to create inclusive classroom environment are evident in literature. Following is an attempt to identify the research-based effective differentiated instructional strategies.

Collaborative & Creative Learning:

Tomlinson (1999) found that true learning occurs when 'engaging instruction' is replaced by 'standardized instruction' which in turn indicates the need for collaborative and creative learning experiences that relates to communication and critical thinking.These enable teachers to promote process-based support such as scaffolding, pairing of students with more proficient peers or cross-aged tutors and are helpful to differentiate materials through the use of critical and creative thinking in universal lesson design (Tomlinson, 2003).

Small Group & Flexible Group Instruction:

Small group instruction is another effective strategy (Wu, 2013) where working with a group of 6 to 8 students in close proximity, a teacher can ask individual questions to assess the level of the learners in various areas. In addition, Wu found that grouping can be done based on criteria such as needs of students, objectives of learning, grouping for learning style according to the needs of the students.

When flexible grouping is concerned, it makes involve the students for critical thinking and creativity utilizing both collaboration and communication in classroom. This strategy ensures access to a variety of working arrangement and learning opportunities (Tomlinson & Allan, 2000). In this approach, the instruction of teachers varies among whole class instruction, small group collaboration, individualized instruction and personal discovery based upon the needs of students. It utilizes both the homogeneity and heterogeneity of student readiness in different circumstances. Therefore, it allows teachers to promote peer scaffolding through collaborative sharing of student experiences and knowledge. Tomlinson & Allan (2000) examined that consistent and meaningful use of flexible grouping results universal access to content and materials for all students present in classroom. Robb (2008) found that flexible grouping provide opportunities to students for observational learning and is also beneficial for auditory, visual and kinesthetic learners as the activities are adapted from whole group to small group and individualized activities which include variety of materials and activities.

Student Choice &Literature Circles:

Tomlinson and Allan (2000) emphasized on engagement of students in such activities those are charming and appealing to them as these activities permit them for equal access to develop their skills. Engagement of all students become possible when teachers take into consideration a number of factors such as oral responses,

small group responses, body language, visual expression etc. (Tomlinson, 2003). Irju (2004) viewed this strategy as presenting a small task in different ways and at different level so that all students can participate in their own paths.

A literature circle is useful strategy where students get opportunity to demonstrate their interest in several areas (Daniels, 2002). Students are allowed to put a schedule on what is to be read in the classroom and how they would wish to participate in the group. Apart from the students' participation, teachers'role is crucial in success of this strategy (Yellin, Jones & Devries, 2008). Teachers take responsibility to monitor students' progress. Although, it is a worthwhile strategy that takes much time and patience to build up the readiness level of students to participate in it and demands choosing an independent reading area of the students (Tompkins, 2010).

Problem Solving & Tiered Activities:

Problem solving occurs when students get chance to explore big ideas and expand the understanding of key concepts instead of only reading from a textbook (Robb, 2008). According to Tomlinson & Allen (2000) the goal of differentiated instruction is to provide students a way of understanding issues, applying them and enabling them to move on the next learning step.

Differentiated instruction also includes the approach of "tiered activities," where the skills and concepts remain same for all students but the teacher provides "routes of access" that varies in difficulty. Teachers may also create interest centers and anchor activities (Cox, 2008) focusing on the diverse needs of the individual students (Chapman & King, 2005).

Ongoing formative assessment & Curriculum Compacting:

Differentiated instruction also adapts the components of ongoing formative assessments. Here, teachers continuously assess students to make placement decisions depending on their learning needs and strengths (Robb, 2008). The various forms of these assessment techniques may include observations and documentation, questioning to the students, quiz in the forms of multiple choices etc. The implementation of formative assessment during differentiated instruction provides information for teachers to adjust their teaching and learning products.

When ongoing assessment leads to compact curriculum, it becomes more effective for students especially for those who are identified as advanced learners. Curriculum compacting strategy is used to make best use of times (Tomlinson,

2001) for those who have already mastered the set content. The first step of this strategy is to gain knowledge and skills regarding the students through assessment and then planning instruction based on the available information. The plan reflects the degree of mastery and demonstrates how these learning gaps can be fulfilled. In the next step, teacher and student together identify activities meaningful and challenging for the student and finally, in a collaborative approach they master the planned activities.

Conclusion:

In today's classroom, where gratification of diversified learning needs is the primary demand, implementation of differentiated instruction is much needed as it ensures reactive response of teachers to the needs of learners (Tomlinson and Allen, 2000). Higher self efficacious teachers successfully adapt this method for their classroom through their proactive plan and organization of teaching-learning process. They adapt evident-based instructional strategies to meet the educational needs of students. Therefore, it is required that while developing curriculum for teacher education programmes the factors like course work, practical hands on training, building up willingness among teachers to apply new instructional strategies and experience have to be taken in consideration as these factors contribute to self efficacy of teachers in implementing differentiated instruction in inclusive classrooms.

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TEACHERS AND STUDENTS ATTITUDE TOWARDS 8TH GRADE MATHEMATICS CURRICULUM: A MICRO STUDY

Dr. Tayum Saroh

Assistant Professor, Department of Education, RGU, Rono Hills,
Doimukh-791112, Arunachal Pradesh
Email Id: yumsaroh@gmail.com

&

Manisha Barah

Lecturer, Biswanath College of Education, Biswanath Chariali -784176

ABSTRACT

The Elementary Education being the foundation of the higher stages of education need attention from every dimension. It is therefore necessary to find out the factor which hampers the qualitative development of Elementary Education and bring out remedial measures, so as to get rid of the arising problems. The present study tries to know the attitude of teacher and student towards mathematics curriculum. The influence of the attitude of students towards certain subject may hamper or brighten the students' future career. To create congenial classroom atmosphere and to motivate the students to study the school subjects seriously it is necessary to develop interesting school curriculum for the students in all the school subjects. Many studies revealed the low academic achievement of students in mathematics at different stages of education. So it is important on the part of the students and mathematics teachers to have a positive attitude towards the mathematics subject which may influence the students' academic performance in better way.

Keywords: Attitude, Mathematics, Curriculum, Urban, Rural

Introduction

Education is a man making process .It brings transformation in human beings and also glorifies men's lives. Education is regarded as a powerful instrument of individual development as well as social upliftment. It is closely related with national development and determines quality of life. Education makes an attempt to develop man's multidimensional personality. It is not only needed for individual's personal enrichment but also effective participation in the development of the society. If education is of the right type, it will enable people to stand on their

own legs and make them better equipped with knowledge and skills. With the help of education the individual can change and modify his environment according to his needs. The process of education facilitates the physical, mental, social, emotional and spiritual development of the individual. Education is that process which drags a person from darkness of illiteracy, poverty and misery by developing his individuality in all physical, mental, emotional and social aspects. Mathematics being one of the compulsory subjects at school education plays a very important role in students' future career. This subject is having a useful value even in our daily life also since we cannot avoid numeration and calculation in our daily activities. It also helps to exercise the mental ability of the students which may enhance the students' inherent powers. Teaching of mathematics essentially helps the students in acquiring essential mathematical knowledge, skills, attitudes and interest. The effectiveness of teaching learning process in the classroom highly influenced by the teachers and students attitude towards the subject matters, they are dealing with. Attitude is a favourable and unfavourable respond made by an individual towards something or some statements. So for effective teaching learning process in school, teachers and students positive attitude towards the subject matter is necessary.

Rationale of the Study

The Elementary Education being the foundation of the higher stages of education need attention from every dimension. It is therefore necessary to find out the factor which hampers the qualitative development of Elementary Education and bring out remedial measures, so as to get rid of the arising problems. The investigator hopes that this piece of research work will be helpful in finding out the major problems faced by the teachers and students in mathematics subject as well as the status of mathematics at Elementary stage of Education. The present study tries to know the attitude of teacher and student towards mathematics curriculum. The influence of the attitude of students towards certain subject may hamper or brighten the students' future career. Looking at the low academic achievement of students in mathematics different stages of education as highlighted by many researchers through their study it is necessary to study the attitude of students towards mathematics curriculum. It is also important on the part of the mathematics teacher to posses positive attitude towards the mathematics subjects which influencing the students' academic performance. Many research scholar have conducted a study on the attitude and academic achievement of students in mathematics like **Sarma, et,al (2013)** in their study entitled effect of activity based teaching learning strategy on

students' achievement in mathematics found that activity based teaching, learning strategy helped students of experimental group to improve their achievement in mathematics. Also, **Tyagi (2015)** found that mathematical problem solving performance and creativity both are affected by gender and locality, favouring males and urban students. Similarly **Michell (2013)** conducted a study on relationship between attitudes and achievement in mathematics among fifth grade students and found a positive correlation between attitude and achievement in mathematics among students of elementary stage. Mathematics teachers particularly in elementary school should be aware of students' attitude towards mathematics as it could have an effect on their performance. **Farooq and Shah (2008)** carried out a study on students' attitude towards mathematics. They used Urdu translated Fennema Sherman mathematics attitude scale to assess the attitude of students. Descriptive cum survey method was used and for analysis of data t- test was applied. The study revealed that gender difference has no impact on the attitude of students   towards mathematics in Pakistan.   So these studies indicates the importance of students and teachers attitudes towards mathematics for better future of the students and also to understand the students opinion on existing curriculum at upper Primary level.

This study will be useful for upper primary school teachers to know the status of mathematics education and also to develop positive attitude towards mathematics subject. This study will reveal the attitude of teachers and students towards mathematics curriculum at upper primary level of this particular district.

Statement of the Problem

The problem under study is stated as-

"Attitude of teachers and students towards 8th grade Mathematics Curriculum: A Micro Study at Biswanath District of Assam"

Objectives of the Study

Looking into the nature of study the investigator has formulated the following objectives:

1) To study the attitude of 8th grade students towards mathematics curriculum.

2) To study the attitude of teachers towards 8th grade mathematics curriculum.

Hypotheses of the study

1. There is no significant difference between the attitude of 8th grade urban and rural students towards mathematics curriculum of Biswanath district, Assam.

2. There is no significant difference between the attitude of 8th grade male and female students towards mathematics curriculum of Biswanath district, Assam .

3. There is no significant difference between the attitude of 8th grade urban students of Chaiduar block and urban students of Biswanath block towards mathematics curriculum of Biswanath district, Assam.

4. There is no significant difference between the attitude of 8th grade rural students of Chaiduar block and rural students of Biswanath block towards mathematics curriculum of Biswanath district, Assam.

5. There is no significant difference between the attitude male & female mathematics teachers towards mathematics curriculum in Biswanath district, Assam.

6. There is no significant difference between the attitude of mathematics teachers of Chaiduar block and Biswanath block towards mathematics curriculum in Biswanath district, Assam.

Methodology of the Study

The investigators used descriptive cum normative survey method to conduct the present study.

Population of the Study

The population of the present study consist of male and female teachers and 8th grade male and female students of government schools of Chaiduar and Biswanath block of Biswanath district of Assam and the mathematics teachers of both the blocks.

Sample of the Study

In this study the researchers have taken a sample of 200 students (male=100, female=100) and 70 teachers (male=35, female=35) to study the attitude of students and teachers regarding 8th mathematics curriculum by adopting simple random sampling technique. The sample also consist of 17 government schools out

of which 8 schools were selected from urban areas and remaining 8 schools were selected from rural areas of Biswanath district of Assam.

Tools used

The researchers have used self-constructed Likert's five point attitude scales to assess the attitude of students and teachers towards the 8th grade mathematics curriculum. The reliability and validity of the above mentioned tools have been established by the researcher before making use of those tools for the collection of data.

Attitude Scale to Measure the Attitude of Students and Mathematics Teacher towards Mathematics Curriculum

The researcher administered an attitude Scale to measure the attitude of mathematics teacher towards mathematics curriculum of elementary stage. For the construction and standardization of the attitude scale, the researcher adopted the procedure as suggested by Likert (1932). This attitude scale is popularly known as Likert's five point scale, because each statement of the scale possesses five options for respondent. The researcher adopted the following steps for the construction and standardization of this attitude scale. Test re-test method was used for computing the co-efficient of reliability and it came out to be .75 for the teachers' attitude scale and .88 for the attitude scale constructed for students. It was considered satisfactory; the validity of the scales was established by taking the views of the content experts on each state of the scales.

Administration of the Tools

The researcher visited 17 government schools of Biswanath district in Assam and administered the attitude scale on the students and teachers after taking due consultation from the authority. The researcher had done his field work with proper care and attention by taking into consideration all the legal and ethical aspects of data collection policy in the field of educational research up to her best of the knowledge and belief.

Analysis and Interpretation of Data

Objective-1: To study the attitude of 8th grade students towards mathematics curriculum.

For realizing the objective 2 of the study, the researcher administered attitude scale (constructed and standardised by researcher) and used the collected

scores of the of 8th Grade students of Bishwanath District of Assam. The data collected were tabulated and analysis below:

Table No.1: Frequency Distribution Table of Attitude Scores of Total 8th grade Students of Biswanath District

Class Interval	f	Mid value X	x′	fx′	fx′²
45-49	2	47	2	4	8
40-44	50	42	1	50	50
35-39	70	37	0	0	0
30-34	58	32	-1	-58	58
25-29	18	27	-2	-36	72
20-24	2	22	-3	-6	18
Total	N=200			$\sum$fx′=-46	$\sum$fx′²=206

Computation of Mean   Computation of SD

$$Mean = AM + \left(\frac{\sum fx'}{N}\right) X\ i \qquad SD = \left\{ \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \right\} X\ i$$

$$= 35.85 \qquad\qquad\qquad = 4.9$$

Interpretation: It is evident from the Table-1 that the computed mean score of attitude of 8th Grade students of Biswanath district came out to be 35.85 out of total 40 score of scale, which is very high and may be treated as satisfactory. It also shows that all the students possessed positive attitude towards mathematics curriculum.

Sub-objectives (1.1) : To study the attitude of 8th grade urban and rural students of Biswanath district towards mathematics curriculum.

Hypothesis: (1.1) : There is no significant difference between the attitude of 8th grade urban and rural students of Biswanath district towards mathematics curriculum.

Table No. 2: Summary of Comparison Between attitude of 8th Grade Urban and Rural Students in Mathematics of Biswanath District, Assam

Groups	N	Mean Scores	SD	SE$_D$	t-value
Total Urban Students	88	38.34	3.96	0.63	6.87
Total Rural Students	112	34.01	4.9		

Interpretation:

The above table no. 2. reveals that the computed 't' value came out to be 6.87 which is greater than the criteria t-value 1.97 at 0.05 level of significance for df 198. Also, the calculated t-value is greater than the table t-value 2.60 at 0.01 level of significance for df 198.

Therefore the mean difference is significant at both 0.05 and 0.01 level of significances.

Therefore, the formulated hypothesis "There is no significant difference between the attitude of 8th grade urban and rural students of Biswanath district towards mathematics curriculum" gets rejected.

The computation signifies that the attitude of urban students (mean score=38.34) of Biswanath district towards mathematics is better than the attitude of rural students (mean score=34.01) of Biswanath district according to their respective mean scores which have been shown in the above table no.2. Urban students of Biswanath district possess highly positive attitude towards mathematics w.r.t mean attitude score (mean score=35.85) of total 8th grade students of Biswanath district, Assam.

Sub –Objective (1.2): To study the attitude of 8th grade male and female students towards mathematics curriculum.

Hypothesis: (1.2) There is no significant difference in attitude of 8th grade male and female students of Biswanath district towards mathematics curriculum.

Table No. 3: Summary of Comparison Between attitude of 8th Grade Male and Female Students in Mathematics of Biswanath District, Assam

Groups	N	Mean Scores	SD	SE_D	t-value
Total Male Students	99	36.09	4.4	0.74	0.08
Total Female Students	101	35.6	5.4		

Interpretation:

The above table no. 3 reveals that the computed 't' value came out to be 0.08 which is less than the criteria t-value 1.97 at 0.05 level of significance for df 185. Therefore the mean difference is not significant at 0.05 level of significance.

Again, the table value of 't' for d_f185 at 0.01 level of significance is 2.60. Since the calculated value of 't' is less than criteria t-value at 0.01 level of

significance. Therefore, the mean difference is not significant at 0.01 level of significance.

Therefore, the formulated hypothesis "There is no significant difference in attitude of 8th grade male and female students of Biswanath district towards mathematics curriculum" get accepted.

The computation signifies that the attitude of male students (mean score=36.09) of Biswanath district towards mathematics is better than the attitude of female students (mean score=35.6) of Biswanath district according to their respective mean scores which have been shown in the above table no.3.Male students of Biswanath district possess slightly high positive attitude towards mathematics w.r.t mean attitude score (mean score=35.85) of total 8th grade students of Biswanath district, Assam.

Sub-Objective-1.3: To study the attitude of 8thgrade urban students of Chaiduar and urban students of Biswanath block students towards mathematics curriculum.

Hypothesis: (1.3) There is no significant difference in attitude of 8th grade urban students of Chaiduar and urban students of Biswanath block towards mathematics curriculum.

Table No. 4.: Summary of Comparison Between attitude of 8thUrban students of Chaiduar Block and Urban Students of Biswanath Block in Mathematics of Biswanath District, Assam

Groups	N	Mean Scores	SD	SE$_D$	t-value
Total Urban Students of Chaiduar Block	44	40.18	3.2	0.73	5.75
Total Urban Students of Biswanath Block	44	35.98	3.65		

Interpretation:

The above table no. 4. reveals that the computed 't' value came out to be 5.75 which is greater than the criteria t-value 1.99 at 0.05 level of significance for d$_f$198.Also,the calculated t-value is greater than the table t-value 2.64 at 0.01 level of significance for d$_f$198. Therefore the mean difference is significant at both 0.05 and 0.01 level of significances.

Therefore, the formulated hypothesis "There is no significant difference in attitude of 8th grade urban students of Chaiduar and urban students of Biswanath block towards mathematics curriculum" get rejected.

The computation signifies that the attitude of urban students (mean score=40.18) of Chaiduar block towards mathematics is better than the attitude of urban students (mean score=35.98) of Biswanath block according to their respective mean scores which have been shown in the above table no.4..Urban students of Chaiduar block possess high positive attitude towards mathematics w.r.t mean attitude score (mean score=35.85) of total 8th grade students of Biswanath district,Assam.

Sub-Objective-1.4: To study the attitude of 8^{th}grade rural students of Chaiduar and rural students of Biswanath block students towards 8th grade mathematics curriculum.

Hypothesis: (1.4) There is no significant difference in attitude of 8th grade rural students of Chaiduar block and Biswanath block towards mathematics curriculum.

Table No. 5.: Summary of Comparison Between attitude of 8th Grade Rural students of Chaiduar Block and Rural Students of Biswanath Block in Mathematics of Biswanath District, Assam

Groups	N	Mean Scores	SD	SE_D	t-value
Total Rural Students of Chaiduar Block	56	32.09	4.4	0.87	4.1
Total Rural Students of Biswanath Block	56	35.66	4.8		

Interpretation:

The above table no. 5. reveals that the computed 't' value came out to be 4.1 which is greater than the criteria t-value 1.98 at 0.05 level of significance for d_f110.Also,the calculated t-value is greater than the table t-value 2.63 at 0.01 level of significance for d_f110.

Therefore the mean difference is significant at both 0.05 and 0.01 level of significances.

Therefore, the formulated hypothesis" There is no significant difference in attitude of 8th grade rural students of Chaiduar block and Biswanath block towards mathematics curriculum" get rejected.

The computation signifies that the attitude of rural students(mean score=35.66)of Biswanath block towards mathematics is better than the attitude of rural students (mean score=32.09) ofChaiduarblock according to their respective mean scores which have been shown in the above table no.5.Rural students of

Biswanath block possess nearly similar attitude towards mathematics w.r.t mean attitude score (mean score=35.85) of total 8th grade students of Biswanath district, Assam.

Objective-2: To study the attitude of teachers towards 8th grade mathematics curriculum in Biswanath district, Assam.

For realizing the objective 2 of the study, the researcher administered attitude scale (constructed and standardised by researcher) and used the collected scores of the teachers of Bishwanath District of Assam. The data collected were tabulated and analysis below:

Table No. 6: Frequency Distribution Table of Attitude Scores of Total Teachers of Biswanath District, Assam

Class Interval	f	Mid value X	x´	fx´	fx´²
35-39	5	37	2	10	20
30-34	24	32	1	24	24
25-29	30	27	0	0	0
20-24	11	22	-1	-11	11
Total	N=70			$\sum$fx´=23	$\sum$fx´²=55

Computation of Mean   Computation of SD

$$Mean = AM + \left(\frac{\sum fx'}{N}\right) X \, i \qquad\qquad SD = \left\{\sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}\right\} X \, i$$

$$= 4.1$$

$$= 29$$

Interpretation: It is evident from the Table-6 that the computed mean score of attitude of total teachers of Biswanath district came out to be 29 out of total 40 score of scale, which is very high and may be treated as satisfactory. It also shows that all the teachers possessed positive attitude towards mathematics curriculum.

Sub-objective (2.1): to study the attitude of male and female teachers towards 8th grade mathematics curriculum in Biswanath district of Assam

Hypothesis: (2.1) There is no significant difference in attitude of male and female teachers towards 8th grade mathematics curriculum in Biswanath district of Assam.

Table No. 7: Summary of Comparison in Attitude of Male and Female Teachers of Biswanath District towards 8[th]Grade Mathematics Curriculum

Groups	N	Mean Scores	SD	SE_D	t-value
Male Teachers	35	30.43	3.55		
Female Teachers	35	26.9	3.85	0.89	3.97

Interpretation:

The above table no. 7 reveals that the computed 't' value came out to be 3.97 which is greater than the criteria t-value 2.00 at 0.05 level of significance for d_f68.Also,the calculated t-value is greater than the table t-value 2.65 at 0.01 level of significance for d_f68.

Therefore the mean difference is significant at both 0.05 and 0.01 level of significances.

Therefore, the formulated hypothesis "There is no significant difference in attitude of male and female teachers towards 8th grade mathematics curriculum in Biswanath district, Assam" get rejected.

The computation signifies that the attitude of male teachers (mean score=30.43) towards 8th grade mathematics curriculum is better than that of the female teachers (mean score=26.9) according to their respective mean scores which have been shown in the above table no.7.

Sub-Objective-2.2: To study the attitude of Biswanath block and Chaiduar block teachers towards 8th grade mathematics curriculum in Biswanath district, Assam.

Hypothesis: (2.2) There is no significant difference between the attitude of Biswanath block and Chaiduar block teachers towards 8th grade mathematics curriculum in Biswanath district, Assam.

Groups	N	Mean Scores	SD	SE_D	t-value
Biswanath Block Teachers	39	28.55	3.95		
Chaiduar Block Teachers	31	28.75	4.3	0.998	0.20

Interpretation:

The above table no. 8 reveals that the computed 't' value came out to be 0.20 which is less than the criteria t-value 2.00 at 0.05 level of significance for d_f68. Therefore the mean difference is not significant at 0.05 level of significance.

Again, the table value of 't' for $d_f 68$ at 0.01 level of significance is 2.65.Since the calculated value of 't' is less than criteria t-value at 0.01 level of significance. Therefore, the mean difference is not significant at 0.01 level of significance.

Therefore, the formulated hypothesis "There is no significant difference between the attitude of Biswanath block and Chaiduar block teachers towards 8th grade mathematics curriculum in Biswanath district, Assam" get accepted.

The computation signifies that the attitude of teachers of Chaiduar block (mean score=28.75) towards 8th grade mathematics curriculum is slightly better than that of teachers ofBiswanathblock(mean score=28.55) of Biswanath district according to their respective mean scores which have been shown in the above table no.8.

Educational Implications of the Study

In tune with the analysis of the present piece of research work, the investigator has recommended some pertinent educational implications in reference to the academic achievement of 8th grade learners on mathematics and attitude of 8th grade learners and mathematics teachers towards the subject mathematics. They are as under-

1. The study would help the curriculum framers to frame the mathematics curriculum of the elementary stage on the basis of the findings of the study.

2. The study would help to give guidance and counseling for the rural learners so that they can develop positive attitude towards the subject mathematics and can build interest on this subject.

3. This study would help to pay attention for the conduction of orientation programme for all the elementary school learners and teachers about the importance of mathematics in day to day life.

4. The study reveals that attitude of male teachers towards mathematics is better than attitude of female teachers of Biswanath district. Therefore necessary attention should also be accorded for conduction of orientation programme especially for female teachers of Biswanath district

5. The study would help the teachers to make the learners more attentive on mathematics subject along with science and other school subjects.

6. The study would help the education departments to know the quality of mathematics teaching and learning in Biswanath district and would help to strengthen the quality and to apply balanced approach to deal with the students of elementary stage on mathematics subject.

Conclusion

The present study has revealed the Biswanath district's teachers and students attitude towards mathematics curriculum of Assam. Elementary education plays a very important role in determining the growth and development of various aspects of child with regard to the society. It is the basis upon which future learning of the children is based. Therefore utmost care should be taken in selection and transaction of curriculum at this level. Emphasis should be laid on development of clear concepts in mathematics in a child, right from the primary classes. Mathematics puzzles and riddles encourage and create an open minded attitude among youngsters and help them to develop clarity in their thinking. Teachers who play a vital role must be trained up properly so that they can inculcate students' interest towards studies More a teacher generates curiosity of students, the more fruitful outcome will be possible. Education is the only key to success in personal and professional life. It is a continuous, slow and secure process of learning which helps us in obtaining knowledge. Without education one gets lack of all educational benefits in life. Hence, to provide proper and quality education at any stage whether preprimary, primary, elementary, secondary, higher secondary or at higher levels of studies   must be ensured by the concerned government.

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DIGITAL INDIA PROGRAM FOR INNOVATIVE EDUCATION IN INDIAN UNIVERSITIES

Richa Chaurasia
Research Fellow, Department of Education, University of Allahabad,U.P,India
Email- richacontact1@gmail.com
&
Dr. Saroj Yadav
Assistant Professor, Department of Education, University of Allahabad, U.P,India
E-mail- saroj.aahan2@gmail.com

ABSTRACT

Development of digital technologies provides academic institutions, students, faculty, professional staff and administration with enormous opportunities in terms of new highly technological approaches to increase the quality of teaching strategies and learning outcomes. The 'Digital India' programme is an initiative of honorable Prime Minister Mr. Narendra Modi. The motive behind the concept is to build participative, transparent and responsive system. It is a well-known fact that digital India is the outcome of many innovations and technological advancements. These transform the lives of people in many ways and will empower the society in a better manner. The Digital India drive is a dream project of the Indian Government to remodel India into a knowledgeable economy and digitally empowered society, with good governance for citizens by bringing synchronization and co-ordination in public accountability, digitally connecting and delivering the government programs and services to mobilize the capability of information technology across government departments. Today, every nation wants to be fully digitalized and this programme strives to provide equal benefit to the user and service provider. In this paper, an attempt has been made to understand Digital India Programme – as a campaign where technologies and connectivity will come together to make an impact on aspects of higher education with special reference of students and improve the quality of teaching –learning.

Key Words: Digital India, Digital India Programme, Digital Technology, Digitization at Higher Educational level etc.

INTRODUCTION

The higher education in India will be pretty different from the way it is now by 2020. There is a radical and sound change being happening in universities, colleges and other higher education institutions where education is being driven by technology and innovations. The digital world that we live in today is that where every citizen has a bright prospect to transform their lives in many ways that were hard to imagine just a couple of decades ago. It is the outcome of several innovations and technology advances. Today, every nation wants to be fully digitalized that will empower society in a better manner. The 'Digital India' programme, an initiative of honorable Prime Minister Mr. Narendra Modi, will emerge new progressions in every sector and generates innovative endeavors for next generation. The motive behind the concept is to build participative, transparent and responsive system. All educational institutions and government services will soon be able to provide round the clock online services. Digital India Programme will provide all services electronically and promote digital literacy. Digital Technologies which includes the concept of cloud computing and mobile applications have emerged as the catalysts for economic growth and citizen empowerment, which is also express in all higher educational institutions. Hence, an attempt has been made in this paper to understand Digital India Programme – as a campaign where technologies and connectivity will come together to make an impact on all aspects higher education with special reference of students and improve the quality of teaching –learning. Global investors like Sundar Pichai, Satya Nadella, Elon Musk have supported Modi's Digital India initiative.

Concept of Digitization and Digitalization

Both the term Digitization and Digitalization are different in meaning but it is seen that they are used as synonym and interchangeably. Digitization is the process of converting analog signals or information of any form into a digital format that can be read by computer systems or any electronic devices. Computers and electronic devices understand binary language or codes i.e. composed in the combination of 0 and 1. The term digitization is related to converting information like text, images, voice, and sounds into binary codes. Digitized information is virtual in their existence and easier to store, access and transmit. This is the most basic concept of digitization.

Once analog data has been digitized, there are enormous potential applications of that digital data to facilitate standard work practice. This is called "Digitalization". In simple terms digitalization is the integration of digital technologies into everyday life by the digitization of everything that can be digitized. The idea of digitalization is based on the idea of development and technology dependent world where most of the domains of human life are restructured around digital communication and media infrastructure. Digitalization is not necessarily only about digital technology, but about the fact that technology which is digital and it allows people to solve their problems in an innovative and creative way rather than a traditional way. It simply enhances and support traditional methods. In narrow sense, "Digitalization" may refer to the concept of "Going paperless".

Digital Technology

Digital technology is based on "Digitalization". Digitalization converts the information in digital forms. Digitalized information is recovered in binary codes of combination of the digits 0 and 1 i.e. also called bits. Digital technology enables immense amounts of information to be compressed on small storage devices that can be easily preserved and transported. Digital technology has quickens data transmission speeds and also transformed how people communicate, learn and work. In early 1980's, based on enhanced optical fiber, development of Digital Communication Network takes place. Digital technology replaced analog signals for many telecommunication forms, particularly cellular telephones and cable systems. In 1998, digital technology based communication satellite also known as Direct Broadcast Satellite (DBS) enhanced commercial digital television broadcasts. Digital printing with the invention of Electro-photography and formatted data technologies has developed publications of books, newspapers and magazines. There is a huge range of digital machines and gadgets based on digital technology such as – digital computers, digital cameras, digital x-rays, digital calculators, digital watches and even digital thermometer.

Digital Technology in Education

Education is a very vast area where Digital technology has great opportunities to develop and facilitates teaching –learning process. By digital technology we mean the use of computer and technology assisted strategies to support learning within educational institutions. Digital technology in education involves two types of approaches. They are:

a) **Digital technology for students-** Here learners use programmes or applications designed for problem solving or open- ended learning.

b) **Digital technology for teachers-** Here teachers use interactive white boards, smart boards or learning platform to facilitate their teaching skills.

Various studies and evidences suggest that digital technology approaches in education should be used to support teaching rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but some have the potential to enable changes in teaching and learning interactions. At classroom level, use of technology was not successfully possible until the teachers lecture delivery mechanism were aided with innovative technologies. Traditionally lecture delivery mechanism was through verbal communication and black boards. Later, through introduction of overhead projectors teachers were able to plan the topic in advance and project it directly. Due to the use of transparent sheet, teachers can reuse the written materials many times. But with the invention of projection through computers, a teacher can update his material easily and freely. At the same time the materials can be printed as well and students are able to obtain it instead of copy them and classroom teaching – learning can be facilitate by students active participation. Thus, through the digital technology, now teachers are equipped with tools to teach effectively. Therefore, we can say that there is a paradigm shift in the classroom teaching-learning environment. With the help of digital technology the classroom has moved from physical to virtual and its focus has changed from mere listening and coping to active participation. In terms of education, this means we should create knowledge that is accessible virtually with the focus on the students and can be achieved through internet. Innovative technology such as e-mails, web notices, discussion forum and video conferencing allows students to access the information without visiting the physical location of delivery. The use of digital technology in education has changed the classroom environment. Now students are getting education in more focused and innovative way. Today's classroom activities are more practical and entertaining, that keep the attention of students always on the subject matter throughout the period. Students are also facilitated by such innovative techniques and understand the subject matter more clearly and comprehensively. Many researchers and studies proved that teaching-learning through innovative digital technology provide more concrete knowledge that last for a long period of time in students' memory.

Digital India Programme

The programme contains tasks that target to make sure that govt. services are available to people digitally and people get advantage of the newest information and connections technological innovation. Gandhi ji felt that 'India resides in its villages,' and technology will help the villages to grow and prosper. Digital libraries, online magazines, e-books can be made available for free which will further help in knowledge sharing. PM Modi rightly said in his speech in San Jose, "*I see technology as a means to empower and as a tool that bridges the distance between hope and opportunity. Social media is reducing social barriers. It connects people on the strength of human values, not identities.*" Technology is a bridge indeed, a bridge that connects the hope that India's villages will be educated and aware to the opportunity of internet and access to information from across the world. 'Digital India' is not just an initiative but a need for this country, where majority of population still does not have access to the world of internet. The Digital India initiative seeks to lay emphasis on e-governance and transform India into a digitally empowered society. It is to ensure that government services are available to citizens electronically. Digital India also aims to transform ease of doing business in the country. The Department of Electronics and Information Technology (deitY) anticipates that this program will have a huge impact on the Ministry of Communication and IT. The program is projected at Rs 1, 13,000 crores which will prepare the country for knowledge-based transformation. It will focus on providing high speed internet services to its citizens and make services available in real time for both online and mobile platform. Government of India is focusing on providing broadband services in all villages of the country, tele-medicine and mobile healthcare services and making the governance more participative.

Major projects under the initiative

Digital India comprises of various initiatives under the single programme each targeted to prepare India for becoming a knowledge economy and for bringing good governance to citizens through synchronized and co-ordinate engagement of the entire Government. Nine projects have been undertaken. These are as follows:

1. **Highways to have broadband services:** Government aims to lay national optical fibre network in all 2.5 lakh gram panchayats. Broadband for the rural will be laid by December 2016 and broadband for all urban will mandate communication infrastructure in new urban development and

buildings. By March 2017, the government aims to provide nationwide information infrastructure.

2. **Easy access to mobile connectivity:** The government is taking steps to ensure that by 2018 all villages are covered through mobile connectivity. The aim is to increase network penetration and cover gaps in all 44,000 villages.

3. **IT Training for Jobs:** This initiative seeks to train 10 million people in towns and villages for IT sector jobs in five years. It also aims to train 0.3 million agents to run viable businesses delivering IT services. Additionally, the project involves training of 0.5 million rural IT workforce in five years and setting up of BPOs in each North-eastern state.

4. **Manufacturing of electronics:** The government is focusing on zero imports of electronics. In order to achieve this, the government aims to put up smart energy meters, micro ATMs, mobile, consumer and medical electronics.

5. **Provide public access to internet:** The government aims to provide internet services to 2.5 lakh villages which comprises of one in every panchayat by March 2017 and 1.5 lakh post offices in the next two years. These post offices will become Multi-Service centres for the people.

6. **E-Governance:** The government aims to improve processes and delivery of services through e-Governance with UIDAI, payment gateway, EDI and mobile platforms. School certificates, voter ID cards will be provided online. This aims for a faster examination of data.

7. **E-Kranti:** This service aims to deliver electronic services to people which deals with health, education, farmers, justice, security and financial inclusion.

8. **Global Information:** Hosting data online and engaging social media platforms for governance is the aim of the government. Information is also easily available for the citizens.

9. **MyGov.in** is a website launched by the government for a 2-way communication between citizens and the government. People can send in their suggestions and comment on various issues raised by the government, like net neutrality.

10. **Early harvest programs:** Government plans to set up Wi-Fi facilities in all universities across the country. Email will be made the primary mode of communication. Aadhar Enabled Biometric Attendance System will be deployed in all central government offices where recording of attendance will be made online.

Initiatives under Digital India Programme for Quality Education

1. **Internet connectivity to all institutions:** The centre has joined with various telecom services providers as well as global technology firms to set up internet service in all educational institutions along with remote areas.

2. **Online courses:** Online portal that provide study material to students free of cost and where courses are taught via digital classroom. Ex- SWAYAM scheme.

3. **Educational Programme:** the government has launched various educational programmes like SWAYAM, SWAYAM Prabha etc.

4. **Digital Libraries:** The government of India has started an online platform that hosts educational content from 148 institutions (40 of them are foreign) in more than 100 languages i.e. National Digital Library of India.

5. **Scheme for Girls Students:** the CBSE under the guidance of Ministry of Human Resources Development launched "Udaan" scheme for enhancing education for girls and to address the challenge of lower girl enrolment rate in Engineering Colleges.

6. **Academic and Scholarship Repositories:** the government has started two online knowledge repositories, firstly the National Academic Depository i.e. storage of all academic awards, certificates and mark sheets. Another is National Scholarship Portal where information regarding all scholarship is available.

Is India ready to be digital

There is no doubt in it. India is ready for this. Immediately with the introduction of this campaign, many organizations came forward to lend their hands for achieving India a digitally equipped country. Organizations like BSNL, Reliance Ltd. are coming forward to spread digitalization among rural areas. And over 42000 villages all over India will be having seamless mobile connectivity by 2018. The Internet Saathi initiative aims to cover 4,500 villages over the next 18 months,

starting with Gujarat, Rajasthan and Jharkhand. India is aiming to achieve universal digital literacy across the country. The prime importance is to make sure every individual can be able to leverage the potential of Digital India. The focus is at least one person in a household should transform into an e-literate. This can be achieved by BBNL which is planning to connect 2, 50,000 panchayats under the scheme. This will ensure the digitization and connectivity of local institutions like panchayats offices, schools, other government offices and libraries etc. India is reforming its government through technology in the name of E-Governance with the advancement of technology and digitalization. Under the e-governance programme, out of 252 schemes planned, 222 services have been provided in short span of time. The nine pillars of Digital India programme clearly confirms that India as a nation is at its nascent stage. One can easily assure that India will be digitally ready in the next three years.

Review of related literature

Though many researchers have been conducted in the field of digital technology, but very few studies have been done on Digital India Programme, as far as the knowledge of the researcher. The present research is concerned in the field of impact of Digital India Programme at higher education. The purpose of this section is to provide a brief review of the researches done in the field.

Kumar, R. and Raur, A. (2005) in their study on "Internet and its use in the Engineering College of Punjab, India: A case study", published in Webology vol.-2, no.-4, analyzed the use of the internet and related issues among the teachers and students of Engineering College of Punjab. A well structured questionnaire was distributed among 960 teachers and students of all the Engineering College of Punjab. The result of the survey also provides information about the benefits of the internet over conventional documents. It was found that internet had become a vital instrument for teaching research and learning process of these respondents.

Atakan, C. et.al. (2008) in their study on "An evolution of the second survey on electronic database usage at Ankara university digital library" examined and compared the level of awareness by academic staff of digital library resources by the two surveys, questionnaires carried out in 2002 and 2005. The findings of the study were consistent that positive results have been observed in two studies conducted during 2002 and 2005.

Narendra Modi (2015), we want to have one mission and target: Take the nation forward- Digitally and Economically.

Ravi Shankar Prasad (2015), digitally it is more for the poor and under privileged. It aims to bridge the gap between the digital haves and have-nots by using technology for citizens.

Sundar Pichai, Satya Nadella, Elon Musk (2016), researched about Digital India Programme and its preparedness to create job opportunities in the information sector. He concluded that creating new jobs should be continued with shifting more workers into high productivity jobs in order to provide long term push to the technological sector in India.

Chaurasia, R. (2016), has explained in her article entitled, "Use of new technique and methods by teachers" that schools, colleges and institutions report, often high dropouts and absentee rates both in rural and urban areas. Research and statistics show that absenteeism due to reasons other than illness, increases with each grades after high school and is very high during degree course at college or university level. It requires a huge responsibility on the part of teachers to attract students. Teachers have little to lose and much to gain by implementing strategies for motivating students to attend class. Teachers can view their role as a facilitator. Here new innovative digital technology can help them to a great extend in cultivate an audience by creating policies, lectures, discussions and other uses of new technology as a technique of teaching.

Satya Nadella(2016), intends to become India's partner in Digital India Programme. He said that his company will set up low cost broadband technology services to 5 lakhs villages across the country.

Chakravarti, B. , Bhalla, A. & Chaturvedi, R. S. (2017), have published in their article entitled "60 Countries- Digital Competitiveness" that digitally the most developing region in the world is Asia with China and Malaysia. We can expect to see plenty of investor and entrepreneurial interest in this region as a result of that the political institutions are stable and supportive. In Asian region India, with many policy-led pushes for digitalization, including Digital India Campaign and initiative to give a boost to digital transactions. However, the level of evolution in the country is very low. More systematic changes are needed to boost digital evolution in this type of environment.

Chaurasia, R. (2018), in her article entitled, "Smart universities in India", describe the concept of "Smart University" is an emerging and fast growing trend in the area of university education. It represents the creative integration of innovative concepts, smart software/hardware systems, smart classrooms with up-to-date technical platforms, smart pedagogy based on modern teaching and learning strategies. Smart University concepts are actively deployed and used by leading universities, academic institutions and training organizations around the world. Further the researcher stressed on approaches to develop smart universities. Approaches to develop Smart University are based on implementation and active utilization of advanced technologies to enhance various aspects of university education to become Smart University. The approaches may be classified as below:

1. Smart campus approach.
2. Smart classroom approach.
3. Smart teaching- learning approach.

India holds an important place in the global education industry. The country has more than 1.5 million schools with over 260 million students enrolled and about 751 universities and 35539 colleges. India has one of the largest higher education systems in the world. The distance education market in India is also expected to grow rapidly during 2016-2020. The current government in India also aimed to raise its current gross enrolment ratio to 30 percent by 2020, will also boost the growth of the education sector in India. As a result of that our universities are also having a great motivation to grow and be smart.

Need and importance of Digital technology in Indian Universities

We are in the age of next level evolution of University education. Therefore we need to develop new conceptual models and identify unique features, systems and technologies for that purpose. As Albert Einstein said, "We cannot solve our problems with the same thinking we used when we created them". This is probably the primary reason behind undergoing researches by multiple researchers and research teams in different parts of the world who are actively working on the development of various design, innovative testing and development of innovative smart technologies, software/hardware and smart device to be implement directly in the educational processes and university campuses. For example research projects on applications of Smart University and smart classroom mainly focus on – Internet, Cloud computing, Virtual reality, Artificial intelligence, Remote labs, Wireless

Sensor Networking (WSN) as well as many other types of emerging and advanced technologies. In several recent years, the area of education has changed devotedly just because the civilization has moved completely from traditional or mechanical to technological. It we take university as a manufacturing unit (factory) then humans are their inputs and outputs. Today each and every individual of any country in the world is a techno savvy. He is depending on modern technology in many ways. As a result of that University education should also upgrade it and must became "Smart University".

Future Prospects of Digital Technology at University level in India

India holds an important place in the global education industry. The country has more than 1.5 million schools with over 260 million students enrolled and about 751 universities and 35539 colleges. India has one of the largest higher education systems in the world. However there is a lot of potential for further development in the education system. India has become the second largest market for e-learning after US. The sector is currently occupies US$ 2 billion and is expected to reach 5.7 billion US$ by 2020. The distance education market in India is expected to grow rapidly during 2016-2020. The current government also aimed to raise its current gross enrolment ratio to 30 percent by 2020 will also boost the growth of the education sector in India. As a result of that our universities are also having a great motivation to grow and be smart. There are some major initiatives taken by the government of India towards making the educational system and universities smart.

- The government of India's think tank the National Institute for Transforming India (NITI Aayog), has entered into a partnership with the state governments for better learning outcomes in the educational sector.

- NITI Aayog is launching the Mentor India Campaign which will bring leaders and students together at more than 900 Atal Thinking Labs in India, as a part of the Atal Innovation Mission.

- The government will going to build six new Indian Institute of Technology (IITs) by March 2024.

- The union budget 2017-2018 has allocated Rs. 17,000 crores (US$ 2.55 billion) towards skilling, employment generation and providing livelihood to millions of youth.

- The government of India and the World Bank have signed a US$ 201.50 million International development association (IDA) credit agreement for the third Technical Educational Quality Improvement Program (TEQIP III), aimed at improving the efficiency, quality and equity of engineering education across the country.

- The catalyst initiative by Indian government and United States agency for international development (USAID) is expected to create awareness about digital literacy among the people of India.

[Note: Exchange rate used: INR 1=US$ 0.015 as on October 6, 2017]

Various government initiatives are being adapted to boost the growth of education and making our universities smart. As a result of that universities are also focusing on new education techniques, like E-learning and M-learning, to become Smart University.

Suggestions and Recommendations:

Taking into consideration the findings of the results certain educational implications can be drawn in order to develop a positive attitude in students about DIP and digital technology.

- In order to improve the quality of teaching- learning process at higher educational level digital technology should be introduced at teacher education.

- In order to facilitate the development of students at higher educational level information about digital technology should be enriched both in the school level and teacher training programme.

- At the teacher training level digital facilities must be used to organize various activities to get improve result.

- The teacher trainees should be given opportunities to prepare and use educational slides – as well as multimedia (including movie, animation, sound, etc.)

- Internet facilities and video conferencing facilities should be extended in all B.Ed. colleges as well as other colleges and university campus so that the teacher trainees and students can make reference to the best resource materials and interact with their colleagues or educational experts.

- The curriculum should be revised and include various educational software developed in the field of education.

- Teacher trainees should be given opportunity for power point presentation or multimedia presentation with multimedia projector while doing practice teaching.

- Online study materials should be provided to the students.

- To get the study material online schools must strive for providing information and communication technology facilities and their active use in the campus.

- In order to attain important lectures of the specialist from the world, the use of digital technology is unavoidable. Hence schools should promote the use of information and communication technology in the campus.

Therefore on the basis of above suggestions it can be said that most of the students in higher education have knowledge and are aware about DIP. But they are not familiar with the technical terms and strategies.

CONCLUSION

India's economy has witnessed a significant economic growth in the recent past by growing 7.3 per cent in 2015 as against 6.9 per cent in 2014. The steps taken by the government in recent times have shown positive results as India's gross domestic product (GDP) at factor cost at constant (2011-12) prices 2014-15 is Rs 106.4 trillion (US$ 1.596 trillion), as against Rs 99.21 trillion (US$ 1.488 trillion) in 2013-14, registering a growth rate of 7.3 per cent. This clearly shows that the Digital India initiative introduced by Indian government has contributed a lot to boost the economy of the country. The Digital India project itself will create employment opportunities for 17 million people directly or indirectly which will help in fighting against unemployment problems in India. Government has planned to give IT training to 100 million students in smaller towns and villages as employment opportunity in IT sector is very high in India. In the next 5 years, India will emerge to be a leader in using IT in sectors like health, defenses, education, agriculture and banking. Also the service sectors will be digitally empowered. In the field of education, it also assures broadband connectivity in all panchayats, schools, libraries and other public places.

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ELUCIDATION ON THE PROBLEMS OF JOB ORIENTED TRAINING COURSES IN RURAL BENGAL

Salil Kumar Dutta

M.Sc., M.Ed., Ph.D

Educator & Freelance Researcher

Email: salil.kr.dutta@gmail.com

ABSTRACT

We have a series of histories on development of education in our country since independence. One of the special goals of Kothari Commission (1964-66) had a bird's eye to increase productivity-include science as a basic component of education and prescribed vocational courses with improvement of research in science and technology. Another emphasize was also given to the role of people in national development. Promoting adult and job oriented education was given stressed on NEP1986 with improvement and development of manpower through research and advanced study. To execute the target of that policy, some courses were running from early 2000 in western part of West Bengal through community development projects under the guidance of technical training institutes. As a result some drop out students was selected to improve their skills. Target was to involve in jobs or to develop entrepreneurial skills. The study is an evaluation of those training components as well as quality of teaching with a special attention on post training status of the participant as trainees. An empirical study is completed through participatory observation and secondary sources are applied to complete the present study.

Key Words: Community development course, problems, teaching and training.

Introduction:

"India lives in its villages"[1]. Factually, the social and educational, economic, and political perspectives, the statement is valid even today. About 70% of the State's population is living in rural areas. People in rural areas should have the same quality of life as is enjoyed by people living in suburban and urban areas. Further there are cascading effects of poverty, dropouts, unemployment, poor and inadequate

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[1] Mahatma Gandhi in his several books and lectures to develop India

infrastructure in rural areas on urban centres causing slums and consequential social and economic tensions manifesting in economic deprivation and urban poverty. In the age group 22-35 years, over 15% in the northern region and 13% in the southern region have access to higher education. In the north-central region, the number is just 10% for men and 6% for women whereas in the northeast, only 8% men and 4% women have access to higher education. The report, brought out by the US-India Policy Institute in Washington, is based on data from the 64th round of NSSO survey 2007-08. It throws up quite a few other interesting facts. For instance, among communities, tribals and dalits fare worst with just 1.8% of them having any higher education. Muslims are almost as badly off, with just 2.1% able to go for further learning. Similarly, just 2% of the rural population is educated beyond higher secondary level, compared to 12% of the urban population and just 3% of women got a college education compared to 6% of men[2].

Hence Rural Development which is concerned with economic growth and social justice, improvement in the living standard of the rural people by providing adequate and quality social services and minimum basic needs becomes essential. The strategy of rural development is mainly focuses on poverty alleviation, better livelihood opportunities, provision of basic amenities and infrastructure facilities through innovative programmes of wage and self-employment. The above goals had been decided to achieve by various programmes support being implemented creating partnership with communities, non-governmental organizations, community based organizations, institutions, PRIs and industrial establishments, while the Department of Rural Development is used to provide logistic supports both on technical and administrative side for programme implementations. Other aspects that were to ultimately lead to transformation of rural life are also being emphasized simultaneously.

The concern for the improvement of education had been at the top of the priorities in India's development agenda since independence. To attain the goal, several commissions were appointed by the government of India from time to time to formulate policies and programmes required to enhance access to participation in education and improve quality of education. The aims of the national policies were also emphasized on job oriented and vocational courses, engagement of different institutions to execute the policies. Prominent among them include: the University

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[2] The Times of India 6th March, 2018

Education Commission (1948-49), the Secondary Education Commission (1952-53), the Education Commission (1964-66), and the National Commission on Teachers - I & II (1983-85). National Policy of Education (1986 and 2016), 42nd (1976) and 86th (2002) Constitutional Amendments (Article 21) and Right to Education Act 2009. Beside these policies, Skill Developed programmes and Advanced Skill Development Programmes are important[3].

The Resolution on National Policy on Education (1968) formulated on the basis of the recommendations of the Education Commission, laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and the development of science and technology, the cultivation of moral and social values, and a closer relation between education and the life of the people. The Resolution stressed the role of education in promoting national progress, a sense of common citizenship and culture, and in strengthening national integration. The National Policy on Education 1986 (revised in 1992) envisaged a National system of education which implies that "up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparative quality".

The 42nd Constitutional Amendment in1976 brought about a fundamental change by transferring education from the State List to the Concurrent List thereby recognizing the importance of the federal structure of our country and giving equal primacy to both the central and state governments as partners in furthering the educational goals in a cohesive manner. Any policy on education has to acknowledge the inter-sectoral and inter-ministerial nature of a holistic education process and the important role to be played by the States. This Policy therefore recognizes the role to be played by the other national level policies such as, the National Policy on Early Childhood Care and Education (ECCE) adopted in 2013, National Youth Policy (NYP), 2014 and the National Policy for Skill Development and Entrepreneurship, 2015 and numerous other State level policies[4].

Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the classroom, thus modifying the nature of the interactions between students and

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[3] MHRD report February 2018
[4] NEP 2016

professors. The governments, the students and their families, the employers, the funds providers increasingly demand value for their money and desire more efficiency through teaching.

The average Indian was 23 years old in 2000[5].It has seen unemployment or underemployment in the villages that has led to influx of rural population to the cities. What is needed is to create a situation so that the migration from rural areas to urban areas comes down. Migration is not always undesirable but it should be the minimum as far as employment is concerned. Rather the situation should be such that people should find it worthwhile to shift themselves from towns and cities to rural areas because of realization of better opportunities there. In other words, migration from rural areas should not only get checked but overpopulated towns and cities should also get decongested[6]. So, Ministry of Human Resource Development (MHRD) made some plans to develop the rural areas by skill development training and through entrepreneurial development initiations. Young people in the age group of 18-35, who are either unemployed or underemployed, is the main target. Essentially they are people who have no alternative sources of funding or assistance. They must have a sound imaginative business idea along with the will and determinations to succeed are mainly included under this programme.

Paschim Medinipur district Profiles:

Paschim Medinipur district was created from the erstwhile Medinipur district on 1st January 2002. And Jhargram distrct was formed on 4th April 2017 after bifurcation of Pascim Medinipur district. Here, I tried to describe as a combined one district as Paschim Medinipur because the project was completed in the jurisdiction of the Paschim Medinipur district and census report is combined with both district. The district is a birth place of many known freedom fighters and social reformers. It is believed that the name *Medinipur* was given by 'Medinikar', a chieftain of the thirteenth century. According to the 2011 census[7] Paschim Medinipur district has a population of 5,943,300, roughly equal to the nation of Eritrea or the US state of Missouri. This gives it a ranking of 14th in India (out of a total of 640). The district has a population density of 607.32 inhabitants per square kilometer and 88.10 percent of them are living in rural areas. Its population growth

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[5] Census of India 2001
[6] MHRD 2009
[7] Census of India2011

rate[8] over the decade 2001-2011 was 14.44 %. Paschim Medinipur has a sex ratio of 960 females for every 1000 males, and a literacy rate of 79.04 %. The district having 290 Gram Panchyats ,7580 villages, out of 33 Community Development Blocks, 18 are declared as backward and about 631 villages are under highly backward with a population of 207508 (District Special Census report 2011).

Location:

22° 15′ 0″ N, 87° 39′ 0″ E22.25, 87.65. Area is about 9786.00 Sq. Km. Paschim Medinipur is surrounded by districts Hooghly and Purba Medinipur district in the East, Singhbhum district of Jharkhand and Purulia district in West, district Bankura and Purulia in the North, and Balasore & Mayurbhanj districts of Orissa in the South. Majority of the population depends on agricultural activity for living. Rice, legumes, corn, and oilseeds are the main crops grown in the district.[9]

Economy:

In 2006 the Ministry of Panchayati Raj named Paschim Medinipur one of the country's 250 most[10] backward districts (out of a total of 640). It is one of the eleven districts in West Bengal currently receiving funds from the Backward Regions Grant Fund Programme (BRGF).

Intention of this study:

The present study is trying to focus on the status of a group of youth trainees who were skillfully trained under the Extension Centers of Skill Development Programme. The basic criterion of them was dropout rural youths and selected directly to train up by the help of a Community Development project under the Government technical institute established in the western part of Paschim Medinipur district in West Bengal. All the trainers are either an experienced faculty of the institute or trained personnel who are having experience of practical as well as theoretical bases to fit for the project traits. The project of skill development training was formulated under National Policy on Education 1986 (revised in 1992) of MHRD of India. As the district has about 87% of the population living in rural areas, high percentage of dropout rate in schools and even higher education; most of the people have only engagement in rain fed agriculture, very poor and year after years spending without a fixed income generation.

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[8] Family planning in India
[9] http://paschimmedinipur.gov.in/district/index.php dt. 18.02.2012
[10] Poverty in India

The People:

Two financial years from April 2010 to March 2012 was sampled purposively from a running skill development programme. They are distributed in many villages of the district. The trained up youths have successfully completed 180(prescribed and facts) hours skill development training programme along with an entrepreneurial development awareness workshop and facing the real situations. They are either having self employed or involved as wage employed in many working places. Some of them are not utilizing the training experience to achieve better socio-economic life or progress. The population has been studied after a three years period of completion of training programmes.

Data collection and management:

All the trained up youths of two consecutive financial years (2010-2011 and 2011-2012) have been surveyed in December 2012and December 2017 to know their present status and progress. I met respectively with both trainees and trainers selected on the programme to observe through participatory mode of data collection process of these two years training programmes.   Simple percentage and graphs/charts are adopted for data management (only descriptions of the tables are utilized). Face to face interview, case study methods and group interviews are being documented with photographic records. Secondary data collected from different websites of cyber worlds. Some hard copies also observed from the reliable and authentic sources like coordinator attached with organizing (extension centres) institutions.

Findings:

Aims of the Scheme of Community Development through Polytechnics:

About 75% (MHRD, GOI, 2009) of India's population lives in about six lac villages. There is a visible difference in rural and urban, rich and poor, highly educated and lesser-educated, forward and backward areas. While resourceful people, particularly those living in urban areas, have had access to better education and professional training, but vast majority of those who live in rural areas and slums are lesser educated and hardly undergo any technical, professional and vocational training. In fact, for most of such people, quality education and higher technical and professional education is unaffordable. In terms of career options, such lesser educated and not so fortunate people tend to work in low paid unorganized sector. Such non-formal skill training should attract beneficiaries from

all cross-sections of Indian society with special emphasis on SCs/STs, OBCs, women, school dropouts, minorities, physically disabled, economically weaker sections of the society and other under-privileged persons.

Technology divide is clearly visible in Indian urban and rural society. Vast majority of Indian urban population and small fraction of those who live in rural areas and slums enjoy the benefits of modern technologies. Vast majority of rural people and those living in slums require assistance in adopting appropriate technology for benefiting from investment in science and technology and enhancing their productivity and standard of living. There is, therefore, an immediate need to evolve a vast network, which can help in adoption of appropriate technologies among the rural people and slum dwellers. Sustainable use of technology by such people would involve technology demonstration, repair and maintenance services, counseling, consultancy services, and free service camps from time to time. More than 1419 polytechnics and equivalent technical institutions exhibit potential to provide skill training to millions of youth through their own facilities and by establishing extension centres in collaboration with ITIs, KVKs, Vocational Institutes and NGOs. These polytechnics can also render useful services in adoption of appropriate technologies and providing technical and support services to rural people and slum dwellers. AICTE approved polytechnics are considered to be a viable vehicle for providing the intended services as mentioned above.

The rationale for choosing AICTE approved Polytechnics for the implementation of Scheme of Community Development through Polytechnics is based on the fact that AICTE approved Polytechnics are equipped with the following type of resources:

i.   Polytechnics are equipped with physical facilities in the form of buildings, lecture halls, laboratories, workshops, hostels etc. which could be used as Knowledge and Skill Centres for rural community and slums dwellers;

ii. Polytechnics have qualified and trained faculty who can scientifically formulate, implement and monitor community oriented programs and projects especially where the activity of adoption of appropriate technology is involved;

iii. Polytechnics have technicians and craftsmen (artisan) whose services can be utilized to some extent for imparting skill training and adoption of appropriate technologies.

iv.   Students of Polytechnics could be of tremendous help in making meaningful contribution to community and rural development.

Polytechnics can, therefore, render vital assistance in the community development work. This, they can do partly by utilizing their own resources and partly by mobilizing the resources available at the higher technological institutions. The involvement of Polytechnics in implementing the Scheme of Community Development through Polytechnics is need of the hour.

Objectives of the Scheme

The main objectives of the scheme are:

- To Carry out Need Assessment Surveys to assess the technology and training needs;

- To Impart Skill Development Training to the intended target groups;

- To disseminate Appropriate Technologies for productivity enhancement;

- To provide Technical and Support Services to rural masses and slums dwellers;

- To create Awareness among the target groups about technological advancement and contemporary issues of importance.

Paschim Medinipur district of West Bengal (presently Jhargram) having two polytechnics, one of them have opted the CDTP scheme from MHRD, GOI, and implementing its projects in remote areas situated at Jhargram.

The legitimacy:

Collected data compiled, compared and analyzed with same techniques after first six months of the completion of training and apprentice and after three consecutive years; result shown different. All the recruitments were done through proper advertisement and based on MHRD selection procedures. A board of five members including Principal, Project Coordinator and at least a Faculty member of that trade (these three personals are from the institute), Sub divisional Industrial Development Officer, Project Consultant (Contractual). All the trainers are either an experienced faculty of the institute or trained personnel who are having experience of practical as well as theoretical bases to fit for the project traits appointed for the period of at least six months or more on the demands of the project as contract basis. The Extension centers are selected through credential experienced based Non-Governmental organizations of the local area. The trades are selected on demand of

the people of the locality and preferred trainees with main target on local resource utilizations of pre and post training periods (preferred on Need Based Analysis). All the trainees had a basic interest on that particular trade where they applied for.

The people (trainees) who have completed some proper training from the training programmes organized by the government institutions either through direct or extension centres faced lots of problems. Those who have started the entrepreneurial in their own settings are still waiting for the loan or the grants which all are pending or hanging under the (so called) pipe line or the complex bureaucratic systems.

The trained youths, who have completed skill development training through a technical institution by the use of extension centres or directly at the main centres were linked with five Extension Centres organized by the scheme of Community Development through Polytechnics (CDTP) in 2010-2011-2012. The extension centres were distributed from town slums to outmost boarding villages of the district situated from centre to corner. Beneficiaries were come and participated at the training centres from nearly 70 villages of their general, OBCs, tribal and the Scheduled Castes categories with a good numbers of Minority community and women of sections from the backward regions.

There were five different trades to train up the rural youths, who were trained by the qualified trainer posted from the polytechnic for better training. The CDTP have directly monitored the entire programme of the extension the centres and at home centres too. They supplied all materials including some recurring expenditures. The beneficiaries were selected from the local dropout youths (above class eight or more) and age between 18years to 35 years. Most of them (98%) have successfully completed the training with a practical setup for a period of at list six months. They recorded declarations from the Block Industrial Development Authority, political leaders and as well as the banker's, all are promised to obtain each kind of help during the time of valedictory sessions of the training programmes. They got the deserved certificates after completing their training programmes. The trades and trainees were selected trough the need base analysis and adopted by people on demand and priorities, where surrounding villagers and nonprofit organizations were participated to made the programme successful. About 160 trainees from 70 villages had been preferred by 11 meetings conducted at village setup by the organizer. Trades like: Two Wheeler Servicing and Repairing, Motor Driving, Beautician, Electrical Wiring and Carpentry are trained at the

stipulated centres. The findings observed about 78.87% male and 21.13% females with 14.08%, 8.45%, 13.38%, 6.34% and 57.75% of SC, ST, OBCs, Minorities and financially very poor background general people are respectively selected and participated at the training programmes. Among the beneficiaries, engagement were in courses of Beautician (33%), Motor Driving (12%), Two Wheeler Servicing and Repairing (40%), Electrical Wiring (40%) and Carpentry (40%).Self Employment is very less in number.

After completion of the course and getting certificate with an exposure of practical hand and apprentice of each of the trainees about 4.46% and 20% men and women beneficiaries were engaged for self employments respectively. Rest of the people either have no engagement (42.22%) or working as a casual basis (33.32%) in different entrepreneurs.

Comprehensive observations was made to all the extension centres, trainees and as well as their working areas intensively.

Women are improved with engagement in service sectors, almost 70% of them were working for a daily based and contract on demand at home service section, and men are still in same position with a bit of salary and status improvements in their working place. No bank permitted loan to them. After several contacts with banks and getting no loan, 12% of the non-engaged beneficiaries are inaugurated entrepreneurships by their own; they mortgaged land and property (high interest rate agreements) to local money lenders.

Conclusion: looking on achievement and failure:

MHRD Annual Report 2012-13, UGC Annual report 2011-12, UGC report on HE in India 2011, "'Lack of quality faculty affecting higher education'," The Indian Express, "Only 10% fresh graduates and 25% MBA pass outs are employable, says TISS study," DNA India, "Poor quality of curriculum hindering higher education system: Parliamentary Panel,"[11]. Theoretically, here, the engaged persons of the trained youths are earning, practically they are very much frustrated for their payment system. The owner of the entrepreneurial or any organization treating them unskilled so as they are working almost bare handed. Some of them are getting either a breakfast or a breakfast with a meal. Getting cash before completion of one year apprenticeship is very difficult. As a result the participants

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[11] The Economic Times, Presidentofindia.nic.in, EY analysis

are facing problems to carrying on their day to day life or the family life. Spending almost six months for training period, another one or two months for the result and valedictory session with an entrepreneurial training and bankers meeting needed a total of almost seven or eight months. To find a job or to establish an entrepreneurial setting after completion of all sessions is very difficult within a couple of month or so on. The drop out youths have a tendency to find out a job like a day labourers to earn daily cash for livelihood and thus the family is depend either on them and or their cash or both. The assurance of loan after training to open an unit for production or service though initially attract them but the crunch of monitory support made them disheartened and forced them to search for another job or engagement to earn a ready cash.

On the other side, the people who have some capital and mentality to establish a mini productive or service unit is invested a lump sum in the beginning but unable continue or run easily as the bankers which they promised are failed due to many unknown and unexplained causes. The scarcity of money to carrying on the family also some time forced them to expense the cash of the capital either from the self investment or had received from the bank as loan. But the incidence is not found in this population; the story is told by a bank supervisor when the question asked against bank loan and the promise on final day of the training period.

In developing zones like the hamlets or slums of the district town and big towns, some cases found interesting; here, some of them are managed to earn a handsome as they are giving services to the party at their home as like as professional. This type of services are brings some extra benefits also, recognition and satisfaction of the party make a good relation to the near and dear of the receivers but it also invites another type of problem which may provoke the provider to enter into the dark side of the profession. The ultimate result is again forced the service provider to select properly which almost impossible for a newcomer in the profession like Beautician and Masseur. Still the most independent and successful beneficiaries are come out from these trades.

Other trades like, Two Wheeler Servicing and Repairing, Electrical Wiring, Carpentry and Motor Driving trades are very popular but independently successful beneficiaries are especially less in numbers. A probable cause is behind of it is less skill development in training period. Risk is another factor to enter in this world. Looking handsome profit generation from any entrepreneurial establishment at the very early is difficult but the scarcity in the family required cracking the capital. To

avoid the risk factors beneficiaries are more attracted to wage employment than to establish an entrepreneurial exploration.

The foregoing sections carry a fundamental massage that notwithstanding money and other support, successful entrepreneurship calls for cultivation and development of certain characteristic traits in individuals. While there is no sacrosanct model or formula as to taking a plunge in entrepreneurship, experience, however show that a methodical approach often becomes beneficial. Style, approach, management etc. will be different for different individuals having some inborn traits. However, certain characteristics, attitude can be inculcated in individuals through well designed training programs. Since the road to successful entrepreneurship is not strewn with rose petals, one must make a conscious effort to understand the risks and pitfalls associated with the venture.

Getting a certificate from a training centre and thinking for another and so on is a trend for some youths, so to choose a real beneficiary is more than important to increase the numbers of them. Here screening is more important than any other process to run the training centre. Before beginning a training centre very seriously need to examine the survey analysis done by the nonprofit organization or the other sources. Manipulation of the report is very common nature of the agencies who would like to adapt training or an extension centre. Flexibility to monitoring the extension centres by the Community Development Consultant and other associates employed externally to the main centres is another important factor to develop and run the programme perfectly. The hurdles of technical institutes from their bureaucratic mentality applied on the student and staffs of the institute premises should have to mop up when the external or the extension centres are being chosen. The most conclusive remarks of five focus group discussion , ten group interviews and fifty five personal case studies reflects that flexibility and openness to the beneficiaries and diminution of banking procedure with a fresh non political and unbiased selection may bring an absolute success of the programme. In this highly crisis moment, if the programme will have to bring a success then the people's voice may help to improve the thought process of the authority and to develop the community as a whole.

Recommendations:

Identify sectors/topics that are of relevance to industry to conduct applied research and develop platforms (forums, seminars, portals) for industry-academia collaboration and establish nodal agencies to coordinate these.

Encourage 'Foundation Institutions' to conduct research that is relevant to the economic and social requirements of the respective district/block in which they are located. This would lead to social and economic upliftment of the block/district. At Niagara University (US), faculty and students work with community leaders in the village of Youngstown to conduct research and find means of maximizing its economic development through tourism.

The University of Victoria's (Canada) Human and Social Development Department combines the efforts of the community and university to undertake research in public health, community development, and health information technology.

Incentivize/ provide funding for community-focused (or region-specific) development-oriented research. Incentivize faculty and students to conduct community-focused research. Ensure active participation of local industry.[12] Provide funding for development of research oriented infrastructure and to develop industry academia collaboration for collaborative research and encourage corporate endowments for engagement of skilled workers.

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IDEAL TEACHER: AN EDUCATIONAL IMPLICATION OF BHAGABAT GITA

Debasish Chatterjee

Assistant Professor, Department of Education
Derozio Memorial College, Kol-136, West Bengal, India
e.mail- gng.deba@gmail.com

ABSTRACT

Teacher is the 1st element of education. The functions of the teachers are not only to teach the students, but to protect society and culture from any harmful events. Various great educators tried to define teachers in various ways and times. But from very primitive ancient education in India, teacher is called Guru. Though the job of teachers is inherent or acquired is a controversial issue, but in this present study, researcher tried to feel proud to analyse the definition and characteristics of teacher in perspective of Srimad Bhagabat Gita. Bhagabat Gita is not only a religious book, but also a revealed book, with full of philosophical thought. During the time of answering of all questions of Arjuna, Lord Krishna explained the definition of ideal teachers, their duties and responsibilities from various angels. He told them as 'Sthitaprajja' in that holy book. Present study tried to find out the characteristics of those types of ideal teacher from educational perspective, and their relevancy in present day scenario.

Key word- teacher, Guru, Bhagabat Gita, Sthitaprajja

Introduction:

Teacher is the 1st element of education. The functions of the teachers are not only to teach the students, but to protect society and culture from any harmful events. However, teachers are playing two equal roles— teaching & role-modelling. To the former, they help their students to gain success in their academic achievement. So it is necessary for them to develop their quality of teaching and positive attitude towards teaching.

But besides development of academic achievement, role-modeling activity is very essential for them as they're parent-surrogates (Mussen et al.,1956) on developing personalities in their process of maturation and development.

A teacher plays a vital role in melding & shaping the personalities of students (Paul, 1999), whereas other working classes like Office-employed or self-employed persons have no responsibilities like these. Thus the formers, as role–models should have some dignified and human qualities by identifications of which their pupils will become such adults that the society would feel proud of its citizens.

Various great educators tried to define teachers in various ways and times. In the context of quality of teacher, Vivekananda said "one should live from his boyhood with one whose character is a blazing fire and should have before him a living example of highest teaching." On the other hand Gandhiji stressed the devotion and scarification of teachers. He told "one who cannot take the place of mother, cannot be a teacher." Aurobindo said that teaching is inborn essential spirit of a teacher.

But from very primitive ancient history of education, the concept of teacher is within us. In Brahmanik system of education, teacher is called "Guru", and the learner is called "Shishya". The entire residential system of education is called "Antyebas".

In this present study, researcher tried to feel proud to analyse the definition and characteristics of teacher in perspective of Srimad Bhagabat Gita. Bhagabat Gita is not only a religious book, but also a revealed book, with full of philosophical thought. The confidential teaching of the Gita are – acquisition of knowledge on a persuit of karma-Yoga. The more confidential teaching consists in the knowledge based on self introspection with the help of meditation or Dhyana-Yoga, and the most confidential massage is the devotional services for highest pleasure of life. Without devotion, Jnana or Karma alone has no value.

We may derive the true meaning of education through the virtuous knowledge (Satwika Gyan) as emphasized by Krishna (18:20). Virtuous knowledge is that through which we perceive unity in diversity and sense the Brahma (i.e., God or Parmeshwar) in all the creatures on this earth. Thus we may accept according to the philosophy of Gita that true education is that which helps one to see the existence of God (i.e., Brahma) in the soul of an individual Arjun was delusioned at the start of the battle.

Krishna (his Guru) helps him to see the whole epitomised in one individual Krishna, i.e., God Himself. Thus Krishna tries to help Arjun to see point that he (Arjun) cannot kill any one's soul which resides in Brahma (God) Himself.

Many studies have already been done about the educational philosophy of Bhagabat Gita. Srivastava (2016) told on the value oriented education regarding Bhagabat Gita's teaching. Priyanka Rani (2013), worked on the effect of Bhagabat Gita in the present Scenario of education. She tried to identify the aims & objectives of education curriculum, method and discipline of education in the highlight of Bhagabat Gita. Michael C. Dillbeck (1991), analysed the psychology of Gita in his paper 'The Bhagabat Gita: A case study in Vedic psychology'. Ramchandram Manickam (2015) worked on the need of Bhagabat Gita in the present scenario of professional education. Swami Krishnananda (2017), explained the philosophy of Bhagabat Gita. In 'Meaning of education of Bhagabat Gita. Ghimire, J. (2013) provided the comparative study of educational philosophy in the east & west.

But not a single study was found on the definition and characteristics of an ideal teacher in the perspective of Bhagabat Gita. Therefore present study dug in that corner.

Objectives of the study:

Present study attempts at:

1. To find out the definition and characteristics of an ideal teacher in respect of Bhagabat Gita.

2. To find out the duties and responsibilities of teachers in perspective of Bhagabat Gita.

Method:

Present study develops by the analyses of two types of data-

1. Primary source- the main slokas of Bhagabat Gita.

2. Secondary source- various explanation of Bhagabat Gita by many laureates like Biswanath Chakraborty, Vakti Vedanta Saraswati, Tridandi Goswami, etc.

Discussion:

To reach the major objectives, investigator 1st tried to define an ideal teacher along with their characteristics in the highlight of Bhagabat Gita. And then the duties & responsibilities of them are to be found.

Definition of teacher:

According to Gita, teacher is called 'Acharya'- a spiritual guide or the "sat-guru". A divine agent who is thoroughly versed in the 'Sastraic-lore', another name

of the teacher is 'Srhitaprajja' , which means one who has reached the state of placidity or serenity.

Prajahaati jada Kaman sarvan partha manogatan

Atmanyeba atmana tustaha sthitaprajja stad ucchate. (2/55)

That means when a jiva relinquishes all mental desires and become contented in self with the realisation of the soul, he is said to be sthitaprajja (well founded in wisdom).

Characteristics of an ideal teacher:

From the view point of Gita, many qualities of ideal teacher may be framed. Such as –

1. Ideal teachers should **control their emotion**. He is always out of anger, fear, sorrow and happiness. He is free from all perturbation despite physical, mental and social sufferings, he is indifferent from pleasure and pains and he has full control over his senses.

    Dukhheswanudbighna mona, sukheshu bigata spriha,

    Bita raga voi krodha, sthitodhi muniruchhate. (2/56)

    A jiva who is unperturbed by any sort of affection and is free from desires for enjoyment and from all kinds of attachments, fear and anger is said to be a truly wise self-controlled sage(teacher).

2. Teachers' **wisdom** is well founded. He is neither exultant nor despondent under good or evil circumstances. So long as the physical body continues to exist, the question of mundane gain or loss is an inevitable factor, but he who pays no heed to either of them possesses serenity of mind.

    Jah sarvatranavisnehasttwat prappya suvasuvam

    Navinandati na dewsti tasswa prajja protisthita. (2/57)

3. A wise man fully **controls his senses** from their object as the tortoise withdraws its limbs, his wisdom is well founded. A truly wise person uses their senses at his own free will. He have controlled all the senses should live fully devoted to me(god).

    Jada sangharate chayang kurmo-anganiba sarvwsah

    Indrianindriyarthevya staswa prajja protisthista. …..

    Tani sarvani sangjammya yukta asita matparah

Base hi jasyendriyani tasswa prajja protisthita. (2/58, 2/61)

4. A wise person (Pandit) stays his **buoyancy**. He is not defeated by any obstacles. A truly wise lament neither for the living nor for the dead.

Gotasunogotasungscha nanusochonti pandita. (2/11)

5. Teacher always performs unselfish **devotional service** gets rid of both virtue and vice in this very life. This unselfish devotion is the secret of performing duties.

Buddhi yukta jahatiho uve sukrita-duskrite

Tasmad yogaya yujaswa yoga karmasu kousalam. (2/50)

6. A teacher consists **full of transcendental knowledge.** It is superior to the performances of ceremonial rites and sacrifices known as 'Karma-yajna'. In this world, there is nothing so pure as transcendental knowledge.he who has attained successin karma-yoga realizes that knowledge, in due course, in his own real self.

Na hi yajnena sadrisang pabitramiha bidyate

Tat swayang yogasangsiddha kalenatmani bindati. (4/38)

7. **Placidity** is another quality of an ideal teacher. He who having been attained, there is the end of all his miseries. For, the wisdom of a placid mind becomes steadfast in no time.

Prosade sarva dukhshanam haniraswapajayate

Prosannochataso hashu buddhihi prajabatisthate. (2/65)

8. A teacher is full of **contentment**. He is always satisfied with whatever he gets without trying for it, and is harmonised or well balanced in success and failure. He performs actions for the maintenance of his livelihood keeping his body mind and senses.

Jadricchalavosantusto dwandatito bimatsarah

Samah siddhabasiddhou cha kritwapi na nibadhyate. (4/22)

9. **Objectivity** is another quality of an ideal teacher. The person who having controlled in mind and the senses, performs with the organs of work desireless service, without being attached to it, is superior.

Jastindriyani manasa niyamyaravateyarjuna

Karmendriyei karmayogasakto sa bisiswate. (3/7)

10. A teacher should be **progressive minded**. He works without narrow aims of desires. When he burns his desirable actions by the fire of spiritual knowledge he becomes a pandit(wise) person.

Jaswa sarve samarambhah kamasangkalpa barjita

Yajnagnidagdhakarmang tamahu panditam budha. (4/19)

11. Teacher always tries **to solve the problems** of his own and others. Problematic actions do not at all bind him who has consecrated all the efforts to god, his problem has destroyed by his transcendental knowledge.

Yogasangnyastakarmanam yajnasangcchinnasangsayam

Atmabantang na karmaninibadhnanti dhananjaya. (4/41)

12. A pandit person always possesses **bias less mentality**. According to his vision, all are equal. Thus a teacher is called 'samadarshi' who visualises the eaternal existences of god in a wise man, or foolish person, or dog or elephant or cow etc. Also he regards alike his well-wishers, friends, foes, neutrals, mediators, evil-doers, relatives, the pious and the sinful. Clay, stone, and gold all are alike from his mind, because all of them are to him nothing but the variation of earth.

Vidya-vinaya-sampanne bramhane gobi hastini

Shunichaiba swapake cha pandita samadarsinah. (5/18)

Yajnabigjanatriptama kutastho bijitendriya

Yukta ityutcchate yogi samalostrashmakanchana.

Suhridmitrajudasinamadhyastha dweshabandhusu

Sadhuswapi cha papeshu samabuddhi bisishwate. (6/8-9)

13. Teacher always knows how to be a **well being** person. He who possesses firm faith in absolute soul, and has subdued his senses, attains peace education.

Sraddhaban lovote yajnam tatparah sangjatendriyah

Yajnam labhdha parang shantimachirenadhigacchati. (4/39)

14. Teacher should be always **considerable minded**. He is called karma-sannyashi, due to his neither love nor hatred for the fruits of actions, and having giving upall is easily released from all bounds of actions.

Yejyah sa nityasannyashi jo na dwesti na kangkhati

Nirdwando hi mahabaho sukham bandhat pramucchate. (5/3)

15. Teacher is a **reliable person** for all over the world. Others follow him by the behaviour. Commoners perform what that great man does. They follow what he accepts as standard of actions.

Jadjadacharati sreshthastwattadebataro janah

Sa jat promang kurute lokastadanubartate. (3/21)

16. Also a teacher has **physical fitness**. He should healthy in his body and mind. Thus he should maintain his fitness by practicing yoga. Over eating or under eating, over sleeping or under sleeping both are impediments to yoga. He who is moderate in eating and enjoyments, sleeping and walking, and self restraint in his enterprises, attains yoga or tranquillity of mind which frees him from all sorts of afflictions.

Yuktaharabiharaswa yuktachestaswa karmasu

Yuktaswapnababodhaswa yogo bhabati dukkhoha. (6/17)

Duties and responsibilities of a teacher:

To find out the 2nd issue, researcher tried to identify the functions of an ideal teacher in perspective of Bhagabat Gita. Such as-

I. To develop virtuous knowledge:

Our students, like all of suffer from ignorance of virtuous knowledge. In Gita Krishna remark Arjun's ignorance and motivates him towards performing his duty. From this position it is concluded that an ideal teacher should remove ignorance and provide the virtuous knowledge among their students.

II. To develop and effect sublimation of personality:

Everyone's personality is equipped with evil (Asuri) and virtuous (Daivi-godly) traits. In other words, Kauravas (Asuri) and Pandavas (the virtuous) exist in each of us.

Krishna awakens in Arjun the virtuous powers inherent in him and motivates him towards the right path. This is exactly what a Guru should do for his disciple. Thus an ideal teacher develop and sublimate the personality of the student.

III. To co-ordinate between the individual and social aim:

In the battle-field Arjun is lost between his individual freedom and the social responsibility. His individual freedom was to fight or not to fight.

The social responsibility warranted his participation in the battle for punishing the evil-doers for establishing peace in the land. Krishna impresses upon him to sacrifice his individual freedom and take up the Gandeev for annihilating the wicked persons and their allies.

Thus, according to Gita, it is concluded that 'one of the chief duties of an ideal teacher should affect a co-ordination between the individual and social aspects of things.

IV. To develop the inner consciousness:

Arjun desires to keep himself away from the ghastly battlefield. Krishna does not want to force him against his will. Instead, he (Krishna) takes recourse to logical reasoning's and tries to convince Arjun about his sacred self- duty (Swadharma).

Ultimately, on his own, Arjun decides to fight against his opponents. Thus Krishna, his Guru and Friend, succeeds in awakening the inner consciousness (Anthahakaran). This is exactly the function of an ideal teacher, that we should follow in the field of education.

V. To develop intellectual and logical ability:

Arjun expresses his doubt regarding the utility of battle. His doubt is at the root of preaching's of Gita. Krishna employs his intellectual and logical ability for removing Arjun's doubt.

Thus the main purpose of the philosophy of Gita is to develop the intellectual and logical ability of Arjun (the common man) in order that he may be able to take his own decision in the face of alternatives this should be our ideal of education also. Hence one of the responsibilities of teacher is to develop the intellectual logical and spiritual ability of learners.

Vi. To establish the importance of duty:

One can be happy only by establishing a balance between one's rights and duties. Krishna tells Arjun that nothing is greater than performance of one's duty (Swadharma-palan). It is very necessary to emphasize this viewpoint before the students of these days. If our students develop this attitude towards life, then this very earth will become a Heaven. Thus a teacher must 1st teach to establish the importance of duty of students in their own field.

Vii. To serve the social cohesion:

One of the major contributions of Bhagabat Gita is to develop social cohesion. "Je jatha mam propadyante, tangsthaiba vajaamhyam". That means give and take policy is to be admissible between god and devotee. In present day, tri polar system of education, teacher and taught both are bi-variants of education process.

Conclusion:

Present day is the day of science and technology. Men run towards the goal of happiness, and money. They are always busy for dashing and pushing to each other. Education also be treated as invest and profit system. Therefore value and morality gradually decreases. In this scenario, it is very much relevant to find out an ideal teacher in our society. Bhagabat Gita serve us the ride path to search an ideal teacher, which is very much essential in our society. This paper identified the qualities, duties, responsibilities, and definition of an ideal teacher. If it will be implemented in our society, then it will be possible to eradicate many harmful events of present day life.

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MITIGATING ABSENTEEISM AMONG ELEMENTARY SCHOOL STUDENTS

Dr. Rajwinder Kaur

Assistant Professor,Dev Samaj College of Education for Women, Ferozepur
Email:dr.rajwinder78@gmail.com

Introduction

There is no denying the fact that problem of absenteeism among elementary school children is very serious in Government Schools, more so in backward areas. Absenteeism is the major cause which leads to, the drop out of the child from the school. This problem is great hindrance in achieving the long cherished objective of universalization of elementary education. The investigator seeks to mitigate absenteeism among the children and to reduce drop out rate through this action Research Project.

Objectives of the Study

The major objective of this research is to mitigate absenteeism. The specific objectives are listed below:

1. To look into the reasons of absenteeism in the sample school.

2. To motivate the teachers to make teaching and learning joyful in the sample school.

3. To encourage the teachers to make school environment child friendly in the sample school.

4. To create student's interest in the sample school.

5. To ensure maximum participation of parents / guardian in PT meets and make such meetings more effective, and motivate them to participate in the activities of the sample school.

6. To convince teachers about the importance of co-curricular activities in the sample school.

7. To involve different stakeholders in the development of the sample school.

Profile of the Sample School

The name of the sample school is Govt. Elementary School. This school falls in District Ferozepur.   At the time of initiating this action research, 99 students

were enrolled in this school, out of which 44 were boys and 55 were girls. All the students belong to poor section of the society. Almost half of the students came from slum area of the locality. The school campus housed three institutions. One is primary school (the sample school) which has two-class rooms and one CRC room with veranda apart from a functional kitchen. The second institute was Govt. Middle School. Three Anganwari centers are also working in this campus. Regarding facilities in the sample school; it has toilet facilities, functional submersible pump and electricity supply. There is a common playground in the campus. The general outlook of the school is hot so bad. The school had three teachers. The teacher-pupil ratio of the school was 1:33. There was an IE volunteer who cared for children with special needs. There are four children in school identified with special needs. There are 407 houses in the village and its population is 45001.

Profile of the School Staff

There were three teachers in the school namely-Smt. Reeta Kumari (B.A,B.Ed), Smt. Jaspal Kaur (M.A. B.Ed) and Smt. Sonia (B.A, B.Ed). All the teachers were regular and punctual. They all took keen interest in the work of the school. Smt, Reeta Kumari was working as an incharge head teacher. She taught to 1st and 2nd class. Smt. Jaspal Kaur taught 4th standard and aptly used innovative techniques in transacting her curriculum. Smt. Sonia was class teacher of 3rd and 5th standard. All teachers used TLM in their teaching and had interest in co-curricular activities. Smt. Reeta Kumari took interest in the cleanliness of the school campus.

Steps to achieve the objectives of this action research project

1. Investigator himself interacted with the teachers, students and fellow students, parents and other stakeholders to collect the reasons of absenteeism. He prepared four lists of reasons of absenteeism separately from parents, teachers, students and fellow students. Appropriate steps/ strategies were implemented to cope up the reasons of absenteeism

2. Investigator motivated the teachers by delivering a model lesson to the teacher of subject Punjabi class 2nd /3rd on topic Diwali. Effective transaction of prudently prepared lesson plan helped teachers to make teaching learning joyful, to make school environment child friendly and to create students interest in the school.

3. Investigator interacted with the members, teachers and parents to develop the school infrastructure and to achieve quality education. He himself

participated in the co-curricular activities like poem recitation, singing, quiz, dancing and games to convince teachers to achieve the objective of importance of co-curricular activities. After that students came to school without fear.

Sample

To fulfill the objectives of this study, the investigator has choosen Government Primary School, Ferozpur. He had an idea of the strengths and weakness of this school, its teachers and students, as investigator had visited this school for one reason or the other, he knew that there was problem of absenteeism in this school. Class-wise strength in the Sample school is reported in Table 6.1.

Table 6.1: Class wise Students' Strength in the Sample School

Sr. No	Class	Number of Students
1.	1st	7
2.	2nd	20
3	3rd	30
4	4th	20
5	5th	19
	Total	96

Development and Implementation of Plan

This action research could be completed by paying as many as 8 visits to the sample school over a period of 10 months. The work was initiated in the mid of April, 2010 and concluded in October 2010. A follow up visit was also made during the report writing phase in March 2011. The visit-wise work is narrated as under:

Visit 1st (April 16, 2010)

Investigator reached the school at 9 o'clock. First of all he explained to the staff of the school, the purpose of his visit i.e. to mitigate absenteeism among the school children. Investigator requested the school head to cooperate in completion of the project. He interacted with other teachers in brief; there were three teachers in the school one of them working as head. Then investigator visited each class. He took the attendance on that day- out of total of 96 students only 77 were present. The percentage of absenteeism was 19.8%. As the investigator happened to pass by the sample school the next day for some other purpose he took attendance and found

that 57 students were present out of 96 Investigator paid another unplanned visit to the school surprisingly on April 20, 2010 and noted down the attendance as only 65 students were present out of 96. The percentage of absenteeism was 31.58% Comparative attendance in the sample school is presented in table-6.2.

Table 6.2: Class-wise Attendance * in the School During the Initial Phase of Action Research

Date of Visit	1st Class	2nd Class	3rd Class	4th Class	5th Class	Total	%age of absenteeism
16.04.2010	5/7	15/20	24/30	17/20	16/19	77/96	19.8%
17.04.2010	3/7	7/19	19/30	13/20	15/19	57/95	40%
20.04.2010	6/7	13/19	21/30	11/20	14/19	65/95	31.58%

Note *attendance is described as no. of students present / total students in the class.

With the help of teachers and students the investigator prepared a class-wise list of students who were frequently absent in the school. The list of students is given in appendix 6.1. As many as 10 students were sorted out.

Visit 2nd (May 11, 2010)

Investigator reached the school at 8 O'clock. At that time morning assembly was going on. Only two teachers were present at that time. Mrs. Jaspal Kaur was on leave. Students were taking active participation in the morning assembly. The investigator had already sorted out the list of students which were frequently absent or truant in the school. He focused on that list and interacted with the teachers, students, fellow students and parents regarding the frequently absent students. Investigator prepared a table of frequently absent children along with reasons of absenteeism briefly consolidated in Table 6.4 and four long lists of reasons of absenteeism by interaction/discussion with the students, teachers and parents regarding absenteeism. On the same day the investigator marked the attendance of the students. The class wise attendance was as follows:

Table 6.3: Class-wise Attendance in School along with % of absenteeism dated May11,2010

Class	1st	2nd	3rd	4th	5th	Total students in the School	%age of absenteeism
Present Students	9	15	24	16	16	80	19.19%
Total students in Class	9	20	31	20	19	99	

From the above table it is evident that of the total 99 students only 80 were present. Maximum absenteeism was in class 3rd whereas in class 1st not a singly students was absent. The average percentage of absenteeism was 19.19.

Table 6.4: List of Students Frequently Absent along with Reasons of Absenteeism

Sr. No.	Name of the Student	Class	Reason of absence
1.	Gurjit Singh	1st	1. Due to Social insecurity 2. Lack of patience. 3. Change in environment.
2.	Surjit Singh	2nd	1. Lack of interest in studies. 2. Busy with household works. 3. Weak in studies.
3.	Sunny Kumar	2nd	1. Lack of interest in studies. 2. Busy with household works. 3. Child came from AIE centre.
4.	Amita	3rd	1. Father's and mother's relation are not cordial.
5.	Nirmala	3rd	1. Migrated family.
6.	Shubam Joshi	3rd	1. Lack of interest in studies. 2. Busy with household works.
7.	Vicky	4th	1. Weak in studies. 2. Lack in interest in studies. 3. Due to poverty of parents.
8.	Darshna	2nd	1. Due to poverty of parents. 2. Insufficient stationery. 3. Reserve nature of the child. 4. Do not feel comfortable in the school.
9.	Amandeep Kaur	3rd	1. Busy with parents business. 2. Due to indifference of parents. 3. School is far away from home.
10	Ajay	4th	1. Works as rag picker. 2. Due to poverty of the parents. 3. Lack of interest in studies. 4. The child is more interested in collecting things and selling them to earn.

Visit 3 (May 19, 2010)

The investigator reached the sample school at 9 o'clock. Morning assembly was over. All the teachers were busy with the students. Investigator marked the attendance of the student's. Class-wise attendance of students is shown in table – 6.5.

Table 6.5: Class-wise Attendance of Students along with % of absenteeism dated May19,2010

Class	1st	2nd	3rd	4th	5th	Total students in the School	%age of absenteeism
Present Students	7	14	23	18	19	81	18.5%
Total students in Class	10	18	30	19	20	97	

Investigator noted that during his previous visit the strength of the school was 99 which went down to 97.Two students namely Manpreet and Rajbir were struck off the rolls due to long absence or some other reason.

Investigator discussed the reasons of absenteeism of these students with the concerned class teachers. She told that parents of these students shifted to other place and as such students got admission in the nearby school.

Investigator then monitored the physical facilities/ infrastructure! activities / strategies for teaching learning, etc. On the same day investigator interacted with the parents and listed the reasons of absenteeism. Some parents said that still teachers were not teaching to the students properly.

On the same day investigator inspected the following things in the school:

- Toilet facility in the school
- Drinking water facility in the school
- Beautification of the school campus
- Use of T L M during curricular transaction

The status of toilet facility was not satisfactory. The toilets of Government Elementary School, was also used by the Anganwari centers. Toilets were not neat and clean; were far away from the class-rooms. There was no maintained footpath to the toilet. Investigator presided the meeting of the faculty of anganwari centers and teachers of the sample school, Strategies were chalked out to keep toilet neat and clean. A joint committee was formed to look after the toilets.

After the inspection of the above facilities and activities, the investigator interacted with the staff of the sample school, staff of Government Middle School and Anganwari centres. A healthy discussion took place on the above mentioned facilities and activities e.g. cleanliness of toilet, drinking water, beautification of school campus, maintenance of playground, etc. Investigator emphasized on use of T L M in a better way for curriculum transaction, so that problem of absenteeism may be lessened

Visit 4 (Ju1y14, 2010)

The investigator reached the school at 8o' clock. He attended the morning assembly. He marked the attendance of the students. The class-wise attendance was as follows.

Table 6.6: Class wise Attendance along with %age of Absenteeism dated July 14, 2010

Class	1st	2nd	3rd	4th	5th	Total students in the School	%age of absenteeism
Present Students	7	12	23	17	16	75	19.35%
Total students in Class	12	15	28	19	19	93	

Four students were struck off due to migration and total enrollment further went down to 93 in the sample school. At that time only one teacher, Smt. Reeta Rani was present. Other two namely Smt. Sonia and Smt. Jaspal Kaur were on leave. After that investigator interacted with the students to cope up with the reasons of absenteeism as stated by them. Then investigator motivated the teacher and asked her to follow the strategies to cope up with the reasons of absenteeism.

On the same day, the investigator tabulated the reasons of absenteeism and selected the common reasons of absenteeism, at the same time he prepared the strategies to cope up with the common reasons of absenteeism as follow:

Table 6.7: Common Reasons of Absenteeism along with the Strategies to Cope up with the Reasons

Reasons	Strategies
Due to illness of the children	Improve the eating habit.
To improve personal hygiene.
To set up medical / first aid box etc.
To engage children to earn.	To motivate the students regarding

	Importance of education.
	To convince the parents not to engage the children in the household chores at the cost of their studies.
Children prefer to play	To tell the students about the importance of education.
	Provision of game period in the time table.
	To improve the teaching learning strategies.
Due to poverty of the parents	To make the parents aware regarding income generating programme.
	To make the parents aware regarding self help group.
Lack of awareness among the parents	To make aware the parents regarding objectives of education.
	To make aware the parents regarding programme of the Govt. e.g. SSA, MDM and Right to Education.

Visit 5 (August 20, 2010)

Investigator reached the school at 8 o'clock. At that time morning assembly was going on. In the morning assembly students were actively participating. After shabad gayan, the students recited national anthem, drill of tables, thought for the day. Investigator noted that many students were coming late in the morning assembly. He himself interacted with the late comers and discussed the reasons of their coming late.

On the same day investigator motivated the teachers to make teaching and learning joyful. He also encouraged the teachers to make the school environment child friendly. Investigator interacted with students during the morning assembly and motivated the students to take interest in their studies and create love and affection for the school. Investigator discussed with staff of the school regarding co-curricular activities and their importance and their impact on attendance. The following co-curricular activities were discussed:

- Morning assembly

- National festivals and local festivals

- Celebrating international days in the school

- Conduct of athletic meet, etc

On the same day, the investigator also interacted with the community leaders, and members of PTA and VEDC regarding development of the school. In the last, investigator recorded the %age of absenteeism of children, i.e.20%. Out of total 86 students only 69 were present.

Table 6.8: Class-wise Attendance along with %age of Absenteeism dated July 14, 2010

Class	1st	2nd	3rd	4th	5th	Total students in the School	%age of absenteeism
Present Students	08	11	20	14	16	69	19.76%
Total students in Class	10	12	25	20	19	86	

On the basis of informations collected during his visits to the sample school the investigator prepared four list of absenteeism of school children by interacting with the parents, teachers, students and fellow students,(See Appendix-6.1) and also chalked out strategies to cope up with them See Appendix-6.2.

Visit 6 (February 03, 2011)

The investigator reached the school at 9 o'clock. At that time morning assembly was going on. Two teachers were present in the morning assembly, namely Smt. Reeta Rani and Smt. Jaspal Kaur. Smt. Sonia was on maternity leave. All the students participated actively in the morning assembly. Investigator himself delivered a lecture in the morning assembly regarding the problem of absenteeism. He implemented the strategies/steps to cope up with the absenteeism. After that investigator marked the attendance See Table 6.9.

Table 6.9: Class-wise Attendance along with %age of Absenteeism dated February 03, 2011

Class	1st	2nd	3rd	4th	5th	Total students in the School	%age of absenteeism
Present Students	07	09	17	13	17	63	20.05%
Total students in Class	08	11	25	16	19	79	

After that investigator explained and discussed the strategies to cope up with the reasons of absenteeism as stated by the teachers. Investigator interacted

with the fellow students and explained them, how they could help to bring the frequently absent children to school. The Investigator also motivated the students by explaining aims and objectives of education. After that he requested the Head teacher to have a VEDC/PTA meet in the school so that various reasons of absenteeism and strategies to cope with them may be discussed with the parents/ PTA/VE DC. In charge teacher arranged a meet on February 09, 2011.

Visit - 7 (February 09, 2011)

The investigator reached the school at 9 o'clock. At that time morning assembly was going on. All the teachers are present in the morning assembly. Students were taking active participation in the morning assembly. Investigator marked the class-wise attendance as shown in the following table.

Table 6.10: Class-wise Attendance along with %age of Absenteeism dated February 09, 2011

Class	1st	2nd	3rd	4th	5th	Total students in the School	%age of absenteeism
Present Students	08	11	21	14	15	69	12.65%
Total students in Class	08	11	25	16	19	79	

It is evident from the information in Table-6.10, the percentage of absenteeism decreased to a great extent as compared to the previous visits. It was pre decided to have PTA/VEDC meet.

Stakeholders started reaching to the CRC room. Twelve members came in the meeting venue including Sh. Paramjeet Singh Sandhu, Sarpanch of Village Chowk Mehta. The Headteacher Smt. Reeta Kumari welcomed all the participants. Investigator discussed various points with the stakeholders especially those factors which led the absenteeism of the students. He motivated all the VEDC/PTA members that school is their property and they should develop it and make it attractive to attract children. Investigator explained the strategies, how they could play the role to mitigate absenteeism. The village Sarpanch Sh. Paramjeet Singh Sandhu assured that he would do each and every effort to reduce absenteeism. He also said that in future, they would cooperate in all the activities of the school. A cup of tea was served after the meeting.

Visit 9-10(Feburary 11, 2011)

To see the impact of strategies applied by the investigator, he visited the school on Feb 11, 2011. He took the attendance on that day, out of total 79 students only 69 were present.. The percentage of absenteeism was 12.65. Investigator paid another unplanned visit to the school on March 4, 2011 and noted down the attendance as 74 students were present out of 79. The percentage of absenteeism was quite low i.e. 6.32. The attendance of these two visits is presented, in Table 6.11

Table 6.11: Class-wise Attendance along with %age of Absenteeism dated February 11, 2011 and March 4, 2011

Date of Visit	1st Class	2nd Class	3rd Class	4th Class	5th Class	Total	%age of Absenteeism
Feb. 11, 2011	8/8	11/11	22/25	13/16	16/19	69/79	12.65%
March 04, 2011	8/8	11/11	23/25	14/16	18/19	74/79	6.32%

Investigator paid one more visit on April 1, 2011 as follow, up visit. He noted on the 1st day of the session, was quite busy, and all the students were taking active participation in the class work on that day. Attendance was marked and absenteeism was quite low.

Data Analysis and Discussion of Results

The investigator visited the sample school 8 times apart from a follow up visit after concluding this project. He interacted with the teachers, students, fellow students and parents; and sorted out the reasons of absenteeism through such interactions. He analyzed the reasons prepared an appropriate strategy to cope up with the reasons. On the basis of information collected during the initial three visits, the investigator prepared a list of students who were frequently absent from the school. Investigator himself interacted with these students to identify the reasons of being absent. Investigator applied the strategies on the students who were frequently absent from the school. Four students migrated to their native state or other place; in fact they belonged to other state and had come to Punjab for some time. We came to know that they had taken admission in the school of the native village in the state.

The investigator has also analysed the overall improvement in the attendance in the school. At the time of initiating this action research project more

than 30 percent of the students were absent in the school which came down to 6 percent when this research project was concluded.

Based on the research data collected from the study and his personal experiences, investigator has drawn following inferences:

1.   Monthly average attendance got improved.

2.   General cleanliness of the sample school was improved.

3.   Teachers started using TLM to transact lessons.

4.   Teachers and VEDC got motivated and became aware about their role and as such started taking interest in the academic activities and overall development of the school.

Table 6.12: Class-wise Attendance records of different visits along with %age of Absenteeism

| No. of students present / Total Students class wise | | | | | | | |
Date of visit to School	1st	2nd	3rd	4th	5th	Total	%age of absenteeism
April 16, 2010	5/7	15/20	24/30	17/20	16/19	77/96	19.8%
April 17, 2010	3/7	7/19	19/30	13/20	15/19	57/95	40.00%
April 20, 2010	6/7	13/19	21/30	11/20	14/19	65/95	31.58%
May 11, 2010	9/9	15/20	24/31	16/20	16/19	80/99	19.19%
May 19, 2010	7/10	14/18	22/29	18/19	18/19	81/97	16.48%
July 14, 2010	7/10	12/15	23/28	17/19	16/19	75/93	19.35%
August 20, 2010	8/10	11/12	20/25	14/20	16/19	69/86	19.76%
February 03, 2011	7/8	9/11	17/25	13/16	17/19	63/19	20.25%
February 09, 2011	8/8	11/11	21/25	14/16	15/19	69/79	12.65%
February 11, 2011	8/8	11/11	22/25	13/16	16/19	69/79	12.65%
March 04, 2011	8/8	11/11	23/25	18/19	17/19	74/79	06.32%

Summary and Educational Implications

The major objective of this study was to mitigate the absenteeism and to reduce drop out rate. As a result of this action research, more than half of the irregular students became regular and overall absenteeism reduced to a great extent. More number of students got attracted towards the school. Further, due to this

endeveour, the parents became aware about the importance of regularity and punctuality of students in the school and teachers started to use TLM for curriculum transaction, thereby enhancing the effectiveness of schooling. Finally, the VEDC members got motivated to take interest in the academic activities of the school.

The higher presence of students in the school enhanced involvement of parents, teachers and the community in the school life lead to higher quality of education. Thus, through such efforts, the long cherished objective of education i.e. universalization of elementary may be achieved.

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FACTORS PERCEIVED BY TEACHERS' FOR THE ADOLESCENTS' VIOLENT BEHAVIOR- EXPLORATORY ANALYSIS

Dr. Deepa Sikand Kauts
Associate Professor, Department of Education
Guru Nanak Dev University, Amritsar
E-Mail Id- kdeepasikand@gamil.com
&
Kaveljeet Kaur
Junior Research Fellow, Department of Education
Guru Nanak Dev University, Amritsar
E-Mail Id- kawalpannu89@gmail.com

ABSTRACT

Violent behavior is not a new concept in Contemporary educational system. It is expressed in the form of verbal and physical violence, fighting, using abusive language, physical fighting and bullying. These destructive activities contribute to physical disabilities, drop out and poor academic performance among students. This paper is focused on school violence in adolescence. The present study is an exploratory study to find out the reasons perceived by teachers for violent behavior of adolescents. In order to conduct the study a convenient sample of teachers ($N = 50$) from government senior secondary schools of Amritsar and Tarn Taran district was selected randomly. Self-made questionnaire was used to collect the data. Thus the data obtained was analysed by using descriptive statistics. Percentage analysis was used to answer the research questions. According to teachers various factors responsible for anti-social behavior of adolescents are environment, society, media and social and economic life of students, lack of moral values, home environment, bad company of students, illiterate parents, teacher's behavior and social networking sites. The suggestions given by teachers to curb the anti-social behavior of adolescents were that there should be moral lectures by experts, inculcation of moral values in students, workshops, seminars can be organized in schools, counseling of students, parent support, regular check of activities of students, encourage students to be a good citizen and strict action can be taken against anti-social behavior of students.

Keywords: Violence, School Violence, Violent Behaviour

INTRODUCTION

Adolescent or youth violence is a very visible violence in our modern society, where you just have to open the newspaper or the television and you find yourself right in the middle of it. In order to understand the scope of the problem, we need to look at the epidemiology of global violence. In 1996 the World Health Assembly declared violence a leading public health issue and as a result of this resolution a comprehensive report was published in 2002.

VIOLENCE

Violence in secondary schools is not a new problem. It occurs between two or more individuals as interpersonal violence, or it involves identifiable groups in the society and erupts as intergroup violence between two or more different religions or ethnic groups. For centuries, violence has been a commonplace feature of school life with its causes embedded in the social, cultural, historical and economic contexts of its time. The focus of violence can be individuals, objects or the school itself, and the nature of the damage can be psychological, physical or material. WHO defined violence as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal development or deprivation.

SCHOOL VIOLENCE

School violence is a kind of behaviour that includes the general characteristics of violent behaviour, with the difference that the actors are kids and adolescents and that it takes place in primary and secondary schools: in places where they are together for several hours a day all year. Having said this, a violent student at school is the one who fails to comply with the school's regulations that monitor the interactions in the classroom and the school setting throughout punitive behaviours towards the others that imply manifest, relational, reactive or proactive aggressions, which according to Fagan and Wilkinson (1998) are due to different reasons:

- Achieve or maintain a high social status. Some group leaders are the teenagers that stand out for their violent behaviour.

- Have power and control other students.

- Being "avenging" imposing their own law and social norms since they consider the existing ones unacceptable or unfair.

- Challenge the authority and oppose to the established social controls that they feel oppressive.

- Experiment new risky behaviours; therefore they choose environments where they can practice violent and antisocial behaviourics.

Nevertheless, before analyzing in depth the particularities of the violent behaviour in the school context and the different factors that might affect their development, it would be interesting to briefly review the main explanatory theories of the violent and aggressive behaviour in general, since they will help us to grasp a better understanding of the topic.

VIOLENT BEHAVIOUR

Violent behavior can be considered as the behavior that leads the subject or community to commit violent acts. Violent behavior, especially the use of physical violence, is a significant public health problem worldwide because it has serious personal and social consequences. A greater concern is the group of children and adolescents, they appear in the statistics as the most seriously injured and more murders of occurrences, as suggested by several studies in an attempt to expand the knowledge about the possible factors associated with physical fights among youngsters.

STUDIES RELATED TO VIOLENCE AMONG ADOLESCENTS

AUTHOR'S NAME	YEAR	FINDINGS
Newman- Carlson and Horne	2004	Over 50% of parents weekly remind their children about their anti-social behavior and 8% did it daily. More boys than girls were punished in this way. They further claimed that perhaps this helps to explain why boys tend to be more violent than girls.
Michael, Scherz	2005	Administrators emphasized the external factors while teachers focused on the internal factors as more influential.
Gunderson, Jennifer R.	2006	The General Aggression Model, real life and media violence exposure was significantly associated with and significantly predicted increased aggression, increased hostile attributions, and decreased empathy for the high school student sample. Additionally, psychopathology was a significant mediating

		variable for the relationship between real life violence and aggression. For the detained adolescents, exposure to real life. violence was positively associated with aggression and psychopathology, but was not significantly associated with aggression, hostile attributions, or empathy.
Ohsako	2007	Poverty and inequitable educational opportunities prompt school youths to violence.
Kangare	2008	Violence has been going on since 1970 especially in boys' schools. In secondary schools, sexual violence has been identified as one of the most teething social problem young female are facing. Sexual violence has made children, girls and women no longer safe in their own homes, schools, work places or on roads. Teachers have been reported to offer good or passing grades to girls in exchange for sex
Eliot and Cornell	2009	A relationship between insecure attachment and bullying behavior is facilitated by aggressive attitudes.
Rukundo	2009	The various reasons for the rise of strikes as being indiscipline among the students was failure of the administration to involve stake holders in decision making, harsh punishments, misuse of school funds, and failure of administration to respond to the warnings from students.
Santos, Soares, and Oliveira	2014	The consumption of alcoholic beverages and cigarettes among adolescents results in violent behavior.

OBJECTIVES OF THE STUDY:

Following objective was been framed for present investigation

- To understand the various factors responsible for violence among adolescents of age group 13 to 19.

EXPLORATORY QUESTIONS WITH REFERNCE TO VIOLENT BEHAVIOUR:

1. Whether in general violence is increasing in society?

2. Violence in experienced in which age group?

3. Do you feel violence is a problem at your school?

4. What type of violence you experience in your school?

5. What type of indiscipline students create in classroom, whether they bunk the classes or are not punctual?

6. Physical fighting or conflicts happen regularly at school.

7. Students are involved in stealing, cheating and in disciplinary activities.

8. Students argue a lot with their teachers whether it is academic or non-academic.

9. Students purposely damage school property or write on walls in bathrooms.

10. Drug consumption cases are reported in our school.

11. Lot many vendors of drugs around the school are threat to students.

12. Students are often seen smoking around the campus.

13. In general students use abusive language with each other.

14. In your view point why students are so much indiscipline?

15. What should be done at school level to curb this anti-social behaviour?

16. Do you have counseling cells in your school?

17. Who are responsible for anti-social behavior of students according to you?

METHODOLOGY

Sample

50 Teachers were taken from 5 government schools of Amritsar and Tarn Taran district.

Tools

*   Self-made questionnaire to measure factors responsible for violence among adolescents

Statistical Techniques

Percentage analysis and qualitative description was employed to treat the raw scores and analyse for the results.

ANALYSIS OF DATA

The Data has been analysed as following

1. **WHETHER IN GENERAL VIOLENCE IS INCREASING IN SOCIETY?**

   All the teachers from various schools responded that violence is increasing in the society.

2. **VIOLENCE IN EXPERIENCED IN WHICH AGE GROUP?**

According to the teachers the violence is experienced mostly in the age group from 15 years and above upto 25 years and below.

3. **DO YOU FEEL VIOLENCE IS A PROBLEM AT YOUR SCHOOL?**

   38% of Teachers responded that violence is a problem in their school, 10% Teachers responded that sometimes violence is a problem in their school and 52% Teachers responded that violence is not a problem in their school. This can be presented with the help of a pie chart.

FIGURE 1
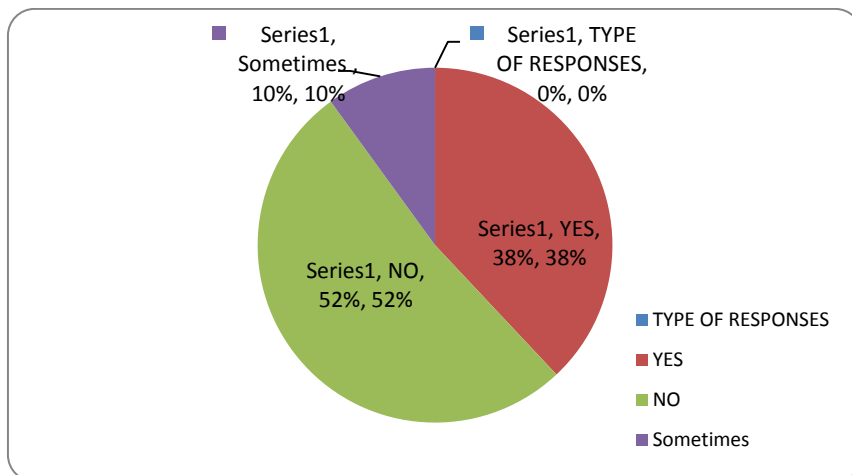
4. **WHAT TYPE OF VIOLENCE YOU EXPERIENCE IN YOUR SCHOOL?**

   Teachers gave variety of responses to this question. 31 Teachers responded to the question. From Table 1 below it is clear that maximum responses of teachers (35.48%) reported that students are mostly using abusive language. 29.03% responses reported that students are engaged in physical fighting and 25.80% responses reported that students stare most of the times. Rest of the responses of Teachers reported that students are also engaged in both

physical and verbal violence (16.13%), passing comments (12.90%), create indiscipline (16.13%), misbehave with teachers (6.45%), little mishaps between children (6.45%), not punctual (3.23%) and touching (3.23%).

TABLE 1: TABLE SHOWING TYPE OF VIOLENCE TEACHERS EXPERIENCE IN SCHOOLS

Sr. No.	Type of Violence	Percentage
1	Staring	25.80
2	Both Physical & Verbal	16.13
3	Passing comments	12.90
4	Using abusive language	35.48
5	Create Indiscipline	16.13
6	Physical Fighting	29.03
7	Misbehave with Teachers	6.45
8	Little mishaps between children	6.45
9	Not Punctual	3.23
10	Touching	3.23
Total Teachers =50 Responses = 31		

FIGURE 2: GRAPH SHOWING TYPE OF VIOLENCE TEACHERS EXPERIENCE IN SCHOOLS
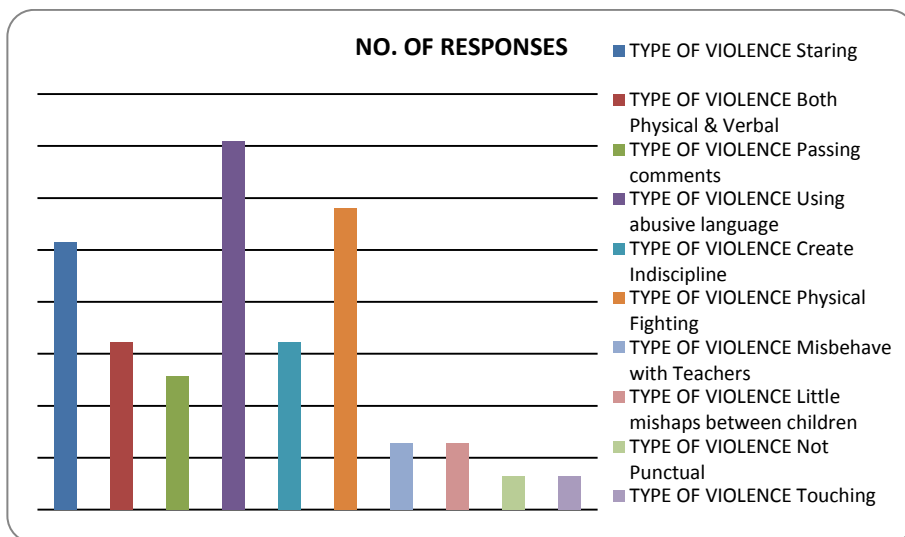
5. WHAT TYPE OF INDISCIPLINE STUDENTS CREATE IN CLASSROOM, WHETHER THEY BUNK THE CLASSES OR ARE NOT PUNCTUAL?

Teachers gave a variety of responses regarding the type of indiscipline students create in classroom. 49 Teachers responded to the question. Maximum teachers (73.47%) responded that students are not punctual. Other teachers responded that students bunk classes, do not bother about teacher's talk, whisper in the class, make noise, remain irregular, not interested in any activity, are disobedient, late comers, have egoistic behavior and are involved in conflicts.

TABLE 2: TABLE SHOWING TEACHERS RESPONSE REGARDING TYPE OF INDISCIPLINE STUDENTS CREATE IN THE CLASSROOM

Sr. No.	Type of indiscipline students create in classroom	Percentage
1	Not Punctual	73.47
2	Bunk Classes	38.78
3	Do not bother about Teacher's Talk	10.24
4	Students whisper in the class	8.16
5	Noise	6.12
6	Irregular	6.12
7	Disobedient	6.12
8	Not interested in any activity	2.04
9	Late Comers	2.04
10	Egoistic Behaviour	2.04
11	Conflicts	2.04
Total Teachers =50 Responses = 49		

This can be presented with the help of a figure.

FIGURE 3: GRAPH SHOWING TEACHERS RESPONSE REGARDINGTYPE OF INDISCIPLINE STUDENTS CREATE IN THE CLASSROOM
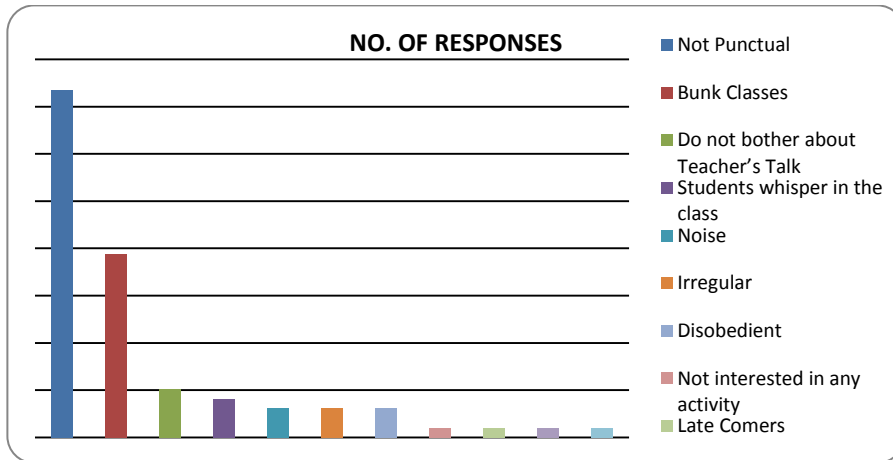
6. PHYSICAL FIGHTING OR CONFLICTS HAPPEN REGULARLY AT SCHOOL.

34% Teachers were in favour that physical fighting or conflicts happen regularly in their school, 24% Teachers were in favour that physical fighting or conflicts happen sometimes in their school, while 42% Teachers were in favour that physical fighting or conflicts do not happen in their school. This can be presented with the help of a pie chart.

FIGURE 4
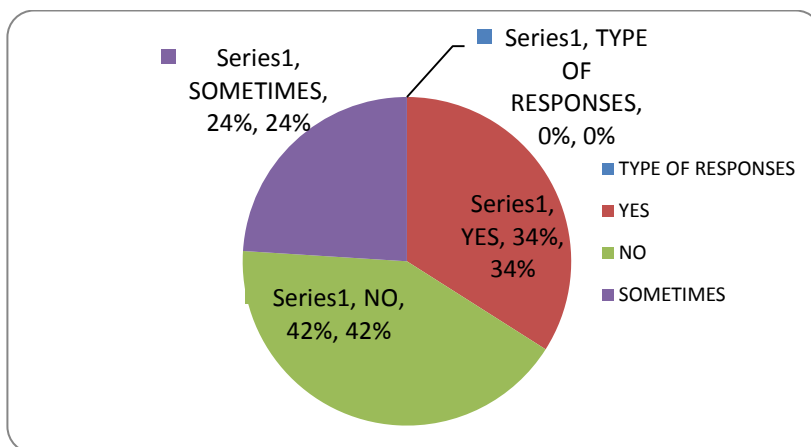
7. STUDENTS ARE INVOLVED IN STEALING, CHEATING AND INDISCIPLINARY ACTIVITIES.

64% Teachers were in favour that students are involved in stealing, cheating and indisciplinary activities while 36% Teachers were against this. This can be presented with the help of a pie chart.

FIGURE 5
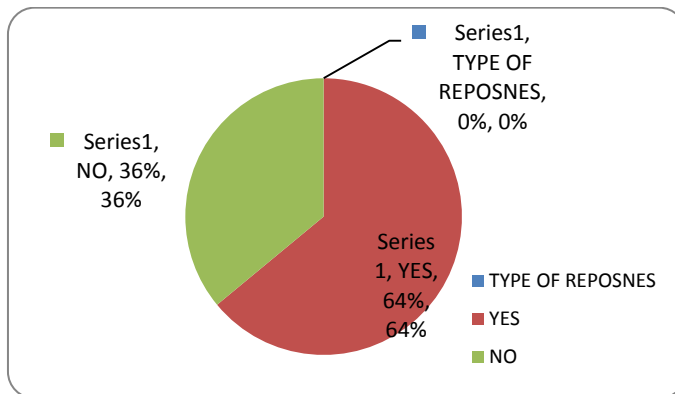
8. STUDENTS ARGUE A LOT WITH THEIR TEACHERS WHETHER IT IS ACADEMIC OR NON- ACADEMIC.

There is a lot of variation in the responses of Teachers. 49 Teachers responded to the question. 12.24% responses were in Yes form, 20.41% responses were in No form, 2.04% were in Very Rare form, 12.24% were in Sometimes form, 8.16% responses were in Only Few form, and 44.89% responses were in favour that students argue a lot with teachers but mostly on academic issues. This can be presented with the help of a pie chart.

FIGURE 6
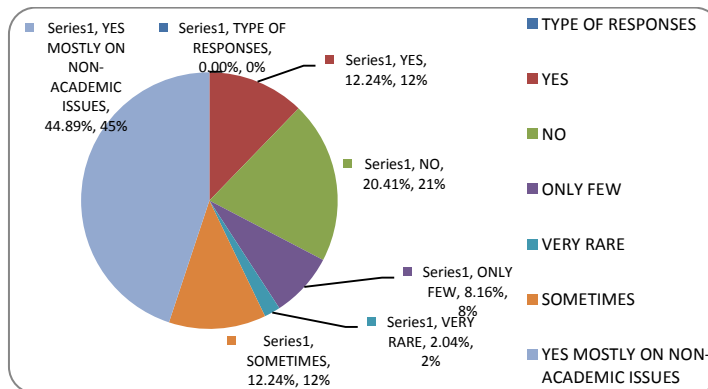
9. STUDENTS PURPOSELY DAMAGE SCHOOL PROPERTY OR WRITE ON WALLS IN BATHROOMS.

70% Teachers were in favour that students damage school property or write on walls in bathrooms while 30% Teachers were against this. This can be presented with the help of a pie chart.

FIGURE 7
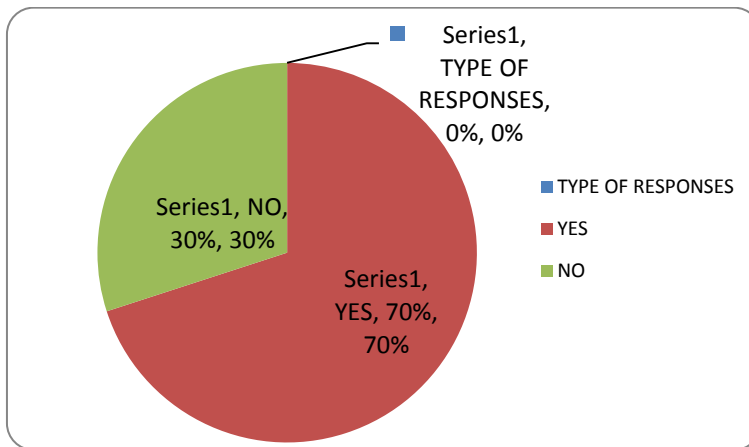
10. DRUG CONSUMPTION CASES ARE REPORTED IN OUR SCHOOL.

4% Teachers were in favour that drug consumption cases are reported in their school while 96% Teachers were against this. This can be presented with the help of a pie chart.

FIGURE 8
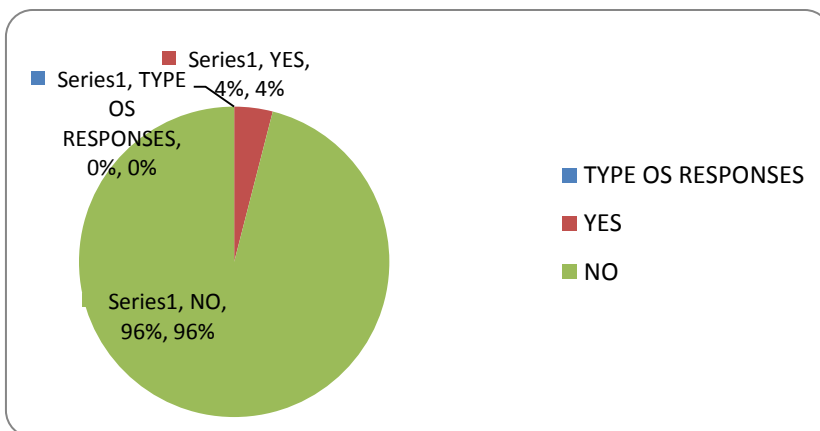
11. LOT MANY VENDORS OF DRUGS AROUND THE SCHOOL ARE THREAT TO STUDENTS.

49 Teachers responded to the question.12.24% Teachers were in favour that lot many vendors of drugs around the school are threat to students while 87.76% Teachers were against this. This can be presented with the help of a pie chart.

FIGURE 9
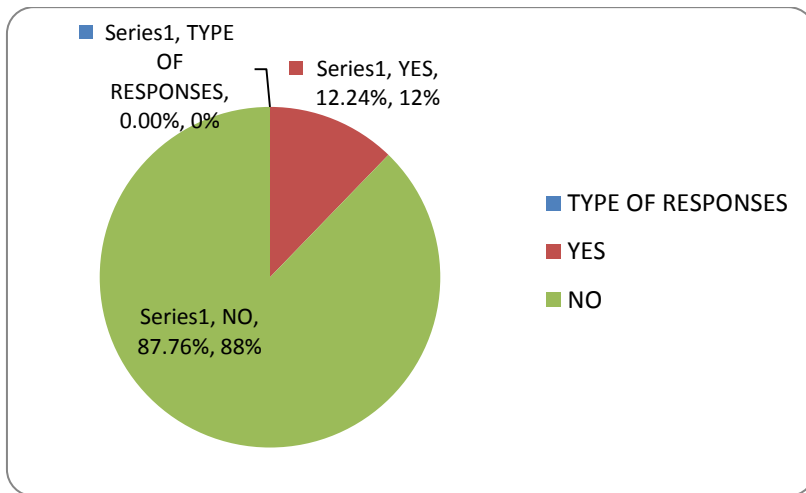
12. STUDENTS ARE OFTEN SEEN SMOKING AROUND THE CAMPUS.

49 Teachers responded to the question. All teachers reported that students do not smoke in the campus.

13. IN GENERAL STUDENTS USE ABUSIVE LANGUAGE WITH EACH OTHER.

There is a lot of variation in the responses of Teachers. 49 Teachers responded to the question. 59.18% responses were in Yes form, 26.53% responses were in No form, 4.08% were in IN Some Cases form, 2.04% were in Sometimes form, 4.08% responses were in Often form, and 4.08% responses were in favour that yes but not in school students use abusing language with each other. This can be presented with the help of a pie chart.

FIGURE 10
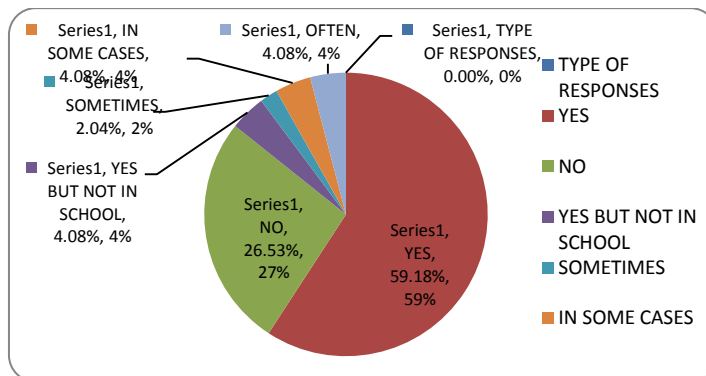
14. IN YOUR VIEW POINT WHY STUDENTS ARE SO MUCH INDISCIPLINE?

Teachers gave various reasons for indiscipline among students. Maximum teachers (20.83%) responded that students are indiscipline because their parents are illiterate. Second major reason is social environment (18.75% responses) and anger of students (18.75% responses). Other reasons were lack of proper guidance at home, family background, lack of patience in students, lack of moral values, home environment, generation gap, bad company of students, and indifferent attitude of parents towards their children.

TABLE 3: TABLE SHOWING REASONS FOR INDISCIPLINE AMONG STUDENTS

Sr. No.	Reasons for Indiscipline	Percentage
1	Not taught about indiscipline by his/her parents	4.17
2	Parents are illiterate	20.83
3	Lack of proper guidance at home	10.42
4	Social Environment	18.75
5	Family Background	16.67
6	Lack of Patience in students	8.33
7	Naughty behavior of students	6.25
8	Lack of moral values	4.17
9	Anger	18.75
10	Home Environment	10.42
11	Generation gap	6.25
12	Bad company of students	4.17
13	Indifferent attitude of Parents towards their children	12.5
Total Teachers =50 Responses = 48		

This can be presented with the help of a figure.

FIGURE 11: GRAPH SHOWING REASONS FOR INDISCIPLINE AMONG STUDENTS

NO. OF RESPONSES

- Not taught about indiscipline by his/her parents
- Parents are illiterate
- Lack of proper guidance at home
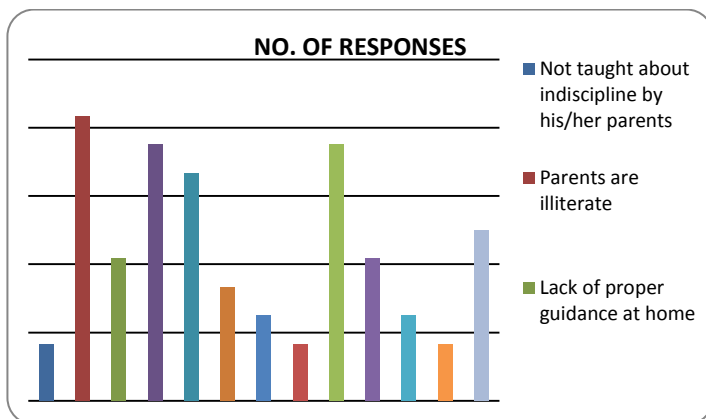
15. WHAT SHOULD BE DONE AT SCHOOL LEVEL TO CURB THIS ANTI-SOCIAL BEHAVIOR?

Teachers gave various suggestions to curb anti-social behavior of students at school level. Maximum teachers (36%) responded that there should be moral lectures by experts. Secondly there should be inculcation of moral values in students (32% responses), workshops, seminars can be organized in schools (28% responses), counseling of students (26% responses). Other suggestions were there should be parent support, regular check of activities of students, encourage students to be a good citizen and strict action can be taken against anti-social behavior of students.

TABLE 4: TABLE SHOWING TEACHERS SUGGESTIONS TO CURB ANTI-SOCIAL BEHAVIOUR OF STUDENTS

Sr. No.	Suggestions	Percentage
1	Counseling of students	26
2	Moral lectures by experts	36
3	Workshops, Seminars can be organized on values	28
4	Inculcation of moral values	32
5	Parents support	6
6	Strict action can be taken	6
7	Encourage to be a good citizen	6
8	Regular check of their activities	2
9	Buddy groups can be started in schools	4
	Total Teachers =50 Responses = 50	

This can be presented with the help of a figure.

FIGURE 12: GRAPH SHOWING TEACHERS SUGGESTIONS TO CURB ANTI-SOCIAL BEHAVIOUR OF STUDENTS
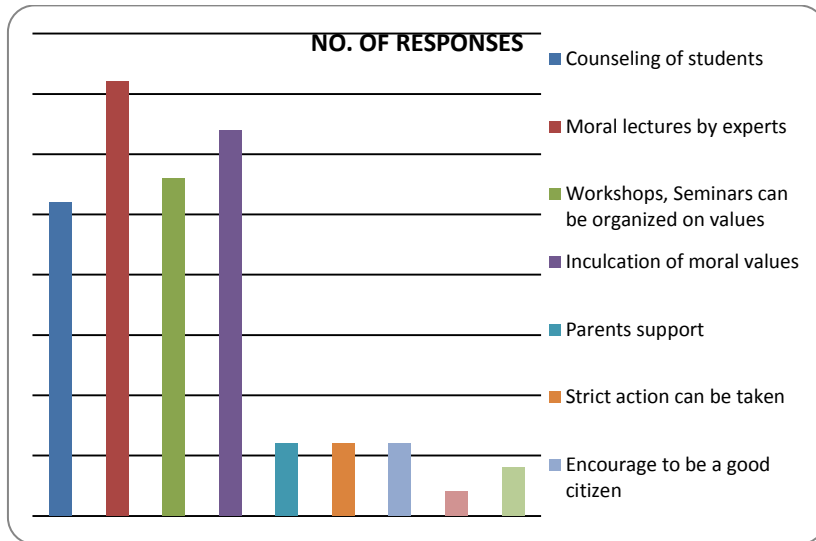
16. DO YOU HAVE COUNSELING CELLS IN YOUR SCHOOL?

96% Teachers were in favour that they have counseling cells in their schools while 4% Teachers responded that they do not have counseling cells in their schools. This can be presented with the help of a pie chart.

FIGURE 13
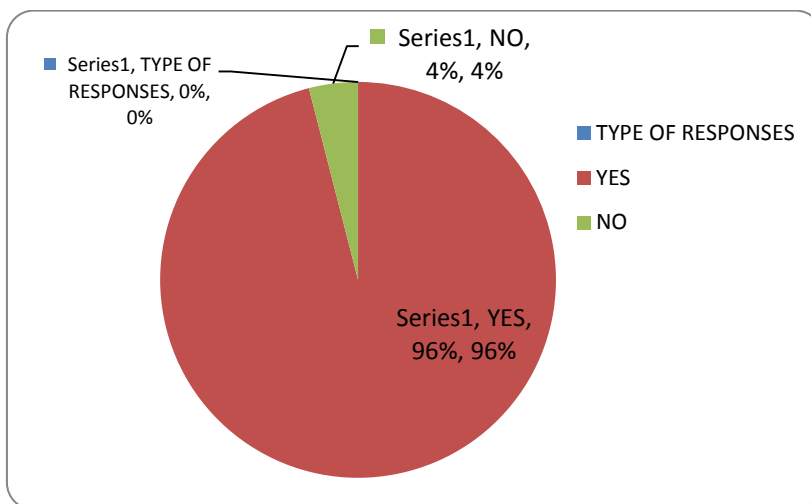
17. WHO ARE RESPONSIBLE FOR ANTI-SOCIAL BEHAVIOR OF STUDENTS?

Teachers gave various factors responsible for anti-social behavior of students. Maximum teachers (30%) responded that environment is the major factor for anti-social behavior of students. Secondly society (21% responses), media (20% responses) and social and economic life of students (20% responses) were responsible. Other factors are lack of moral values, home environment, bad company of students, illiterate parents, teacher's behavior and social networking sites.

TABLE 5: TABLE SHOWING FACTORS RESPONSIBLE FOR ANTI-SOCIAL BEHAVIOUR OF STUDENTS

Sr. No.	Factors	Percentage
1	Lack of moral values	8
2	Environment	30
3	Home environment	8
4	Bad company of students	8
5	Media	20
6	Parents are illiterate	4
7	Teacher's behavior	4
8	Social networking sites	4
9	Social and economic life	20
10	Society	21
Total Teachers =50 Responses = 50		

FIGURE 14
GRAPH SHOWING FACTORS RESPONSIBLE FOR ANTI-SOCIAL BEHAVIOUR OF STUDENTS
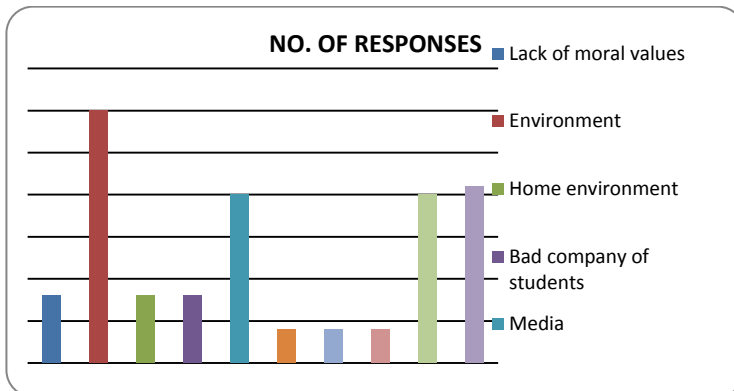
CONCLUSION

In recent years a growing body of research on adolescent violence has shown the epidemiology on a global basis and confirmed that we are talking about a major public health problem. Programs for intervention has also been researched and long-term follow-upindicates that early intervention is working. Such programs would seem to demand a substantial economic investment, but proven cost-effective in the long run.

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A COMPARATIVE STUDY OF TEACHER'S PROFESSIONAL RESPONSIBILITY AND THEIR ATTITUDE TOWARDS TEACHING, WORKING IN U.P. BOARD AND C.B.S.E. BOARD SCHOOLS

Dr. Parul Sharma
Professor, School Of Education, Shobhit Deemed University
Email: parul@shobhituniversity.ac.in

ABSTRACT

Teacher plays an important role in bringing the desired social change. If the teacher is responsible, he can change the society without a violent revolution through the medium of Education. In other terms, it can be said that the teacher is the back-bone of Educational System and the base of National Progress and the success of Educational Process can only be realized through the responsible teachers. Unless a teacher feels himself responsible or he/she has a high degree of professional responsibility, he/she will not be a good, effective, competent, significant and worthwhile contributor in attaining the goals and objectives of Educational Process.

No doubt, professionally responsible teachers produce responsible students who become the pillars of national unity and the base of all-round development of the country. One of the facts which strongly motivates the teachers to be the responsible is his Teaching Attitude. Teachers, having high degree of Teaching Attitude seem to be more responsible in comparison to others. People who are willing to join teaching profession as their passion and are innovativeperson have high degree of Teaching Attitude. Such teachers produce worthwhile, effective and significant students. They are very helpful in attaining the goals and objectives of the Educational Process. So, a teacher with high degree of Teaching Attitude may be accepted as responsible one.

KEYWORDS: Teaching Profession, Responsibility, Attitude

INTRODUCTION

In India there are different nomenclatures of schools based on different Educational patterns and styles and known by different names such as public schools, Sainik Schools, Sports Schools, Central Schools, Navodaya Schools, Mission Schools and Govt. School etc. They are run by different organizations with

different Educational objectives. It is generally said that the students of public schools and missionary schools are more responsible, in comparison to others. The logic after this statement may be that the teachers working in public schools are more responsible in comparison to other school teachers. Why is it so? Its answer may involve many factors. In present age, teachers seem to be careless to their duties. The student's unrest, indiscipline, strikes, disobeying of the parents and elders, indulging in unsocial activities may be accepted as a result of irresponsible teachers and lack of proper guidance to the students.

A high degree of professional responsibility and right attitude makes the teacher 'An Ideal Teacher'. He devotes more time to reading and class-room teaching. A teacher who feels more responsible professionally may have greater intrinsic motivation to equip himself herself with better teaching skills.

STATEMENT OF THE PROBLEM

"A comparative study of teacher's professional responsibility and their attitude towards teaching, working in U.P. Board and C.B.S.E. Board schools".

OBJECTIVES:

1. To study the professional responsibility of teachers working in U.P. Board and C.B.S.E. Board schools.

2. To study the teaching attitude of teachers working in U.P. Board and C.B.S.E. Board schools.

3. To compare the professional responsibility of teachers working in U.P. Board and C.B.S.E. Board schools.

4. To compare the teaching attitude of teachers working in U.P. Board and C.B.S.E. Board schools.

5. To compare the professional responsibility of male and female teachers working in U.P. Board and C.B.S.E. Board schools.

6. To compare the teaching attitude of male and female teachers working in U.P. Board and C.B.S.E. Board schools.

HYPOTHESIS:

Objective wise hypothesizes were formulated in null form.

1. There is no significant difference between the teachers of U.P. Board and C.B.S.E. Board schools on professional responsibility.

2. There is no significant difference between the teachers of U.P. Board and C.B.S.E. Board schools on teaching attitude.

3. There is no significant difference between the male and female teachers of U.P. Board schools on professional responsibility.

4. There is no significant difference between the male and female teachers of C.B.S.E. Board schools on professional responsibility.

5. There is no significant difference between the male and female teachers of U.P. Board schools on teaching attitude.

6. There is no significant difference between the male and female teachers of C.B.S.E. Board schools on teaching attitude.

DELIMITATIONS OF THE STUDY:

1. The study was delimited to the schools of Meerut district only.

2. The study was delimited to the teachers of secondary and senior secondary level.

3. The study was delimited to the two variables viz- Professional responsibility and teaching attitude only.

4. The study was delimited to the 20 teachers each of U.P. Board and C.B.S.E. Board schools.

5. The study was delimited to the best abilities and efficiency of the researcher.

REVIEW OF THE RELATED LITERATURE

Nosiri conducted a study to determine the Role and Responsibilities of Secondary School Principals in the State of Nigeria. He found that Principal's relationship with their student was highly normal and authoritarian in nature. But relations with the teacher were task-oriented, highly formal and bureaucratic tradition and authoritarian in nature. He found that school Principal's involvement in financial affairs was more clerical than administrative. It was also concluded that the main task of the Principal was to implement what had been decided by the Central Authorities.

Claiborne compared the Roles and Responsibilities of Principals and Distt. Superintendents with regards to selected tasks of the Principalship. He found that the principals perceived themselves to have more Responsibility than authority. While comparing the expected and actual Role Responsibilities of Elementary Principals and special Education Administrators.

Biringer divided the school size into three categories i.e. small size, medium size, large size and conducted a study to determine the status of the knowledge of

secondary school student leaders about their first amendment in the right of freedom of expression and responsibilities. He found that school size had no significant effect on student knowledge of their rights and responsibilities. He also concluded that the four selected categories of students i.e. school newspaper-editor. Features writers of school newspaper, student U.P. Board president and senior class president made no significant difference in student's knowledge of their freedom of expression Right and Responsibilities.

Mc Graw conducted a study related the relationship between superintendent and Board of Education's Divisions of Responsibility. He found a significant relationship between the superintendent and the Board of Education divisions of responsibility and characteristics of the communities in which they serve. The Divisions of Responsibilities between the board and the Superintendent were also found related to the presence and intensity of some educational issue with a community. He also observed that superintendent's role is the dominant factor in decision making.

Dudzinski found that female teachers were predictive of higher positive responsibility scores in special educators. Teaching at both the elementary and secondary levels and smaller case load were predictive for higher negative responsibility scores in general educators.

Seligman studied the faculty attitudes on the value of school principals assuming institutional responsibilities as a part of their administrative tasks. Ninety percent of 198 teachers as sample supportedthe view that the principal who teaches has a greater awareness of teacher needs and 85 percent teachers supported the view that the principal who teaches exhibit a greater sensitivity to pupil needs.

Pandey conducted a study to analyses the factors affecting the sense of responsibility among the higher secondary students. She took 200 boys and 200 girls from 6 higher secondary schools from Jaipur as a sample. She found that the sense of responsibility was significantly higher in students belonging to the higher income group and higher academic group than students belonging to lower income and lower academic achievement group. According to her, the sense of responsibility had no significant relationship with caste, age, sex, family education, occupation and family's political affiliation.

Vashishata conducted a study to determine teacher's responsibility and its impact on their students' academic achievement. Both male and female teachers (36) and their students (360) were selected randomly constituted the sample of the study. He found that not only teachers' responsibility but also many other factors

may be responsible foracademic achievement of students and the teachers of different subjects do not differ significantly with respect to their responsibility.

Shrivastava conducted a study to identify factors associated with the sense of responsibility among secondary school teachers. She selected five major areas of teachers' sense of responsibility i.e. (i) Firm determination (ii) Dutifulness (iii) Disciplinarians (iv) Interest in Teaching Job (v) Farsightedness. She used a sample of 500 Secondary School Teachers, selected from 32 Secondary Schools of Aligarh. Agra, Mathura, Mainpuri and Etah districts, she found that male and female teachers differed significantly on firm determination, dutifulness and farsightedness aspects of sense of responsibility. Female teachers were found to show a higher degree of firm determination and farsightednessbut a lower degree of dutifulness than male teachers. No significant difference was found between male and female teachers and the quality of disciplinarians and interest in teaching job, regarding age and teaching experience, it was observed that younger teachers had shown higher sense of responsibility than older ones and that experience of 3 to 5 years is enough for a teacher to have a knowledge of Pros and Cons of teaching job.

She also concluded that unmarried teachers have greater degree of sense of responsibility than married teachers. Teachers in trained graduate scales and, lower family income were found to score higher on the sense of responsibility measure. The study indicated that teachers whohave got a good tradition of education in the family show a greater sense of responsibility.

Sharma conducted a study to determine the sense of responsibility among the college and University teachers. He found that there was a significant relationship between the College teachers and University teachers with respect to their professional responsibilities. Age, sex, grade and length of service do not differ significantly while determining the sense of responsibility

METHOD AND PROCEDURE

The basic nature of the study is to find out that how the variables i.e. Teachers Professional Responsibility and Teaching Attitude are related with each other.

After consulting many researches, he investigator concluded that the survey method of descriptive research was most appropriate to the present study. This descriptive survey research method includes presentation of facts concerning the nature of a group of persons, number of objects or class of events and involves the procedure of induction, analysis, classification, enumeration of measurement. The

survey method is accepted as a fundamental instrument of sociological research. In the study, all the methods which were essential for the research have been adopted.

POPULATION

The population of the study is comprising of teachers of U.P. Board schools and C.B.S.E. Board schools belonging to Meerutdistrict. Therefore, the results of the study will be applicable to population of Meerut district only.

SAMPLING

For the present study forU.P. Board and forC.B.S.E. Board schools were randomly selected from the Meerut district. A total of the 80 teachers were randomly selected from these schools. 40 teachers, from both type of schools, were randomly selected i.e. 40 teachers from U.P. Board schools and 40 teachers from schools.

TOOLS USED

In the present study, to measure the dependent and independentsvariables the following tools were used:

i) Teachers Professional Responsibility Questionnaire (TPRQ) (Dependent variable) is developed by the investigator herself. This tool was used to measure the Teacher's Professional Responsibility among the secondary school Teachers.

ii) Teacher's Attitude Inventory: (TAI) (Independent variable):- This tool was developed by Ahluwalia to measure the Teacher's Attitudes towards teaching in Secondary Schools.

ANALYSIS AND INTERPRETATION OF DATA

Professional responsibility of teachers belonging to U.P. Board schools and CBSE Board School.

Table—1: Analysis, of professional responsibility scores of teachers belonging to U.P. Board and C.B.S.E. Board schools

Teachers of U.P. Board Schools				Teachers of C.B.S.E. Board School			
S. No.	SEX	Professional Responsibility Scores	Mean	S.No.	SEX	Professional Responsibility Scores	Mean
1.	F	217		1.	M	342	
2.	F	277		2.	M	335	
3.	F	227		3.	F	249	
4.	N	301		4.	M	287	

No.	Sex	Value		No.	Sex	Value	
5.	N	317		5.	M	346	
6.	F	193		6.	M	314	
7.	M	265		7.	M	334	
8.	M	293		8.	F	240	
9.	M	273		9.	F	258	
10.	M	282		10.	M	306	
11.	M	292		11.	M	281	
12.	F	245		12.	M	271	
13.	F	203		13.	F	245	
14.	M	286		14.	M	268	
15	M	300		15	F	259	
16.	M	309		16.	M	315	
17.	F	290		17.	F	253	
18.	M	327		18.	F	169	
19.	F	245		19.	F	245	
20.	M	299		20.	F	209	
21.	M	293		21.	M	321	
22.	F	288		22.	M	316	
23.	F	270		23.	F	253	
24.	M	302		24.	M	323	
25.	F	268		25.	M	325	
26.	M	317		26.	F	205	
27.	F	209		27.	F	191	
28.	F	200		28.	F	238	
29.	F	217		29.	F	210	
30.	F	285		30.	F	203	
31.	F	205	266.625	31.	M	293	
32.	F	191		32.	M	333	
33.	F	239		33.	M	311	277.475
34.	F	210		34.	M	323	
35.	F	191		35.	M	335	
36.	M	300		36.	F	293	
37.	M	300		37.	F	291	
38.	M	303		38.	F	283	
39.	M	336		39.	F	263	
40.	M	300		40.	F	262	
N=40	Total =	10665		N=40	Total =	11099	

INTERPRETATION:

Table-1Indicates that mean of professional responsibility scores of the U.P. Board school teachers is 266.625 and mean of professional responsibility scores of the C.B.S.E. Board teachers is 277.475.

Teaching attitude of teachers belonging to U.P. Board and C.B.S.E. Board schools

Table —2: Analysis of Teaching attitude scores of teachers belonging to U.P. Board and C.B.S.E. Board schools

Teachers of U.P. Board Schools				Teachers of C.B.S.E. Board School			
S. No.	SEX	Professional Responsibility Scores	Mean	S. No.	SEX	Professional Responsibility Scores	Mean
1.	F	207		1.	M	243	
2.	M	253		2.	M	303	
3.	F	184		3.	M	230	
4.	M	301		4.	M	231	
5.	F	181		5.	F	201	
6.	M	245		6.	M	303	
7.	M	245		7.	M	315	
8.	F	216		8.	M	230	
9.	M	229		9.	F	243	
10.	F	203		10.	M	269	
11.	M	222		11.	M	168	
12.	M	218		12.	M	190	
13.	FM	187		13.	F	215	
14.	F	186		14.	M	222	
15	M	229		15	F	244	
16.	F	207		16.	M	285	
17.	M	311		17.	F	221	
18.	M	297		18.	F	218	
19.	M	321		19.	F	242	
20.	F	207		20.	F	222	
21.	F	176		21.	M	223	
22.	F	185		22.	M	230	
23.	M	237		23.	F	226	
24.	F	205		24.	M	224	
25.	F	206		25.	M	233	
26.	M	288	232.725	26.	F	216	226.525
27.	F	182		27.	F	229	

Teachers of U.P. Board Schools				Teachers of C.B.S.E. Board School			
S. No.	SEX	Professional Responsibility Scores	Mean	S. No.	SEX	Professional Responsibility Scores	Mean
28.	F	209		28.	F	215	
29.	M	305		29.	F	213	
30.	F	217		30.	F	177	
31.	M	292		31.	M	198	
32.	M	251		32.	M	203	
33.	M	305		33.	M	175	
34.	M	266		34.	M	207	
35.	F	219		35.	M	200	
36.	M	307		36.	F	173	
37.	F	198		37.	M	254	
38.	F	205		38.	F	204	
39.	F	207		39.	F	222	
40.	M	300		40.	M	244	
N=40	Total = 9309			N=40	TOTAL = 9061		

INTERPRETATION:

Table-2 indicates that mean of Teaching attitude scores of the U.P. Board school teachers is 232.725 and mean of Teaching attitude scores of the CBSE Board School teachers is 226.525.

Comparison of U.P. Board school teachers and C.B.S.E. Board teachers on professional responsibility.

Table—3: Analysis of U.P. Board school teachers on C.B.S.E. Board teachers on professional responsibility

U.P. Board School Teachers			C.B.S.E. Board Teachers			
N	MEAN	SD	N	MEAN	SD	t-value
40	266.625	46.90	40	27.475	48.205	1.02*

* At 0.05 level of significance.

INTERPRETATION:

Table-3 indicates that t-value between the mean scores of professional responsibilities of U.P. Board and C.B.S.E. Board Teachers is 1 .02 which is not significant at 0.05 level. It means that there is no significant difference between the U.P. Board teachers& C.B.S.E. Board teachers on professional responsibility.'

Comparison of U.P. Board school teachers& C.B.S.E. Board on teaching attitude

Table—4: Analysis of U.P. Board school teachers and C.B.S.E. Board on teaching attitude

U.P. Board School Teachers			C.B.S.E. Board School Teachers			t-value
N	MEAN	SD	N	MEAN	SD	
40	232.725	45.51	40	226.525	33.09	0.697*

* At 0.05 level of significance.

INTERPRETATION:

Table-4 indicates that t-value between the mean scores of teaching attitude of U.P. Board and C.B.S.E. Board teachers is 0.697which is not significant at 0.05 level. It means that there is no significant difference between the U.P. Board teachers &C.B.S.E. Board teachers on teaching attitude.

Comparison of male and female teachers working in U.P. Board schools on professional responsibility

Table—5 : Analysis of male and female teachers working in U.P. Board schools on professional responsibility

Male Teachers of U.P. Board School			Female Teachers of U.P. Board Schools			t-value
N	MEAN	SD	N	MEAN	SD	
20	299.75	16.733	20	233.50	31.288	8.35*

* At 0.01 level of significance.

INTERPRETATION:

Table-5 indicates that t-value between the mean scores of professional responsibility of male and female teachers of U.P. Board schools is 8.35 which is significant at 0.01 level. It means that there is significant difference between the male and female teachers of U.P. Board schools on professional responsibility.

Comparison of male and female teachers working in C.B.S.E. Board Schools on professional responsibility

Table-6: Analysis of male and female teachers working in C.B.S.E. Board schools on professional responsibility

Male Teachers of C.B.S.E. Board School			Female Teachers of C.B.S.E. Board Schools			t-value
N	MEAN	SD	N	MEAN	SD	
20	313.95	23.558	20	241.00	35.777	7.61*

* At 0.01 level of significance.

INTERPRETATION:

Table-6 indicates that t-value between the mean scores of professional responsibility of male and female teachers of C.B.S.E. Board schools is 7.61 which is significant at 0.01 level. It means that there is significant difference between the male and female teachers of C.B.S.E. Boards Schools on professional responsibility.

Comparison of Male and Female teachers working in U.P. Board schools on teaching attitude

Table—7: Analysis of male and female teachers working in U.P. Board schools on teaching attitude

Male Teachers of U.P. Board School			Female Teachers of U.P. Board Schools			t-value
N	MEAN	SD	N	MEAN	SD	
20	271.10	32.109	20	194.35	23.895	0.958*

* At 0.05 level of significance.

INTERPRETATION:

Table-7 indicates that t-value between the mean scores of teaching attitude of male and female teachers of U.P. Board schools is 0.958 which is not significant at 0.05 level. It means that there is no significant difference between the male and female teachers of U.P. Board schools on teaching attitude.

Comparison of male and female teachers working in C.B.S.E. Board schools on teaching attitude

Table —8: Analysis of male and female teachers working in C.B.S.E. Board schools on teaching attitude

Male Teachers of C.B.S.E. Board School			Female Teachers of CB.S.E. Board Schools			t-value
N	MEAN	SD	N	MEAN	SD	
20	249.70	28.896	20	203.35	18.601	6.03*

* At 0.01 level of significance.

INTERPRETATION:

Table-8 indicates that t-value between the mean scores of teaching attitude of male and female teachers of C.B.S.E. schools is 6.03 which is significant at 0.01 level. It means that there is significant difference between the male and female teachers of C.B.S.E. Board schools on teaching attitude.

MAJOR FINDINGS AND IMPLICATIONS OF THE STUDY

The major findings are as following:

- The teachers of U.P. Board schools have the mean score of 266.625 on professional responsibility, while the teachers of C.B.S.E. Board schools have the mean score of 277.475.

- The teachers of U.P. Board schools have the mean value of232.725 on teaching attitude while the teachers of C.B.S.E. Board have the mean value of 226.525 on teaching attitude. The researcher further compared the teachers of U.P. Board schools on professional responsibility and teaching attitude.

- Teachers of U.P. Board& C.B.S.E. Board did not have significant difference on professional responsibility and teaching attitude.

- The researcher also studied the difference between male and female teachers of U.P. Boardschools& C.B.S.E. Board Schools on professional responsibility and teaching attitude.

- There was significant difference between the male and female teachers of U.P. Board schools on professional responsibility.

- There was significant difference between the male and female teachers of C.B.S.E. Board schools on professional responsibility.

- There was no significant difference between male and female teachers of U.P. Board schools on teaching attitude.

- There was no significant difference between male and female teachers of C.B.S.E. Board schools on teaching attitude.

IMPLICATIONS OF THE STUDY

The development of Teachers Professional Responsibility Questionnaire is expected to become a valuable possession of repertoire of tools and test available so far in the field of Education. This tool will be a great asset to Educational Administrators in assessing the assigning duties and responsibilities among various teachers and will prove to be more effective for the distribution of various tasks among the teachers.

Another important finding of the study is that the teachers working in U.P. Board and C.B.S.E. Board schools, are equallyresponsible on Teachers' Professional Responsibility. The conclusion of study reveals that the running towards the C.B.S.E. Board schools should be stopped by guiding the parents about the truth.

The study also resulted that there is significant differencebetween male and female teachers working in U.P. Board schools& C.B.S.E. Board Schools. Therefore,

efforts must be made by all to give the morechances to the females in Educational Institutions. This finding may be aguideline to the social change and a powerful instrument in the hands of female teachers to make them well -adjusted in the society.

This finding of the study that the Teachers Professional Responsibility and Teaching Attitude are not significantly related in case of U.P. Board and C.B.S.E. Board school teachers, is also very meaningful. This finding reveals that only the persons who have a high degree of Teaching Attitude be appointed in the Educational Institutions, and the persons, having low degree of Teaching Attitude, should be avoided, discharged or should be brought under a short period training camps or refresher courses.

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THE BEST NATIONAL ASSETS ENCOMPASSED IN THE UNIVERSITIES AND THEIR RELENTLESS EFFORTS FOR NATION BUILDING

Mr. Keerthi Mahender & Mrs. Satya Kameswari Y

Ph. D. Scholar
Department of Political science
Osmania University
Email: mahenderu@gmail.com
Email: pskameswari3@gmail.com

ABSTRACT

Research is the leading edge of any nation's economic, social, cultural, political, scientific and technological development. Universities encompass some of the finest intellects in the nation which are the best national assets. They are the platform to bridge between knowledge, research and nation building. Research is the crux of the Universities in India. They constantly are engaged in the generation of knowledge which helps in the good governance of any sector for that matter. To what extent these Universities are able to generate the required knowledge that can help in the policy making and good governance of the governments is always a point to be taken into consideration. The research should not only be carried on for the doctoral degrees but also for a cause. Such research can help in generating new policies and programmes for the country's development, irrespective of any field of study. The question here is does this enable universities to be responsive to the needs of learners and provide relevant and innovative education[1]. The role of universities here to cater to the needs of the learners is very imperative. In the words of Professor OludayoOlugbara from Durban University of Technology "For any research work to be of value both within and outside the country, it must address the important question or problem faced by that given society".[2] The researcher needs to understand the field and use standard domain of research that will be useful not only for the country but also internationally.Research is not only nourishment and exercise for the mind but also a tool for building knowledge, for facilitating learning and a means to understand various issues and increase public awareness[3]. Research helps people nurture their potential and achieve goals through various opportunities.

Key Words: Universities, Nation building, National assets, Social science research

INTRODUCTION:

The development of any nation in the domains of economic, social, cultural, political, science and technology is dependent on the sort of research and development that is taking place in the respective realms. The educational institutions have a vital role in encompassing the finest intellectuals in the nation which are the best national assets. These educational institutions or the universities are the platforms which bridge between knowledge, research and nation building. Since the time of Independence India reaffirmed its faith in the role of research and development in the process of nation building. To ascertain the capacity building of the human resources in the course of nation building no of education commissions were set up, which include University education commission (1948 – 49), Secondary Education commission (1952 – 53) and Kothari Commission (1964 – 66). In 2005 the government of India has established National Knowledge Commission (NKC-2005 – 2009), an advisory body to the Prime Minister of India with the objective of transforming India into a Knowledge society[4]. According to the NKC's "More Quality Ph.ds" report, a letter dated 6th November, 2008 was addressed to Prime Minister which says that the growth in the number of doctorates has only been 20% in India in the period 1991 – 2001 compared to 85% in China. Out of the no. of students completing undergraduate degrees only 1% of them are opting for doctoral studies in India, and a substantial number of students prefer to go abroad(National Knowledge Commission Report, 2008). The NKC has recommended improving the quality and quantity of Ph.D. students in the country. There is a need for the quality and quantity of Ph.D. students in the country not only in scientific and technological fields but also in socio- economic and political aspects as to ensure comprehensive development of the country.

Nation Building:

Nation Building is an amalgamation of the agile outlining of the government's planning and also the active involvement of the citizens in the execution of the government's plans. Many angles of development can be attributed to Nation Building which includes, the proper utilisation of the human resources, socio-economic development, political stability, political participation of the people, scientific and technological development etc. India has witnessed a sterling development in the field of science and technology. It is able to utilize its Research and Development in the field of science and technology in the process of nation building. India is a very young country with half of its population below the age of 25. India as a nation is striding in the areas of infrastructure, economic

development, scientific and technological development and education as well. In order to make India a front-line country and economy, the government has launched schemes such as Digital India and Make in India, which require the education system – especially higher education to gear itself to the task of realising these missions[5]. These goals can be achieved with the training and skill development of the human resources. This is where the role of education and research becomes important and very crucial in achieving the success of the schemes launched by the government.

Research is an activity based on intellectual investigation and has the purpose of discovering, interpreting, and revising human knowledge and experience on various aspects of life(National knowledge commission Report, 2008 p.11). With the globalisation, the generation of Intellectual capital in a nation describes the economic progress of that country. The generation of intellectual capital depends on the quality and quantity of the academic research that is done in the nation. In the case of India if the country has to match with the global development it has to work on improving the quality and quantity of research to be done.

The Number of Enrolments in Ph.Ds.in Indiafrom 2013-18	
Years	**Number of Ph.Ds.**
2013-14	1,07,890
2014-15	1,17,301
2015-16	1,26,451
2016-17	1,41,037
2017-18	1,61,412

Source: Sakshiepaper, 05 March, 2019, pp. 14

In the last six years the number of enrolments in Ph.ds has seen a surge. In 2013-14 the number of enrolments in Ph.ds was 1,07,890 students. By 2017-18 the number has come to 1,61,412. These figures are quite encouraging but at the same time when compared to the total population of India the number is very less. Moreover the number of Ph.D. enrolments in Sciences and technological streams is comparatively more when compared to Social Sciences. In the field of Sciences 41,844 students are doing Ph.ds in various Universities in the country, in the field of Engineering 38,714 students are doing Ph.ds whereas in Medical sciences 7,086 are doing research. Most alarming figure is of Social Sciences and Commerce. In Social Sciences the number is 18,366 and in commerce the number is 4,493. At the same time, it is also important that the enrolled scholars should be able to complete the research and attain their Doctoral degrees.

The contribution of Science and technological research to India's Nation Building:

From the above data it is very clear that the contribution of the Science and Technological research to the nation building is in a much better situation than when compared to social science and commerce. For every nation to get developed it is very important that the science and technological development go hand in hand. Countries like USA, Russia, Japan etc., are the best examples where a strong base in science and technology has helped them to develop faster. It is estimated by the World Bank that seven of the ten largest economies of the world by 2020 would be in Asia: China, Japan, India, Thailand, Indonesia, South Korea and Taiwan[6]. This is because of the advancement of science and technology in an effective manner in these countries. It is an established fact that science and technology impacts all aspects of our life and also the planet we live in. Science and technology has been one of the driving forces of the economic development of a nation[7]. Here comes the role of scientists in Nation Building by working on the contemporary knowledge and developing a neoteric nation which is technologically advanced. The role of these scientists and scholars working in the field of science and technology should not be restricted to the development of new knowledge but should be helpful in accomplishing advanced development and utility of such knowledge in the process of nation building. The research should be goal and result oriented. It should focus on the need of the hour and the applicability of such research in the developmental aspects of a nation.

From green revolution to white revolution and to the field of space exploration India has witnessed a precipitous development since independence. India as a developing nation has much to be proud of its scientific and technological research and development. India was the fountainhead of important foundational scientific developments and approaches. These cover many great scientific discoveries and technological achievements in mathematics, astronomy, architecture, chemistry, biotechnology, metallurgy, medicine and soon[8]. At present, the country has a total of 23 Indian Institutes of Technology, 31 NITs, 5 IIITs and 19 IITs in PPP mode[9]and about 40 research laboratories run by the CSIR. The number of universities has increased 34 times from 20 in 1950 to 677 in 2014[10]and also the doctoral programmes. According to Mr. Ashutosh Sharma – Secretary, DST, India stands fifth in the field of scientific publications and the country was clocking a growth rate of 14% every year as compared to the global average of 4%[11]. Indian government has taken up numerous programmes for the development

of scientific and technological research which includes setting up of new institutions like ISERs, new policies to be launched, a compatible and uninterrupted plan allocations for scientific research and establishment of centres of excellence for research and facilities in emerging and frontline science and technology areas. Indian government has come out with exchange programmes and joint ventures globally in the field of Science and technology. Indian scientific communities are combating towards establishing themselves as a leader in scientific and technological advancement from agricultural sector to nuclear energy sector and to nanotechnology, transforming India into a giant technological Nation.

The contribution of Social Sciences research to India's Nation Building:

In India Social Science research can be traced back to the second or third century BC when Manu Dharmashastra was written. It includes the study of state as it existed at that point of time. Kautilya'sArthashastra [324 – 296 BC] is a discourse that describes in detail the socio-political and economic structures which were existing during the period. Both Asian and Western political thinkers made a study of India from the social science perspective. Megasthenes [324BC – 300 BC], Al Biruni [1030AD] a Persian scholar, Bernier a French traveller [in 17th century] etc., are few to be named. The development of Modern Social Science can be dated back to 19th century when a number of research societies were set up by the colonial interests. Since the British wanted to know about the Indian culture, society and its people as to make it easy for them to interact and for administrative purposes the British started collecting the data and information on Indian society[12]. The colonial heritage continues to influence much of social sciences even to this day (shamitasharma,1992). There is a need for Indianisation of the field of social sciences by the social scientists. The most important step taken by the government of India to promote social science research is the establishment of Indian Council for Social Science Research [ICSSR] in 1969. To a large extent it marked the critical juncture in expansion of the study and research in social sciences. ICSSR is playing an important role in building the social science research and teaching in India and also working towards encouraging individual research by instituting and administering fellowships and scholarships for social science research. It is working towards identifying those areas where there is a need for adopting special measures for the development of social science.

Many research institutes were established in late 1970s and are working to this day in collaboration and coordination with ICSSR. Institutes like TIS [Tata institute of Social Sciences], Gokhale institute of Politics and Economics, Sardar

Patel institute of Economics and Social research are few to be named. Social Science research can be attributed to the governments need to understand and formulate the policies in the process of nation building, to develop the standard of living of the people by making adoptable public policies and laws which can sustain their growth. Social Science research can also help the governments in solving the socio-economic and political obstacles that hamper the growth of the nation. Social science research in India is well established today when compared to the colonial period. Despite the fact that number of institutes both in public and private are working in the field of Social Science research there are still numerous draw backs which are acting as obstacles in the advancement and modernization.

- *Dominance of Western Political thought:* since the British colonial rule the inflow of western political thought has dominated the Indian thought. Though the concepts of Democracy, liberty, equality and fraternity are universal in nature, the need to look at these concepts from the Indian point of view and applicability is very much in need. There has been a lot of research done in this area in the recent past. But the output has not been extraordinary. The viability of the research output needs to be relevant to the socio-political atmosphere in the country.

- *Research on Rural areas and the problems related to the rural areas:* Research on rural areas and the problems like poverty, education, child marriages, girl child education, agriculture etc., are taken up. But the output of research is not yielding much required results. Constructive usage of the research is not being done as the problems still exists in rural areas. Right from poverty to the girl child infanticide exists in rural areas. There is a need for the social scientists to study the actual data and work on the problems so as to get to the solutions. Constructive conclusions are to be suggested by the social scientists so as to be implemented.

- *Research on Urban areas and the problem related to the urban areas:* Urban areas are in no way devoid of problems. They as well have problems like child insecurities, parental issues, impact of changing cultures, western culture impact and soon. The social scientists need to work on such issues which are hampering the society in its development. The researchers need to be more productive and work on finding solutions to the socio-political and cultural issues that are prevailing in Urban areas.

- *Public policy and research:* Effective research can be done on public policies as there is a need to review the policies that are implemented by the

government not just to judge the government but to check the viability of the policies, whether the policies are in reach of the people, how far the policies can be implemented and whether the polices are suitable to the circumstances that are prevailing in the state. There is a need for healthy research and discussion on many social issues like health, education, child molestation, female harassment at work. A productive and constructive research needs to be done in many fields so as to address and eliminate the problems and issues at the gross root level.

- *Interdisciplinary Research in Social Sciences:* There is an urgency in interdisciplinary Research in Social Sciences. Individual research is being done in most of the areas. For example, we have seen research on education and research on employment as well but unable to see the interdisciplinary research on education and employment together. In the present scenario we can see that the number of engineers have increased tremendously and the employment opportunities have not changed. There is a need to balance this as to provide appropriate policies by the government. In such cases there is a need for interdisciplinary study of sociology, economics and politics as well so as to bring a stability in the society.

- *Funding of Social Science Research:* Most of the funding for social science research is done by ICSSR. With the establishment of ICSSR, the funding of social science research has been improved. ICSSR funds most of the institutes and research organisations in India. Still in the field of Social Sciences many of the Universities are not able to give the scholarships to the scholars, which made research handicapped. There is a need for more number of institutes to come up with solutions for the funding and development of social science research.

- *Magnetic field in the west*: Many of the social scientists are getting attracted by the western countries because of better living conditions, higher salaries, work environments and the working culture. This is leading to brain drain in the country. These scholarly Indian instead of bringing back the skill to adopt it in the process of development of the country are unable to come out of the magnetic field of west. The need of the hour is to sustain the scholarly Indian community in the country itself so as to make use of their intellectual capacities in the process of nation building.

Conclusion:

The Social Scientists in India have to look into the fact that the research needs to be in orientation to the India situations. The policy, social and economic issues to be viewed from the from the Indian point of view. No doubt that the Indian social scientists encounter number of issues in this process of bringing the change. If the Indian social scientists are able to find a balance between practical research which focuses on main social concerns of contemporary India and still engage in independent creative thinking and reflection, they will be able to play an important role in fashioning the Indian society of future(shamitasharma, 1992). Indian social scientists need to work on collaborative and interdisciplinary works so as to ensure an overall development. There is a need for the social scientists to endeavour their efforts on theorising the practical and new knowledge so as to make it evident that the research is authentic. The governments should also have to involve themselves in encouraging the social scientists by giving them recognition, awards as in the case of science and technological field. Best scientists of the year awards are given for those scientists who excel in the field of science and technology, in the same way awards can be installed in the field of social sciences. Even in case of International scenario Noble prize is given for economics but other social science like political science, sociology, anthropology are not having a place. In fact, they are as relevant to the society as that of economics. These scientists whether it is scientific and technological field or the social scientists they are best national assets encompassed in the Universities and other research institutions, who are rendering their efforts relentlessly in the process of nation building. The nation has the responsibility to provide the facilities for scholar's research passion and restore support which can motivate them to give best output which in turn can take our nation to a pinnacle of success.

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SCHEDULED CASTE AND SCHEDULED TRIBE STUDENTS IN HIGHER EDUCATION IN BODOLAND TERRITORIAL AREAS DISTRICTS OF ASSAM

Dr. Nil Ratan Roy

Associate Professor, Department of Education, Tezpur University, Napaam, Assam, India

&

Chetan Chandra Das

Ph. D Research Scholar, Department of Education, Visva-Bharati, Santiniketan, West Bengal, India

Email: daseducation123@gmail.com

ABSTRACT

Higher education is the exponent of the country's future development and progress. The main goals of higher education is to propagate qualified human resources and which enhance the social, economic, political, civil and cultural environment etc. it is also provides an opportunity to react on the critical socio-economic, cultural, moral and spiritual issues facing humanity. National Policy on Education (NPE) 1986 has underlined the importance of higher education as crucial factor for survival because of its potentiality to contribute to national development through dissemination of specialized knowledge and skills. However, the educational process of BTAD areas from primary to Higher education runs by the central government and state government of Assam. But, the scheduled castes and scheduled tribes are not progress in higher education, for that the BTAD council has taken up numbers of schemes for their progress of higher education. Hence, how far the SC and ST students have improved in higher learning in BTAD. In this regards, the researchers has attempted to find out the participation of SC and ST students in higher education in BTAD of Assam through survey method and data has been collected from both the Primary and Secondary sources.

[**Key words:** Higher Education, scheduled castes, scheduled tribes and BTAD etc.]

1.0 INTRODUCTION:

Higher education provides an opportunity to the development of human being in terms of social, cultural and economic, moral and spiritual in the present society. It also contributes to the national development through dissemination of knowledge and skills. Hence, higher education is considered to be an important instrument for the development of any country, particularly for a developing country like India (Ahmad, 2010). National Policy on Education (NPE) 1986 has underlined the importance of higher education as crucial factor for survival because higher education generates qualified human resources and provides training for a research career. UNESCO, 1995 revealed that higher education plays multiple functions and will be capable of responding to problems of poverty and inequality and that it will serve public needs. So, higher education imparts in-depth knowledge and understanding so as to advance the people to new frontiers of knowledge in different walks of life. Therefore, higher education is an emergent importance for our country to build knowledge based society and globalised nation.

However, the Bodoland Territorial Areas Districts was constituted on 10th February 2003 from the state of Assam; after formation of BTAD the government of India as well as Assam has taken a number of steps to strengthen the higher education particular in this areas. Provision of opening educational institutions on priority basis in this areas predominantly inhabited by all communities, provision of incentives like scholarship, mid-day meals, free uniforms, books and stationery, reservation of seats in educational institutions, relaxation of standards for admission to institutions of higher learning. But, these provisions still have to go a long way to come-up in the field of development in higher education. In this regards the BTC government has taken numbers of initiative to the development of infrastructure and facilities, fulfillment of large vacancies in faculties' positions in the colleges etc. According to 2011 census, the total literacy rate of BTAD areas shown below-

Table 1: The literacy rate in BTAD of Assam in 2011 Census

Districts	Literacy rate (Total)	Male	Female
Kokrajhar	65.12%	71.89%	58.27%
Baksa	60.30%	67%	53.4%
Udalguri	65.41%	72.58%	58.05%
Chirang	63.55%	70.24%	56.65%

Source: Census report 2011, Assam

2.0 OBJECTIVES OF THE STUDY:

The present study has been designed by the researchers to find out the participation of SC and ST students in higher education in BTAD of Assam.

3.0 DELIMITATIONS OF THE STUDY:

The present study is delimited to the SC and ST students in higher education in BTAD areas.

4.0 NATURE OF THE RESEARCH:

For the present study the researchers has adopted descriptive survey method and data has been collected from both the primary and secondary sources.

5.0 ANALYSIS AND INTERPRETATION OF DATA:

The data has been collected from all the provincialised colleges of BTAD areas and the data has analyzed and interpreted by using statistical technique like Percentile test.

6.0 OBSERVATION AND DICUSSION:

It is observed that the literacy rates of BTAD areas are not satisfactory. So, the various provisions has used for the development of education among all the communities. But, SC and ST students are lagging behind particularly in higher education in comparison to others group of people in BTAD areas. The participation of SC and ST students in higher education in BTAD areas is shown below-

Table 2: Growth enrolment of SC and ST students in higher education in BTAD

Session	Total			Scheduled Castes			Scheduled Tribes		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2010-11	3550	2563	6113	201	135	336	1494	1686	3180
2011-12	2958	2487	5445	324	231	555	1635	1605	3243
2012-13	3544	3776	7320	300	244	544	1744	2124	3868
2013-14	5070	4113	9183	285	204	489	2982	2676	5658
2014-15	6136	6465	12601	296	303	599	3546	3686	7232
2015-16	5830	5050	10880	369	324	693	3062	2912	5974
2016-17	6678	6464	13142	321	307	628	3796	3838	7634

Sources: Annual report GU 2010-17, & concerned colleges

Table 3: Percentage of growth enrolment of SC and ST students in higher education in BTAD

Session	Total			Scheduled Castes			Scheduled Tribes		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2010-11	58.07	51.93	100	3.29	2.21	5.49	24.44	27.58	52.02
2011-12	54.33	45.67	100	5.95	4.24	10.19	30.02	29.48	59.56
2012-13	48.42	51.58	100	4.10	3.33	7.43	23.83	29.02	52.84
2013-14	55.21	44.79	100	3.10	2.22	5.32	32.47	29.14	61.61
2014-15	48.69	51.31	100	2.35	2.40	4.75	28.14	29.25	57.39
2015-16	53.58	46.42	100	3.39	2.98	6.37	28.14	26.76	54.90
2016-17	50.81	49.19	100	2.44	2.34	4.78	28.89	29.20	58.09

Sources: calculated based on students enrolment

The above table no.3 reveals that scheduled tribe students are more enrolled in higher education in BTAD areas of Assam in comparison to the scheduled caste students. In all the academic sessions, ST students are quite high enrolled in the colleges. On the other hand, it is found that in the session 2011-12, in which SC students are found little better in position, other than that their rate of enrolment is decreasing day by day in BTAD areas.

Figure 1: Graphical representation of enrolment of SC and ST students in higher education
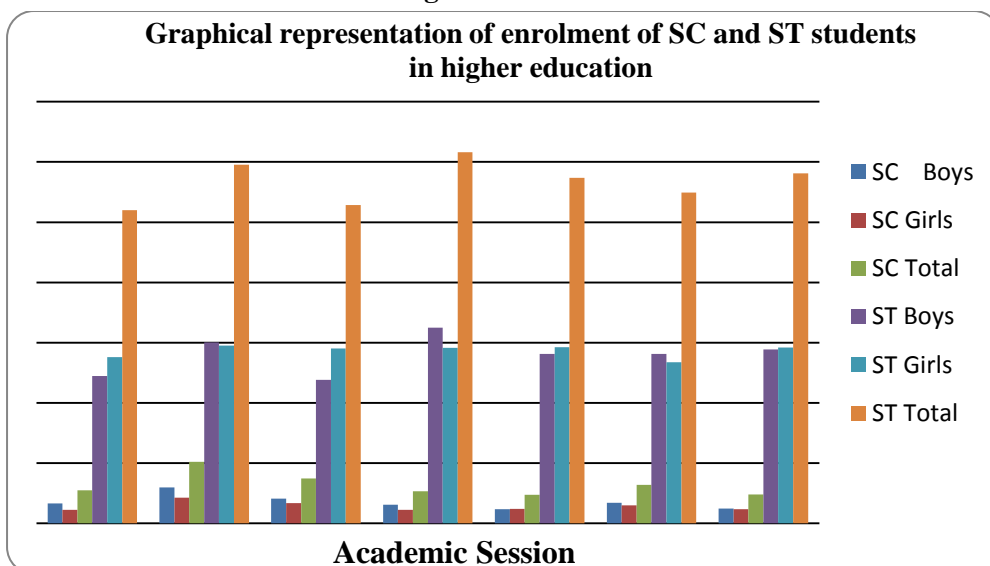
From the above table no. 3 & figure no.1 shows the total percentage of enrolment of SC and ST students of higher education in BTAD of Assam during

2010 to 2017. The table indicates that in the session 2010-2011, the total percentage of enrolment of SC students was 5.49% out of which boys were 3.29% and girls were 2.21%. On the other hand, in the session 2010-11, the total percentage of enrolment of ST students was 52.02% out of which boys were 24.44% and girls were 27.58%. Similarly, in the session 2011-2012, the total percentage of enrolment of SC students was 10.19% out of which boys were 5.95% and girls were 4.24%. On the other hand, in the session 2011-12, the total percentage of enrolment of ST students was 59.56% out of which boys were 30.02% and girls were 29.48%.

The above table indicates that in the session 2012-2013, the total percentage of enrolment of SC students was 7.43% out of which boys were 4.10% and girls were 3.33%. On the other hand, in the session 2012-13, the total percentage of enrolment of ST students was 52.84 % out of which boys were 23.83% and girls were 29.02%. Similarly, in the session 2013-14, the total percentage of enrolment of SC students was 5.32% out of which boys were 3.10% and girls were 2.22%. On the other hand, in the session 2013-14, the total percentage of enrolment of ST students was 61.61% out of which boys were 32.47% and girls were 29.14%.

The above table reveals that in the session 2014-15, the total percentage of enrolment of SC students was 4.75% out of which boys were 2.35% and girls were 2.40%. On the other hand, in the session 2014-15, the total percentage of enrolment of ST students was 57.39% out of which boys were 28.14% and girls were 29.25%. Similarly, in the session 2015-16, the total percentage of enrolment of SC students was 6.37% out of which boys were 3.39% and girls were 2.98%. On the other hand, in the session 2015-16, the total percentage of enrolment of ST students was 54.90 % out of which boys were 28.89% and girls were 29.20%. Again, the above table reveals that in the session 2016-17, the total percentage of enrolment of SC students was 4.78% out of which boys were 2.44% and girls were 2.34%. On the other hand, in the session 2016-17, the total percentage of enrolment of ST students was 58.09% out of which boys were 28.89% and girls were 29.20%.

7.0 MAJOR FINDINGS:

From the present study, it is found that scheduled tribe students are more enrolled in higher education in BTAD areas of Assam in comparison to the scheduled caste students. In all the academic sessions from 2010 to 2017, ST students are quite high enrolled in the colleges. On the other hand, it is observed that in the session 2011-12, in which SC students are found little better in position, other than that their rate of enrolment is decreasing day by day in BTAD areas.

8.0 EDUCATIONAL IMPLICATION:

- This study will enable the Govt. to adopt more plan, policies and schemes for the up-gradation of SC and ST students in Higher education.

- From this study, parents will be able to know the participation of SC and ST students in higher education. So, they will be able to encourage their children for pursuing higher education.

9.0 CONCLUSION:

It is observed that the education system of BTAD areas from primary to higher education runs by the central government and state government of Assam. However, the scheduled castes and scheduled tribes are not satisfactory in higher education. For which the BTAD council has taken up numbers of incentive for their progress of higher education such as- scholarship, mid-day meals, free uniforms, books and stationery, reservation of seats in educational institutions, relaxation of standards for admission to institutions of higher learning. Hence, it is found that the literacy rate of BTAD areas remains far from satisfactory. Again, it also found that from 2010 to 2017 the participation of SC students are less that the ST students in higher education in BTAD of Assam.

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ABNORMALITY AND PSYCHOLOGICAL DISORDERS: A PERSPECTIVE

Debprasad Mandal
Assistant Professor of Philosophy
Gour Mohan Sachin Mandal Mahavidyalaya
South 24 pgs.,West Bengal, India
Email: debprasadmandalgmsm@gmail.com

ABSTRACT

Abnormality means something that is not normal, especially in a person body. Abnormality can be defined as a deviation from social norms. This means that we label people as abnormal if their behavior s is different from what we accept as the norms of society. Some social norms are explicit, which means they are legal written laws. While others social norms are implicit and are unwritten or unspoken rules in society. If people break these rules, then they are deviating away from social norms and therefore could be labeled as abnormal. Abnormality can be defined as a failure to function adequately. Abnormality can be defined as a deviation from ideal mental health. Abnormality is that which is considered deviant from specific social, cultural and ethical expectations. My discussion of psychological disorder will begin with those that arise early in the life span. A wide ranges of conditions that effect mood, thinking and behavior. The term psychological disorder known as mental disorder is a pattern of behavior or psychological symptoms that impact multiple life areas and creats distress for the person experiencing these symptoms. Some mental illness may be triggerd by psychological trauma that happens when you are a child on teenager. Here I have given some important psychological disorders their causes and symptom. These disorders are most harmful for our life.

Key Words: Abnormal, disorder, mental, psychological, distress, behavioral.

Introduction:

In everyday life the terms insanity, mental illness, psychopathology, emotional disturbance, behavior disorder, mental disorder, abnormality, and psychological disorder have roughly similar meanings. All are often applied to

behavior that is highly unusual. Abnormality is a behavioral characteristics assigned to those with conditions regarded as rare of dysfunctional. Behavior is considered abnormal when a typical or out of the ordinary, consists of undesirable behavior, and results in impairment in the individual functioning. Abnormality has been defined in a number of ways, unusual behavior that is different from the norm, behavior that does not conform to social expectations or demands, statistical infrequence, failure to function adequately, presence of pronounced psychological suffering or distress. Birth defects are structural or functional abnormalities present at birth that cause physical or mental disability. They are the leading cause of death for infant. Abnormality can be defines as a deviation from ideal mental health. Some time abnormality is a behavioral characteristic assigned to those with conditions regarded as a rare or dysfunctional. A behavioral disorder can have a variety of causes. The abnormal behavior that is usually associated with these disorders can be traced back to biological, family and school related factors. Some biological causes may include. Most abnormal behavior is a cultural issue. Biological and psychological issues can both play a part in abnormality. Malnutrition, brain damage, hereditary factors are also the cause. Abnormal behavior may be defined as behavior that is disturbing, distressing, and maladaptive.

Some key Factors of abnormality:

Very few behaviors are inherently abnormal. Abnormality must be judges in the context of a particular social situation. People identified as having psychological disorders are often those whose behavior others. People who walk the streets looking dirty, making bizarre body movements, shouting at strangers or telling loud stories are specially likely to be ''stopped' and ushered into some form of mental health care. Judgements about psychological disorders are also influenced by our perceptions of the subjective distress of the individual question. Such distress may include (1) feelings of dissatisfaction, sadness, anxiety (2) physical complaints such as nausea headaches (3)unwanted thoughts or impulses. Impairment of adaptive functioning is also a key factor of abnormality .Some behaviors abnormal because they pose a threat to adaptation. Behavior that is extremely overdone or underdone may be considered abnormal. The empirical approach to classification is often linked to behavioral assessment.

Causes of abnormality:

There are some causes of abnormality.

1) Genetic disorder: There are three types of genetic disorders. Single gene disorders, chromosomal disorders and complex disorders.

A genetic disorder is a genetic problem caused by one or more abnormalities formed in the genome. Most genetic disorders are quite rare and affect one person in every several thousands or millions. Genetic disorders may be hereditary meaning that they are passed down from the parents genes.

2) Birth defect: A birth defect is a problem that happens while a baby is developing in mothers body. Birth defect happens by genetic problem, chromosomes problem and environmental problems. Most birth defects are happen during the first three months of pregnancy. One out of every thirty three babies in the United States is born with a birth defect. A birth defect may affect how the baby looks, works or both.

3) Cervical cancer is also the cause of abnormality.

4) Defects of chromosomes:

5) Deformity: A deformity dysmorphism or dysmorphic feature is a major abnormality in the shape of a body part or organ compared to the normal shape of the part.

6) Disease causes abnormality: Some diseases are the causes of abnormality. Some examples of monogenetic disorders including cystic fibrosis, sickle cell anemia, marfan syndrome, huntingtors disease and hemochromatosis also the causes of abnormality.

Causes of psychological disorder:

Psychological factors that may contribute to mental illness. Include severe psychological trauma as a child, such as emotional, physical, or sexual abuse. An important early loss, such as the loss of a parent, early in life neglected. Many mental illness runs in families. Some conditions involve circuits in your brain that are used thinking mood and behavior. Brain injuries are also linked some mental conditions. Some mental illness may be triggered by psychological trauma that happens when you are a child or teenager.

1) Several emotional, physical, or sexual abuse.

2) A major loss such as death of a parent, early in life.

3) Neglected by various aspect.

4) Major sources of stress.

5) Divorce, problems in family relationship.

6) Jobless, school and substance abuse can trigger or aggravate some mental disorders in some people.

7) Grief, anger and other emotions have a major setback.

8) Abusing alcohol or drugs.

9) Feeling low on hope and not enjoying.

10) Sleep problems (too much or too little)

11) Panic, fear, emotional distress.

Doctor does not know the exact cause of most mental illness. A condition of things including your genes, biology and your experiences seem to be involve. They can also vary from person to person.

Abnormality and top eight psychological disorders:

Infantile Autism:

One of the most frightening disorders a parent can confront is the rare but devastating combination of retarded development and peculiar behavior known as infantile autism.

Characteristics of autism:

1) Most popular answer is cold and rejecting behavior by parents.

2) General lack of responsiveness to other people.

3) Serious deficiencies of communication skills, especially language.

4) Unusual repetitive respond to the environment. To understand what does cause autism, many investigations are now focusing on psychological factors. Some researchers have studied cerebral lateralization in autistic youngsters.

Whatever psychological factors may be involved in autism – abnormal, arousal, unusual cerebral-dominance patterns, or other as yet unidentified not in others . To tackle this question some researchers have studied the role of genetic factors.

Bulimia an eating disorder: Anorexia Nervosa, a behavior pattern involving self starvation that often arises in adolescence and in especially prevalent among girls. Anorexia is one of several eating disorders listed in DSM-111. Another closely related to anorexia is Bulimia.

Characteristics of Bulimia:

Bulimia disorder is sometimes called the binge –purge syndrome. Patients struggle with her urge to eat leads. Over and over again to cycles in which she stuffs food in, purges it out with vomiting and laxatives and sometimes goes on extreme diets. Bulimia is hard to detect because the binging and purging are hidden. Victim of public eating havits are appropriate, and body shape and weight remain within normal limits. Bulimia is most common among while females in their late teens to late twenties. One study found that about 4 percent of students treated in a

university, psychiatric clinic had been diagnosed as having bulimia. But another study reported that 13 percent of355 students in a suburban college experienced all the major DSM-111 diagnostic symptoms of bulimia.

Causes of Bulimia: Some impulse control problems or perhaps some problem of their family members. Bulimic people typically have a morbid fear becoming fat. Feel overweight even when they are not and have exaggerated ideas about how thin and light they should be.

Schizophrenia: A disorder that effects a person's ability to think and behave clearly. Treatment can help but this condition can't be cured.

Symptom: Schizophrenia often has delusion. Schizophrenia is a mental disorder that usually Appear in late adolescence or early adulthood. Characterized by delusions, hallucinations and other cognitive   difficulties, schizophrenia can often be a life long struggle.

Causes: Research suggests a combination of physical genetic psychological and environmental factions can make a person more likely to develop the condition. Some people may be prone to schizophrenia and a stressful or emotional life event might trigger a psychotic episode. Thing that increase the chances of schizophrenia developing include. Schizophrenia tends to run in families, but no single gene is thought to be responsible. Studies of people with schizophrenia have shown there are subtle differences in the structure of their brains. Neurotransmitters are chemicals that carry message between brain cells.

Pregnancy and birth complications: People who develop schizophrenia are more likely to have experienced complications before and during their birth such as-

1) a low birth weight.
2) premature labor.
3) a lack of oxygen during birth.
4) triggers are things that can cause schizophrenia to develop people who are at risk.
5) Stress and drug abuse also the cause of schizophrenia.

Depression: Depression can affect anyone at almost any age. And the reason why the some people grow depressed is it always known. But researchers suspect there are many causes of depression and it is not always preventable.

It's estimated that 10 to 15 percent clinical depression in their life time. And the World Health Organization estimates 5 percent of men and 9 percent of women experience depressive disorders in any given years.

Causes of Depression:

1) Genetics and biology: Depression to genetics. Most researchers suspect that having parents on siblings with depression may be a risk factor.
2) Brain chemistry Imbalance: Depression is believed to be caused by an imbalance to be neurotransmitters which are involved in mood regulation.
3) Female sex hormones: Widely documented that women suffer from major depression about twice as men. Women are especially prone to depressive disorders during times when their hormones are in flux.
4) Poor nutrition; A poor diet can contribute to depression in several ways. Diet high sugar have been associated with depression.
5) Physical health problem: The mind and body are clearly linked. Illness is related to depression in two ways. The stress of having a chronic illness may trigger an episode of major depression.
6) Drugs and alcohol can contribute to depressive disorders. Some drugs have been found to be associated with depression.
7) Stressful life events: Which overwhelm a person's ability to cope may be a cause of depression.
8) Grief and loss are the cause of depression. Loss of a loved one, trouble sleeping, poor appetite, loss of pleasure or interest are the cause of depression.

Anxiety: Mental health disorder characterized by feelings of worry, anxiety or fear that are strong enough to interfere with one's daily activities. Anxiety is a feeling of nervousness, unease, or worry that typically occurs in the absence of an imminent threat .When feelings of fear or nervousness become excessive, difficult to control, or interfere with daily life, an anxiety disorder may be present

Causes of anxiety: A range of factors can work together to cause an anxiety disorder. People with anxiety disorders regularly have a genetic predisposition towards them, and physical factions, such as an imbalance of hormones and chemical messengers in areas of the brains also play an important role. These common external factors can cause anxiety. Stress at work, school, personal relationship, marriage, financial stress, stress from an emotional trauma, such as death of a loved one, serious medical illness. Side effect of medications. Use of an illicit drug. Anxiety can be normal in stressful situations such as public speaking or talking a test. Anxiety is only an indicator of underlying of disease when feelings become excessive. All consuming and interfere with daily life.

Excessive worry, unwanted thoughts, emotional distress, palpitation, fear is the symptom of anxiety. Meditate ,focus on your breath, take a deep breath, exercise, get an adequate amount of sleep, play music, and talk to some one's to stop anxiety.

Panic disorder: A panic attack is a sudden episode of intense fear or anxiety and physical symptoms based on a perceived threat rather than immense danger. Panic disorder that triggers severe physical reactions when there is no real danger or apparent cause. Panic attack can be very frightening, when panic order occur, you might think you are losing control, having a heart attack on even dying. You may be having a panic attack when you feel sudden overwhelming terror .It is not clear what causes panic disorder .In many people who have the biological vulnerability to panic attack, they may develop in association with major life changes and major life style stressors. There also some evidence that suggests that the tendency to develop panic disorder may run in families. People who suffer from panic disorder are also more likely than others to suffer from depression, attempt suicide or to abuse alcohol or drugs.

Causes of panic disorder: Severe of stress, such as the death of a loved one. Divorce or jobless can also trigger panic attacks. Panic attacks may also be caused by medical conditions and other physical causes.

Fhobia: Fobia is a type of anxiety disorder, defined by a persistent and excessive fear of an object or situation. The phobia typically results in rapid onset of fear and is present for more than six months.

Causes of phobia:

1) Particular incidents or traumas…
2) Learning responces, picked up in early life.
3) Responces to panic or fear.
4) Genetics.
5) Long term stress can cause feelings of anxiety and depression and reduce your ability to cope in particular situations.

Obsessive compulsive disorder: Excessive thoughts that is obsession that lead to repetitive behaviors is compulsion. A personality disorder characterized by excessive orderliness. Perfectionism, attention to details, and a need for control in relating to others.OCD is a type of mental illness.OCD is an anxiety disorder in which time people have recurring unwanted thoughts. Idea on sensations (obsessions) that make them feel driven to do something repetitively.

(compulsions).OCD is a mental health disorder that affects people of all ages and walks of life and occurs when a person gets caught in a cycle of obsessions and compulsions. Obsessions are unwanted, intrusive thoughts. Images or urges that trigger intensely distressing feelings.

Paranoid personality disorder (PPD)

Personality disorders are long –standing maladaptive behavior patterns. People with personality disorders cope with life's problems and relate to others in ways that may be considered troublesome. Unusual, strange, or tiresome, but their behavior is not so anxiety ridden or bizarre as that described in the DSM-111 clinical syndromes. We do not know the exactly what causes PPD, but it is likely a mix biological and psychological factors. PPD is more common in people who have close relatives with schizophrenia which suggests a genetic link. Early childhood experiences including physical or emotional trauma, also may play a role.

Only personality disorder possible causes include trauma in early childhood such as abuse, violence, inadequate parenting and neglect. There is growing evidence that neurological and genetic factors may play a part in the development of these disorders. some personality disorders through, do resemble mild forms of this syndromes. Others are characterized by defects of impulse control and conscience.

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CREATIVE TEACHING: A MEANS TO IDENTIFY AND NURTURE THE CREATIVE TALENTS OF DIVERGENT LEARNERS IN TEACHER EDUCATION.

Dr. Sukanya Bhattacharjee

Asst. Professor, Holy Cross College, Dept. of Teacher Education, Tripura, India
Email: bsukanya13@gmail.com

ABSTRACT

The present study attempted to describe the features of creative teaching with some methods of fostering creative talents through classroom teaching – learning process in teacher education program. The present education system, which follows a rigid course of prescribed syllabus, does not provide ample opportunities for developing the thinking skills in schoolchildren. We need to follow a system of education, which at every stage provides freedom for creative thinking. Just the bookish knowledge based teaching and learning, limited outlook of the teachers and rigid methods of teaching has always been one set of major obstacles that has been suppressing creative interests in students. In present day the teaching in schools are actually making students more and more imitative rather than creative. This tendency of imitativeness prevailing in many schools can be replaced by creative methods of teaching. Drawing out the unexpressed creativity in every student is also one of the prime objectives of education. Every child in the class need to be creatively genius by birth, but certain degree of creative interest can be fostered by thoughtful effort and desire of the teachers and for that reason teachers also need to be a creative in their style of teaching. So the present paper made an effort to reflect how traditional teaching can be replaced by creative teaching in teacher education program to find out the divergent creative talents of student teachers and to train them how to make their teaching creative by using their divergent creative talents.

Keywords: Divergent learners, Creative talents, Unexpressed creativity, Unleashed imagination, Originality of thoughts.

Introduction:

Anatole France says that "the whole art of teaching is only the art of awakening the natural curiosity of the young minds for the purpose of satisfying it afterwards". The springs of natural curiosity is the base for creativity which can be opened out by planned creative thinking. In most of the students when their creative thoughts do not get encouragement and proper channels for expression, it is forced to remain dormant within them. This deficiency prevailing in our educational process should be overcome, to make this teaching – learning process more productive. Our teaching approaches should transform students into good thinkers and active lifelong learners. Teachers should adopt different forms of creative thinking teaching with a learner centred pedagogical teaching method replacing the less productive and rigid traditional methods. The prerequisite for this type of teaching approach is prior understanding of the objectives of creative teaching and proper planning. Developing the wide range of interests, awakening natural curiosity and nurturing creative thoughts through a systematically organized programme of instruction are the basic objectives of creative teaching. If teachers are able to create an atmosphere of fostering creativity, the rest will be done by the impact of the atmosphere itself as the wingless leaves can fly like birds when wind blows. As teachers are the creator of the atmosphere of fostering creativity in learners so they need to be trained properly to be creative in their approaches of teaching through teacher education program because today's teacher trainees are future teachers of a nation.

Review of literature:

A qualitative study by **Woods (1995),** was carried out among primary school teachers through in classroom and school observation, interviews, review of documents, movies and life history of teachers. One of his objectives was to look at effects on teaching curriculum and creativity. He found that frequent changes in teaching contents will stunt teacher creativity and as instructors they felt that they are being forced to adopt certain teaching approaches. So the school administrators should address changes in the learning contents wisely so that the instructors continue to have passion to teach creatively.

Horng, et, al. (2005) explored the factors that influences creative teaching and to find out what effective teaching strategies are used in the learning area of Integrated Activities in the study Creative teachers and creative teaching. Results drawn by analysing the interview content, the teaching plans, teachers' reflection and the classroom observation videotapes. The findings of the study revealed that the

factors influencing creative teaching in Integrated Activities are – (i) personality traits (ii) family factors (iii) experiences of growth and education (self – created games and stories, brainstorming between classmates etc) (iv) beliefs in teaching, hard work, motivation (v) the administrative side of school organization. The effective teaching strategies used by the teachers are: student centred activities, a connection between teaching contents and real life, management of skills in class, open – ended questions, an encouragement of creative thinking and use of technology and multimedia. Integrated Activities are closely connected to life experience and a basis for the development of creative thinking within education.

A demand creative teaching has become a universal discourse across different nations, reflecting globalization of economic activity. Teachers play a key role in promoting creative thinking through appropriate approaches of teaching in the classroom interaction process. A thematic – analytic study by **Kuan Chen Tsai (2013)** is made to investigate the effects of creativity training on adults. The findings of the results of Meta – analysis indicates that creativity training is effective on adults so adults' educators could consider fostering creativity in adult classroom. The significance of these findings indicates creativity training is promising for increasing adults' creative thinking.

A systematic review of educational research, policy and professional literature relating to creative environments for learning in schools explored the impact of creative learning environments on pupil attainment, confidence, resilience, motivation, problem solving, interpersonal skills and school attendance. These findings have implications for policy making, practice and research internationally. **(Jindal – Snape, 2013)**

In a study on Teachers' conceptions of creativity and creative students by **Aljughaiman and Renolds (2005)**, it was found that teachers possessed an inaccurate concepts regarding what constitutes creativity and revealed conflicts with the classroom behaviours demonstrated by creative students. The paradox between teachers' reported support for creativity enrichment and virtual lack of related classroom practice is explored as a result of multiple misconceptions and contributing variables.

However, it is clear that there are very few studies that provide robust evidence regarding the impact of creativity on learners. There are further gaps when we consider the impact of creativity in the context of gender, age, socioeconomic status and pupils' attainment. Investigation with governments across the world in creative learning environment and professionals' belief that creativity has a positive

impact in students' attainment. On the other hand, the studies that did investigate the impact, found well weight of evidence that would confirm that the government and professionals' are justified.

Meaning of creative teaching:

The National Advisory Committee on Creative and Cultural Education (NACCE, 1999) defines creative teaching as 'teachers using imaginative approaches to make learning more interesting, exciting and effective' and teaching for creativity as 'forms of teaching that are intended to develop young people's own creative thinking or behaviour'. Teaching for creativity cannot be achieved without creative teaching.

Creative teaching is an art (Craft, 2001) and therefore instructors cannot be taught didactically on how to be creative. However, instructors need to develop a range of skills themselves which they can adapt and apply to different situations. Davis and Rimm (2004) acknowledged that personal creativity can be enhanced, and they proposed that creativity could be taught. Thus, teachers' creativity in teaching can be trained.

The Creative Teaching can be greatly enhanced by incorporating selected activities into the classroom. By breaking from the usual thoughts and opening the minds for more unconventional thoughts, broaden the chances for creativity. Students to be good thinkers must be good at observing, listening and remembering or recollecting information. Then they should ask themselves about what is observed, experienced or heard. When students are fascinated towards the wonderful mechanism of nature, they keep thinking more about them. Creative thinking working in the mind generates many ideas and these ideas when translated into action with definite planning, many creative works results. Everything ultimately depends on the initiatives taken by teachers to create right situations that induce creative thinking and imagination.

Features of Creative Teaching

It is fact that teachers cannot transform each student into individuals with high creative ability. However, during their stay at educational institutions, students can be trained to think in a creative manner. Any small extent of their creative potentials and talents can be developed by recognizing them and by providing them sufficient activities and opportunities. The following features mentioned acts as pillars for the act of creative teaching:

1. Divergent thinking, novelty of ideas, flexibility and originality of thoughts should be possessed and experimented.

2. One should be sensitive enough to notice the prevailing eagerness, curiosity and high degree of interests being exhibited by the students.

3. Teachers themselves should have or develop the power of imagination because creativity is basically 'unleashed imagination'.

4. One should have good inter – personal relationship and social interaction with students, which helps in easier spotting and fostering of creativity.

5. Teachers should have a mind set to evaluate the effects of creating a positive environment through imaginative or creative activities.

6. Teachers need to keep it in mind that creative or imaginative ideas and qualities could be developed and enhanced in students by their own classroom behaviours and initiatives.

Certain Methods of fostering Creative Teaching

If students do not show a natural inclination towards creativity by themselves, some degree of creativity can be fostered by teacher's initiatives. Some of the practical suggestions that develops creative thinking and which promotes creative qualities are:

o Teachers should encourage students to read critically, analytically and creatively. They should be informed to write down all their creative thoughts, everything that impress their mind and to think more about it.

o During some teaching situations, teacher should avoid saying everything about a topic and make them to think. Provide them those productive opportunities that allow them to freely express and arrive at conclusions.

o Make students to work in groups on a set of ideas that are appealing to their interest and ask them work on it and incorporate all the best parts of the contributions into novel output.

o Students should be asked questions that elicit original responses from them. Open – ended questions bring out range of responses, sometimes highlighting the originality.

o To give students assignments that is more challenging and discourages rote memorization. These types of assignments stimulate in them the quality of exploring their originality.

o Enough opportunities need to be provided to students so that they can generate many ideas in their mind and guide them appropriately to transform good ideas into productive realities.

o Creative imagination, inquisitive spirit of inquiry are essential components of creativity which can be developed in students by encouraging them to take part in the activities of the science club, art and literary club, nature clubs organized in the educational institutions and take initiatives to present the creative qualities in them.

o To teach them the importance lying in divergent thinking, a habit of searching for difference and different ways of organizing the knowledge and to be creative in their observation to spare time in thinking about the unusual characteristics and special features.

Traditional Teaching vs. Creative Teaching Classroom – interaction in Teacher Education:

Features of Classroom Activities	Traditional Teaching	Creative Teaching
Objective	To make students filled with information by listening class lectures	to know the divergent creative Skills of learners
Time	45mins - 1hr regular routine based classroom teaching module	2 hrs – 3hrs workshop based classroom teaching module
Teacher	Teacher as a lecturer to give lecture on the topic	Teacher as an instructor to provide instruction and guidance.
Classroom Management	By one teacher in a particular Class	Responsibilities are divided among the students
Teacher's Activity	Teaching and class control	Teaching and observing the Class room activities of students
Teaching Strategy	Teaching for all Students as a whole	Invite the participants to split up Class Teaching by forming cooperative learning groups
Method of Teaching	Lecture with explanation and discussion	Brainstorming and Creative skill based activity methods
Teaching -Learning Process	Classroom lecture with explanation and giving assignment on topic – taught	Giving each group a topic and prompt the groups to create a brainstorming thought process of all that they know
Students' Behaviour	Passive Learner	Active Learner
Evaluation	Class test, unit test	Activity based project work, classroom teaching performance

Conclusion:

In the course Teacher Education program student – teachers are trained to acquire the knowledge and skills of teaching. So, to make creative teaching – learning process in school curriculum first teacher trainees need to be trained with developing these creative skills. And it would be possible when teaching – learning process in teacher education program will be executed more practically with creative skill enhancement than theoretically with root memorization. Thus, teachers should skilfully promote more and more creative expression by systematically subjecting them to different mental functions like imagining, thinking, reasoning, visualizing, conceptualizing, trying new ideas, differently applying and by encouraging them to grow creatively. There should be many moments in the teaching – leaning process for expression of originality, production of new ideas and expressing things in a unique way. Teachers need to step out of the routine and habitual process of teaching – learning and take necessary step to generate the momentum that greatly encourages self – expression and self – fulfilment that leads to the joy of invention and discovery.

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EMOTIONAL INTELLIGENCE: QUALITIES OF EFFECTIVE TEACHER

Papiya Samanta (Bag)
Assistant Professor, Department of Education, Bijoy Krishna Girls' College
Howrah, West Bengal, India
Email: papiyabag32@gmail.com

ABSTRACT

Education moves from the darkness to the path of light. The teacher is a sailor of a ship of education and the students are the passengers and emotional intelligence is the lifeboat of the ship. Teacher helps his students to get the right destination .Teaching is a very noble profession that shapes the character and to bring the successfully future of an individual. An effective and successful teacher must not only be a master of his or her subject matter, but can understand his students well and should be careful about needs and interests of his or her students. The Emotional Intelligence is of great significance in education and teaching as it helps the teachers understand their students in a better way. An emotionally intelligence teacher not only make happier, well-versed, better adjusted and successful students but also being successful himself. The present paper explores the significance of emotional intelligence to success of a teacher in the field of teaching.

Key words: Education, Emotional intelligence, profession, student, Teacher and Quality

Introduction

"The role of the teacher is like the proverbial ladder', it is used by everyone to climb up in life, but the ladder itself stays in its place." - A.P.J. Abdul Kalam.

The teacher of a school has a significant function to lead students from the darkness of ignorance to the light of knowledge. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, —The teacher is the most important element in any educational program. The importance of teacher in the age of current technology cannot be denied. Teaching is a very noble profession that shapes the character, and makes a bright future of an individual. To reach the goals and expectations of quality education in the 21st century, quality teacher is very much important. A student is like soft clay that can be molded into any shape. Teacher plays a vital role to make a student socially, emotionally and mentally capable for a

nation. Attitude of a good teacher reflects upon the students easily. Teaching profession looks easy, but basically such profession that requires much patience and perseverance. Therefore there is a great need of emotional intelligence to maintain and to improve professional competences. Teachers must have not only the teaching skills, along with good personality, empathy, communication skill and emotionally balanced behavior. A successful teacher always makes positive relation with his students, understand his students well and should be careful about needs and interests of his students that makes him acceptable to all .The emotional well-being of teachers is becoming an important issue ,that skill enable the teachers not only to deal with their students but with their colleagues as well. Emotional intelligence predicts success in important domains, among them personal and work relationships.

Emotional intelligence is a critical factor that makes a teacher professionally skilled and successful, Professional skills mean soft skills, counseling skills, interpersonal skills, computer skills, and information retrieving and management skills. "An emotionally intelligent teacher learns and applies emotional intelligence to improve teaching, assertion, commitment, positive personal change, leadership and decision making which would raise the quality of teacher quality of education."

History and concept of Emotional Intelligence

Edward Thorndike describes the concept of "social intelligence" (1930).that is the capacity to know oneself and to know others. In 1975 Howard Gardner publishes "The Shattered Mind" which introduces the concept of multiple intelligences. In 1983 another book Frames of Mind introduced Interpersonal and Intrapersonal Intelligence and he said it is as important as IQ. The first person to use the term "emotional intelligence" was Wayne Payne in 1985.He wrote a doctoral dissertation which included the term "emotional intelligence" in the title. . Peter Salovey, along with his colleague John Mayer, gives one of the first formal theories of emotional intelligence in 1990. They   published in two academic journal articles; the title of one of these papers was "Emotional Intelligence". Mayer, (U. of New Hampshire), and Salovey (Yale), were trying to develop a way of scientifically measuring the difference between people's ability in the area of emotions. They combined the two reversal ideas and presented Emotional intelligence theories. These two reversal ideas are Intelligence and Emotion .They found that people were different from each other at things like identifying their own feelings, identifying the feelings of others, and solving problems involving emotional issues. Instead, the person most commonly associated with the term emotional intelligence is

actually a New York writer and consultant named Daniel Goleman. Goleman had been writing articles for the magazine Popular Psychology in the year 1990 and then later for the New York Times newspaper. In 1995 he wrote a book "Emotional Intelligence: Why it matters more than IQ" In this book, EI has been presented in a simple and complete concept, that become popular all over the world. He also published a book called "Working with Emotional Intelligence" in 1998.

Teachings are not only fill student's brains with facts, but also impart happiness in heart .In 21st century the concept of emotional intelligence has become a subject of practice to the academicians all over the world. Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. According to founding fathers Mayer and Salovey (1995), "Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, tointegrate it in thought, to understand it and tomanage it"(S.K.Mangal, 2013, p. 325) According to Daniel Goleman, there are five components of emotional intelligence-self-awareness, self-regulation, social skill, empathy, motivation .According to Goleman the concept of emotional intelligence means one must have Self-awareness, and he will enable to regulate his own emotions, have power to motivate others, be empathetic and have social skill. It is a balance between emotions and intelligence. It makes individual mentally as well as emotionally strong.

Significance of emotional intelligence for teacher

Education not for living, it is life. The teacher will not be the only subject-centric knowledge rather certain psychological skills are also essential. Teacher has the power to shape the minds of upcoming generations. The definition of success of a teacher become much wider than it was before. People with high emotional intelligence are able to recognize his own emotional state and the emotional states of others. Research on emotional intelligence has revealed that EQ is the most important determinant of the extent of professional and personal success in life.It is believed that success in any professiondepends upon the qualifications, technical abilities, and professional skills. EQ helps to gain professional soft skill for successful teaching learning process. Skills of emotional intelligence are greatly required to make the teacher professionally skillful. This skill enable the teachers to deal with their students and with their colleagues as well.Now a day it has been seems that Intelligent Quotient accounts for only 20% of a person's success in life. The remaining 80% can be attributed to emotional intelligence .Anyone can become angry, but to be angry with the right person, to right degree, at right time, for right purpose and the right way that is called emotional intelligence. A Person's

emotional intelligence helps him to driven of his emotion towards a right way. A teacher with strong emotional intelligence can motivate his students positively. The negative emotions inside a person will reflect on his face, that unpleasing facial gesture of teacher may be cause of miscommunication with his student. This concept led the researcher towards studying emotional intelligence of teachers. Emotional intelligence has a vital role for success of any profession. An emotionally intelligent person has better ability to recognize, manage and use one's emotions in positive and constructive ways that ensure success in both personal and professional lives. A high level of emotional intelligence also need for teaching   profession because it deals with student with whom continuous interaction takes place. As a communicator teacher has many roles to play in his duties. Emotionally intelligent person cans be a better classroom manager, a counselor, a good planner and a role model for his student. Managing one's emotions is the most important trait of a strong person. People who manage their emotions well are called emotionally intelligent people .Emotional intelligence is the ability to recognize your emotions, understand what others are telling you, and realize how your emotions affect people around. Positive Emotions of teacher would leave positive impact on students .A healthy learning environment is characterized by trust, respect.

Effect of EI's Components on Teaching

        "A person's emotional intelligence helps him much in all spheres of life through its various constituents or components namely knowledge of his emotion (self- awareness), managing the emotions motivating oneself recognizing emotion in others (empathy), and handling relationship"(S.K.Mangal, 2013, p. 327). The achievement of the end result in team of better handling of mature relationship is quite essential and significant in profession .It can be possible through his potential of emotional intelligence and proper development. Although there are many components to being emotionally intelligent, here are a few ideas of how to use emotional intelligence in the classroom.

Emotional Intelligence at Component, Corresponding Sub-component Levels and Qualities of teacher

Sl. no	Emotional Intelligence Component	Sub-component Levels	Qualities of teacher
1.	Self-awareness	self-confidence, self-assessment, self-awareness self-esteem	Recognizing one's own emotions, knowing own strengths and weakness.

2.	Self-management	leadership, self-control ,Emotional understanding, emotional management	Anger management ,stress management ,decision making ability
3.	Motivation	Goal oriented	Enjoying own job, motivate student towards goal
4.	Empathy	Interpersonal relation	recognize the emotional states of others, rapport-building
5.	Social skills	Social responsibility, interpersonal relationship	Effective classroom communication

1. Self-awareness

Self-awareness involves recognizing one's own emotions and feelings. It is one of the foundational components of emotional intelligence. In order to reach maximum potential, one must be confident. Confidence comes from knowing own strengths as well as weaknesses. Teachers should identify his strengths and weakness through self-analysis .That is useful to identify and control of positive and negative emotions during teaching.

2. Self-regulation

EI does not mean hiding emotions but rather of handling emotions it simply means anybody should aware to show-off his emotions in a matured manner. This is very important for teacher. Teacher with high EI able to maintain and control emotions and impulses. They don't become too angry in any situations normally arise during behavioral situations in the classroom. They will be much thoughtful, open to change, flexible and assertive. The teacher must have free mindset to accept any opinion from his student that may help open their minds to learning.

Studies have found that EI is very important competency for effective leaders. It is the one of the predictor of professional success. Teacher as a the leader of the education process also he must be able to relate to and understand student in order to gain a competitive advantage

3. Motivation

Motivation helps to create inner goals as well as it drives to reach the goal. Highly motivated teachers find teaching enjoyable and ensure that students enjoy it

too. They set high standards for themselves and their students. They expect their students to succeed and feel a keen sense of responsibility for them. Motivation is highly contagious and gets transferred easily from teachers to students and makes the environment of the classroom conducive to learning.

Teachers should not discriminate among students on any criteria/bases like their achievement or intelligence, etc., as it may lower their self-esteem. Schools may emerge as emotionally positive workplace for students.

4. Empathy

Empathy or the ability to understand how others are feeling is absolutely critical to emotional intelligence. This involves being able to recognize the emotional states of others. Sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people. Empathetic teachers often have a caring relationship with their students and this leads to high motivation and better performance of the students.

5. Social skills

Social skills mean true emotional understanding that involves with understanding the feelings of others and being able to interact well with others. Those with strong social skills help others develop and shine. This is another important aspect of emotional intelligence. Having strong social skills means having the ability to communicate in a clear and concise manner. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.as a teacher it's very crucial part of his professional success because he has to interact and communicate with his students, colleague and parent of students.

There are certain characteristics of an emotionally intelligent teacher

a .Self Esteem and Confidence

- A teacher who understand his strengths and weakness.
- Who has ability to know self-worth and capabilities that can be incised his Self-confidence and self-esteem

b. Anxiety and stress Management

- Those with high EQ are better at resolving conflicts.
- Become aware about the cause of discomfort.
- He can regulate his expression of positive and negative feelings.
- Enable to keep cool under any pressure.

- Manage anxiety and improve performance under any type of pressure.
- Suffer less stress at work.

c. Interpersonal relationships

- Have a healthy social life.
- Able to communicate in personal and work relationships
- Maintain effective interpersonal relationships with student, colleague and parents

d. Empathy

- Ability to understand and accept differences in others and diversity issues
- Emotionally intelligent leaders tend to have greater empathy.

e. Decision Making

- Ability to make decision in any problematic and stressful situations.
- Ability to plan, formulate, implement effective problem solving procedures in uncomfortable situations.

f. Leadership

- Ability to positively impact and influences others.
- They will encourage students to develop their own emotional intelligence,

g. Time Management

- Ability to complete tasks and responsibilities in a timely and dependable manner.
- Time Management ability.

h. Anger Management

- Any type of criticism can be easily accepted and respond to constructive criticism.
- Ability to control and manage anger and improve performance under stressful conditions and situations.
- Skill of interpersonal conflict resolution.

i. Positivity

- Have a positive attitude and feel greater satisfaction with their work.
- As a manager in a classroom he should be active listener.

- Ability to complete tasks and responsibilities in a timely and dependable manner.

- Be honest and own up to mistakes.

- Can accept any challenge and truly enjoy the job

Conclusions

Thus, it can be concluded that Emotional intelligence as a skill helps teachers to excel in classroom and establishing better student- teacher relationships. According to different studies employee with higher EQ tend to be higher interpersonal relationship, leadership abilities, job satisfaction, stress management and overall job performance etc. Being a good teacher does not only master all the material but also must have well in emotional balance and quality of emotional management. Teachers are the engineer to transform our present generation to future citizens. So as a long-term goal, every teacher must improve their EQ for making a better and prosperous future of society.

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THE MOOC MODEL: CHALLENGES AND OPPORTUNITIES

Dr. Parth Sarthi Pandey

Principal, Gandhi Vocational College, College of Education, Guna, (M.P.), India
Email: parthsarthi1974@gmail.com

ABSTRACT

Massive open online courses ("MOOCs") provide free access to higher education for anyone with Internet access. MOOCs are considered a means for democratizing education. These courses will hopefully provide an opportunity for individuals to learn from the best educators in the world, as well as help expand their personal networks, and facilitate their career development. Despite being in their infancy, Massive Open Online Courses (MOOCs) have the potential to become a global higher education game changer. Since Massive Open Online Courses (MOOCs) became a global phenomenon in 2012, there has been constant evolution in the way Higher Education Institutions (HEIs) make sense of them. HEIs embracing MOOCs have dedicated a variety of human resource to this venture. MOOCs, as currently designed, address two of the three challenges facing postsecondary education: access and cost. They are an effective remedy to the "cost disease" plaguing higher education and a viable solution to the problem of providing global access to educational credentials. MOOCs are built on efficiency of scale, giving access to the teaching of a world class professor to thousands of students at once.

Keywords: Computer Uses in Education; Teaching Method Innovations; Digitization, Massive open online courses; education; online learning; affordability

Introduction

The Massive Open Online Course (MOOC) movement is playing a pivotal role in transforming the higher education. A MOOC is an online course with the option of free and open registration, a publicly shared curriculum, and open-ended outcomes. MOOCs integrate social networking, accessible online resources, and are facilitated by leading practitioners in the field of study. Most significantly, MOOCs build on the engagement of learners who self-organize their participation according to learning goals, prior knowledge and skills, and common interests. Courses

designed for large numbers of participants that can be accessed by anyone anywhere as long as they have an internet connection, are open to everyone without entry qualifications, and offer a full/complete course experience online for free. The key point is that different interest groups and stakeholders have quite different reasons for promoting MOOCs and therefore the opening up of education agenda must be seen alongside powerful forces that view online learning as a means of intellectual development, enhancement in self-esteem, increasing competition between institutions, introducing new business models with reduced public funding for universities, and the creation of a global higher education digital marketplace. Participation in a MOOC is emergent, fragmented, diffuse, and diverse. There is no credit or certificate offered for completion. Facilitators of MOOCs volunteer their time, and comment on participants' input, but it is expected that the community of participants will be the primary source of feedback for the majority of work contributed. This is in keeping with the participatory collaboration and commenting norms within social media.

Challenges

The complexities of interacting with wide and unknown audiences are often a challenge for educators who aim for engaged learning communities. On the other hand, MOOCs challenge traditional pedagogy and raise important questions about the future of campus -based education. This school of thought raises serious questions about the future of formal education and traditional universities. The MOOC has become a symbol of a larger modernization agenda for universities .In the long run, a threat to MOOCs may manifest, if they are not well-integrated in broader university strategies and do not establish their own role within the university offerings. Missing strategies on an institutional level to integrate MOOCs and connect them with mainstream activities may hinder there uptake. Too much regulation was seen as hindering innovation in MOOCs. The lack of quality can damage the reputation of the institution and paints a false picture to society of MOOCs as being the best of higher education has to offer .

Other threats mentioned several time is include:

- The risk of commercialization of higher education;

- Competition (from other institutions, in Europe or elsewhere);

- Fragmentation in offerings in terms of approaches, technology and markets because of the many platforms. MOOCs are often criticized for poor quality,

Shared experiences such as that in suggest that getting learners to participate in the forums, and manage this participation is significantly challenging. Krause and Lowe (2014) present a useful synthesis of the claims made about the promise and perils of MOOCs. On the one hand, they show that MOOCs have the potential to challenge the closed and privileged nature of academic knowledge in traditional universities. Moreover, there is high dropout rates for MOOC courses and only handful of MOOC courses are available by few universities which provides the pathways and supports to recognize the academic qualifications.

Another analysis by an Exec Director at the University of Texas listed down the challenges that need to be overcome in order to facilitate greater acceptance of online learning.

Challenge 1: Discussion Forums

Why is it that comments on newspaper websites are rich and widely read, while the discussion forums in MOOCs or class LMS sites are not? Too often, discussion forums in courses consist of disconnected comments and mindless chatter. The explanation is straightforward: Newspaper forums have a facilitator who deletes unproductive or offensive postings. A rating system that makes use of "likes" prioritizes strong and compelling contributions.

Challenge 2: Interactives

Across the country, campuses are reinventing the wheel: creating animations, simulations, virtual laboratories, and other teaching resources of varying quality and utility at great expense. Redundancy is widespread. Quality is highly variable. Why? Because of the lack of a carefully curated repository and a recommendation and comment system.

Challenge 3: Student Engagement and Persistence

Although some MOOCs have experimented with term length, rates of learner engagement and persistence remain low. Lurkers and dabblers abound. How might we change this? One possible answer: Challenge or crowdsourcing MOOCs – which take a pressing problem and strive to solve it. Another possible model was pioneered by Cathy Davidson's History and Future of Higher Education MOOC, which combined an online component with face-to-face courses in multiple countries.

Challenge 4: Data Analytics and Learning Dashboards

Big data and predictive algorithms, which underlie today's search engines, can be equally useful in education. These tools can identify learning pinch points,

toxic course combinations, students at risk, and the efficacy of student support programs.

Challenge 5: The User Experience

Commercial websites differ profoundly from learning management systems. Unlike LMSs, with their file or tab structure, commercial websites are more elegant and easily navigated. Design elements are transparent. Support is a click away. And, most strikingly, commercial websites are mobile first and are supplemented with individualized notifications.

Challenge 6: Credentialing

It remains striking: Almost no campuses that have created MOOC offer them for credit to their own students. Nor is it clear that the various badges, certificates, or specializations have a clear value in the labor market. A great challenge for MOOC providers is to ensure that the credentials they offer are genuinely meaningful—industry aligned or validated by professional associations or another respected organization.

Challenge 7: A Sustainable Business Model

The quest for a sustainable business model remains one of MOOCs' biggest challenges. One potential model is MOOC as next generation multimedia textbook, which might be especially attractive for students who are unwilling to undertake sustained reading and who are seeking a lower cost alternative to printed textbooks.

Opportunities

The Massive Open Online Course (MOOC) movement is the latest 'big thing' in Open and Distance Learning (ODL) which threatens to transform Higher Education. At the other end of the continuum , despite the hope of opening up access to higher education through new models of online learning to millions of people in the developing world, we have been disappointed by the fact that MOOCs report high dropout rates and generally attract already well-educated learners observe the vast majority of learners are well-educated, often with several degrees, and in employment. Moreover, the courses are dominated by a handful of platforms supported by elite universities and very few MOOCs offer formal pathways to recognized academic qualifications.

There are many inherent advantages an open online course has over the standard educational pedagogy that has been the norm for years now.

- **Scalability:** In the conventional set-up, if you want to increase the number of students in a class, you need to move to a bigger classroom. Or in all

likelihood, revamp the infrastructure. With an online classroom, scaling up the course batch size is a few clicks away.

- **Optimal resource utilization:** Imagine a Nobel laureate administering a course at UCLA. At the max, he/she can only teach a class of 100–300. In their lifetime, they might be able to directly tutor a few thousands young minds. Is that truly the best use of such rare resources?

- **Self-paced:** Many studies have found that people have different learning styles, and pick up new concepts at varying paces. Self-paced courses allow one to study and learn at their own leisurely rate.

- **Removal of other constraints:** Not everybody in the world is privileged enough or sufficiently financially endowed to go to the States or Europe for higher studies. People currently in the work-force have very few options for pursuing their academic interests that fit into their work-schedule. Online courses can help mitigate and remove all such systemic barriers, thus truly making education a universally available resource.

And finally, MOOCs are in line with the current job market where any skill becomes obsolete in a decade or so. Gone are the years when what you learned in college stuck with you throughout your working life. With the rapid pace of technological changes, constant learning is the most pressing need of the day. And MOOCs are adequately equipped to address and serve it.

The Future : "*Will MOOCs ever truly replace physical colleges and universities?"*

- MOOCs have been one of the most hotly-debated topics in the education circles over the past few years. Opinions have been extremely polarizing, with some people heralding it as the greatest leap for education since the invention of the printing press, and some dismissing it as another fad.

- A 2014 report by the UK Department for Education highlighted some of the key trends impacting the MOOC ecosystem.

Through the literature review, we have observed a number of changes underway in the capabilities and model for MOOCs:

- Content is becoming cheaper to make, at the margin. This stems from cheaper and better hardware, easier-to-use editing software, and platforms that can present content more effectively.

- Expectations of content quality are fragmenting – some believe that it is becoming more acceptable to offer very simple videos, while others believe that the "talking head" video style is increasingly unacceptable, and that appropriate animation or visualization is required.

- Platforms are advancing; better social tools (for example peer grading is increasingly automated) and some progress in building functionality to allow personalization.

- Course designers are becoming more experienced – not only is there a growing body of experienced MOOC administrators, but those who are coming to their first MOOC are better prepared (more learning material available, including e-learning courses).

- Assessment getting more powerful; multiple choice is becoming a minority grading tool, alongside automated free text grading, peer grading, and – in future – automated long answer grading.

- The proliferation of MOOC provision and availability is fragmenting student volumes, making it harder to reach massive scale.

Conclusion:

The new openness movement is a real game changer, as it has potential to widen access to life-long learning, address key gaps in skill development, and ultimately enhance the quality of life for millions. There is even some hope in India that MOOC courses may be able to play an important role in closing the growing inequality gap of literacy and in reducing youth unemployment. The national institutes of India like IIMs and IITs also have started MOOC courses. The Government of India has also decided to start 350 online courses through SWAYAM (Budget 2017-18). There is a need to create a solid systematic structure for the validation and recognition of accomplishment of the courses from online sources as Coursera, Edx and SWAYAM, UGC, and other educational authorities which seeks cooperation between these institutions.

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PERCEPTION OF STAKEHOLDERS ON STUDYING SOCIAL SCIENCE AT SENIOR SECONDARY LEVEL

Ms. Sarmistha Behera

Regional Institute of Education (NCERT), Bhubaneswar, Odisa, India
Email: sarmisthabehera93@gmail.com

ABSTRACT

The main purpose of the study to examine the perception of stakeholders towards social science as subject at senior secondary level and to find out the factors affecting the perceptions of stakeholders towards social science at senior secondary level.The survey was conducted on 10 Head of Departments, 30 teachers and 150 students from different senior secondary institutes in Cuttack, Odisha, India. Self-developed questionnaire based on different dimensions of studying social science was used as tool. The study found that (i) 57.36% of stakeholders are aware about the career opportunity in studying Social Science at Senior Secondary level, (ii) the major factors which affect the study of social sciences at senior secondary level are- the importance of social science in shaping the future life of the individuals, social science classrooms, socio-economic and political issues affecting human lives. The study has implications for all the stakeholders including students, teachers, parents, educational administrators and also for Government.

Keywords: Perception, Stakeholders, Senior Secondary, Social Science.

Introduction

Education is a lifelong and continuous process. Taking the need, importance, facilities, education is divided into formal, informal and non-formal. However, formal education in India follows a uniform structure of school education which is known as the 10+2 system. The levels/stages of Indian education include pre-primary stage, primary stage, secondary stage, senior secondary stage, higher education stage. Senior secondary level of education as an important stage is of two years. In almost all the states and union territories, class IX to XI constituted the composite secondary as well as higher secondary stage and in some states it was attached with the general colleges.

Social science is considered to be an essential part of curriculum as it affords knowledge of facts, laws and helps in achieving the main goals of education. Social science has been given a core place in the school curriculum. It has many branches, each of which is considered as 'Social Science'. The social sciences include Economics, Political Science, Geography, Demography, Psychology, Anthropology, Sociology, Archaeology, Jurisprudence, History and Linguistic. So social sciences constitute a field of knowledge which studies human relationships with his socio-cultural environment.

In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councillors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines. In a word, stakeholders have a "stake" in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern. Perception allows us to take the sensory information in and make it into something meaningful. Perception as one of the psychological factors affects education in general and the study of social science in particular. It is one of the influential factors in the career of students which determines the selection of subject of study at senior secondary level.

The present study had been selected to study the perception of stakeholders on studying social science at senior secondary level and the factors which have remarkable effect on the perception of stakeholders on studying social science at senior secondary level.

Need of the Study

Incorporating Social Studies in the school curriculum ensures well-rounded education of the students. Studying social science can provide us with so many important answers & observations that may help to improve the understanding of our lives, social issues and challenges. Various committees, commissions, councils & research studies have been undertaken to visualize the implications of social sciences & changing trends and attitude of various persons concerned towards social science. Both positive & negative views are given on the study of social

science. The researchers such as Evans Martey(2017),Wardah D.G., Jalil,U. A. and Banissa (2016), Sabahattin,C (2013) strongly pointed out that student have good perception about social science whereas Ahmed & Maryam(2016), Omlara & Abedukola(2015), Ramchandran & Pandian(2014)etc.stated about the unfavourable &negative attitude of students & teachers towards social science. However, Sarkar, De, maity(2015), Rishabh(2014), Sumesh & Gafoor(2013), Sabahat(2012)highlighted the various elements like student's habitat, his understanding of society, types of school (government or private), study environment, teacher's behaviour, proper methodology, motivation, socio-economic status of learners etc. influence the social science learner's perception. Again Ayaaba(2013), Khaled(2013), Nkiruka, Ikwumelu & Jonas(2012),Mawi, C. and Premlata,M.(2014)found that lack of libraries, learning resources, funding, parental awareness, teacher's interest & efficiency, classroom processes etc. are the main cause for creating negative perception towards social science. Cener, E., Acun,I.&Demirhan,G.(2015)emphasized on the impact of ICT in studying social science.

The above research studies reveal that attempts have been made by researchers to examine the perception of teachers & students towards social science and various factors affecting their perception on the study of social science at Higher/senior Secondary level. It also reveals that some researchers have the contradictory views which paved way to conduct the research work on perception of stakeholders on studying social sciences at senior secondary level. With considering the above research findings it is also observed by the present researcher that although various studies have been undertaken in this field still further study is needed in this respect to examine what type of perceptions the stakeholders have on studying social sciences at senior secondary level in the present time and to find out the gaps among various research studies regarding the perception of stakeholders on the study of social science at senior secondary level.

Statement of the Problem

The present study would be stated as **"Perception of Stakeholder son Studying Social Science at Senior Secondary Level"**.

Operational Definition

Perception: The ability to see, hear or become aware of something through the senses. In other words, it is the way in which something is regarded, understood or interpreted. For the present study, perception means the awareness of studying social science at senior secondary level.

Stakeholders: A person who can affect or be affected by the organization's actions, objectives & policies. In my study stakeholders imply students, teachers & HODs.

Social Science: A subject within the field of social science such as economics or civics. In this study, social sciences include discipline of Arts & humanity.

Senior Secondary Education: Here the higher secondary /senior secondary education is the stage of education, comprising of classes XI & XII (10+2 pattern).

Objectives of the Study

The intended objectives of the study are:

1. To examine the perception of stakeholders towards social science as subject at senior   secondary level.

2. To find out the factors affecting the perceptions of stakeholders towards social science at senior secondary level.

Research Questions

1. What kind of perceptions the stakeholders have towards social science at senior secondary level?

2. What are the main factors contributing for different type of perceptions towards the study of social science at senior secondary level?

Method and Procedure

Method: The present study is a survey type of research. It is so designed to examine the perception of stakeholders on studying social science at senior secondary level and to find out the factors affecting their perception.

Sample: The sample for this study were the stakeholders viz, students, teachers & HODs of senior secondary institutes from Cuttack, Odisha. The sample was selected purposefully through purposive sampling method. However, the sample of the study comprised of 10 Head of Departments, 30 teachers and 150 students from different senior secondary institutes in Cuttack, Odisha.

Tool: Self developed questionnaires were used as tools for data collection.

Procedure of Data Collection: Expected data about the perception and factors affecting the perception of stakeholders on studying social science at senior secondary level were collected by using the tools (questionnaires). The collected data were analysed both quantitatively and qualitatively by using frequency percentage and graphical representation.

Delimitation of the Study

The present study is confined to the perception of stakeholders on studying social science at senior secondary level. It is delimited to the stakeholders at senior secondary level of Cuttack district, Odisha only.

Major Findings

First objective of this study was to examine the perception of stakeholders towards social science as subject at senior   secondary level. So, the major findings of this study regarding the first objective are-

1. Most of the stakeholders (90% of teachers and HODs and 96% of students) accepted that social science helps to shape the future life of the students. Although 70%of teachers & HODs and 64% of students agreed that social science deals with real life issues still, 54.7% of students and 40% of teacher & HODs accepted that there is less practicability of social science in day to day life.

2. Most of the stakeholders (92.5% of teachers & HODs and 96% of students) agreed that Social science is useful for the career of the students. 35% of teachers and HODs accepted that there is lack of opportunity in higher education for social science whereas more students (60%) stated that there is lack of opportunity in higher education for social science. More students 59.3% than 50% teachers & HODs accepted that there is lack of career exhibition, career talk, and career conference & career awareness program in social science.

3. 22.5% of teachers & HODs discarded that social science classroom is boring but 51.7% of students contradicted to these 22.5% of teachers & HODs. 64% of students viewed that there is a little scope for the use of ICT in social science classroom. On the other hand, 35% of teachers & HODs accepted that there is a little scope for the use of ICT in social science classroom.

4. 47.5% of teachers & HODs and 50% of students accepted that social science emphasizes on memorization than understanding. 55.3% of students agreed that social science lesson lacks project work whereas 62.5% of teachers & HODs discarded it. When only 25% of teacher & HODs opined that the syllabus of social science is not appropriate for the students, 52.7% students supported them.

5. 25% of teachers & HODs and 45.3% of students respectively accepted that social science teachers lack in enthusiasm. 60% of students agreed that there is lack of motivation from social science teacher while 52.5% of teachers & HODs rejected it. 80% of teachers & HODs disagreed that social science teachers are inefficient but, 34% of students agreed with it.

6. 45% of teachers & HODs and 57.3% of students agreed that social science teachers use traditional method of teaching. 42% of students agreed that social science teacher's teaching style is not appropriate While 60% of teachers & HODs opposed it. 20% of teachers & HODs and 12.7% of students were unaware about the appropriateness of social science teacher's teaching style.

7. Although 77.5% of teachers & HODs and 60.7% of students agreed that social sciences teach to remove gender discrimination still 57.5% of teachers & HODs and 63.3% of students accepted that girls prefer social science. Half of the students (50%) and 3/4th of the teachers & HODs (75%) accepted that Family background has impact on studying social science.

8. More than 60% of stakeholders (teachers, HODs and students) accepted that social sciences arouse civic consciousness, help in critical reflection and reconstruction of beliefs, values & ideas however, 20% of students were unaware about the governmental initiatives for the students for studying Social science.

9. While most of the stakeholders (teachers & HODs-97.5% and students-93.3%) agreed that Social science helps in developing character of student still, 19.3% of students were unaware about the development of vocational skill in social science.

The second objective was to find out the factors affecting the perceptions of stakeholders towards social science at senior secondary level. So, it was found that:

1. Stakeholders perceived social sciences as useful for shaping future life of individuals, although more number of stakeholders (24.21%) viewed that social science provides understanding about society and social life, still the other contributing factors are ability of social sciences in shaping of character, developing personality, preserving, conserving and transforming basic values, broadening the horizon of knowledge, providing practical skill and vocation, developing all aspect of life and usefulness in real life.

2. Most of the stakeholders (38.42%) stated that teacher's quality affect the quality of social science classroom however, the other major contributing factors for an interesting social science classroom are-Child's own ability and interest, method of teaching, integration of technology, learning resources and contextualization of learning, relation with peer and teacher.

3. Family as a social factor largely affect the study of social science at senior secondary level (as stated by 37.36% of stakeholders). At the same time, the other social factors which have ardent impact on the study of social science are-community, school environment, Government, culture & tradition, demography.

4. Social sciences as useful because social sciences largely deal with various issues of the society and provide solutions to it however, the major issues dealt by social sciences are related to socio-political issues, religious & Cultural issues, geographic issues, economic issues, moral & intellectual issues, national and international issues. It is quite notable that 41.57% of stakeholders opined that social sciences deal with socio-political issues.

Educational Implications

The result of this study will:

- be useful for teachers & students as well as the persons concerned with the study of social science education.

- be helpful in understanding the importance of social science and the perceptions of various persons towards social science, who affect & are directly or indirectly affected.

- focus on the factors affecting the study of social science.

- put light on the issues & challenges in social science education at higher secondary level.

- provide suggestions to the Government for formulating policy planning & new initiatives for the development of social science education.

- be helpful for the senior secondary institutes to create healthy perception about the study of social science.

Suggestion for Further Research

Here the investigator studied only the perception of stakeholders (students, teachers and HODs) on studying social science at senior secondary level. However this study can be undertaken further in different ways.

1. Other stakeholders including parents, community members, educational administrators etc. can be taken as sample of the study to get more comprehensive result.

2. The present study was conducted on small scale covering only 190 stakeholders. But it can be conducted on larger scale further.

3. There can be a comparative study between or among social science teachers / students with teachers / students from other discipline/s.

4. Perception of stakeholders towards the study of social science can be studied gender-wise.

5. Perception of stakeholders towards the study of social science at senior secondary level can be undertaken on the basis of geographic area (urban/rural).

Conclusion

Perception as one of the factors in education largely affects the study of social science or any discipline at every stage of education. India is a developing country with vast diversity. It is the largest democratic country in the world having revolutionary youth population. Youth in India constitutes one-fifth of total population. So, there is a need for studying such subjects which will further provide vocational efficiency as well as a standard and develop life to our young mass. Social Science as a discipline has a broad and comprehensive scope of study. It is no way inferior to any other field of study. In simple sentence, social sciences have the potentialities to provide opportunities to the individuals to flourish. However, there is lack of awareness among the stakeholders about future in social sciences. Some people perceive that social sciences are for girls, for rural students and for those who secured less marks in examination. It is also thought that social sciences are to be memorised instead of understanding. It needs no logical and analytical ability. But, the matter is that from the very beginning these types of perceptions are feed in the minds of the individuals. And these perceptions play ardent role in the study of social sciences.

Despite of all the above negative perception, it is found that now-a-days the notions regarding the status of social sciences are changing. In fact, the ranges of social sciences are increasing day by day. The stakeholders are becoming more aware about career in social sciences. They are trying to prefer as per their aspirations and abilities irrespective of gender, geographic area, academic performances etc. For realising the equal importance of social sciences like other natural sciences, a healthy mind set should be created in the stakeholders. In no way

the role of social sciences should be undermined. Rather initiatives including financial supports, career counselling, guidance services, career talk, career exhibition etc. should be encouraged. Use of innovative teaching learning methods and learning resources by qualitative and competent teachers should be emphasized. In this 21st century use of ICT in social science classroom are more preferable to make social science classrooms and lessons more interesting. However, the stakeholders should have knowledge about various perspectives of social sciences and the issues dealt by social sciences as well.

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EMERGENCE OF QUALITY TO TEACHER EDUCATION: CHALLENGE AND PRACTICE

Shuchita Mondal

Asst. Prof. of Kolkata Teachers' Training College, Kankinara, West Bengal, India,
E-Mail Id: Shuchita0003@Gmail.Com

ABSTRACT

In present scenario, quality is the main issue on both part of education system teacher and learner. The quality of education is directly related to the quality of instruction in the classroom. Teacher plays the most critical role to produce their liability as an instructor or educator of the learner at relevant level. Some objectives are to observe the quality dimension in teacher education, to know the new teaching strategies, to determine professional competency, to accept challenges, to find out the role of teacher in a society. It is a descriptive study work. So, investigator follow up different research proposal, teaching techniques, recent view of teacher education and finally generate own opinions. This paper highlights the quality indicators of a teacher which enhance professional fulfillment and prepare practicable quality norms for teacher education to implement optimally in teacher education institute. The success of any educational system largely depends on quality teachers. Teacher being as a model and learner always follow teacher in all levels of education. Teacher should have a good quality that helps in developing value by learner.

Key Words: Scenario, Liability, Relevant, Competency, Optimal.

INTRODUCTION:

"Teacher is maker of man" – Sir John Adams. Teacher is the foundation of all education. The education gives a new shape to the individual and the nation as well. Teacher is the nation builder. It is expected, teacher can acquire necessary required knowledge and skills to meet the demands and needs of children. Education standards are primarily determined by the quality, character and competency of teacher. Quality makes a teacher socially effective to inculcate friendliness, co-operative, self discipline, tolerance, fearlessness, honesty and truthfulness.

So, Quality teacher + Quality student = Good Nation. It can be achieved through teacher education program.

OBJECTIVES OF THE STUDY:

⇨ To observe the quality dimension in teacher education

⇨ To know the new teaching strategies for quality development

⇨ To determine professional competency of a teacher in respect of quality

⇨ To mention different challenges in education process and how to grow up ability

⇨ To follow up modern trend of teacher education curriculum

⇨ To find out the role of teacher in global society

PURPOSE OF THE STUDY:

✰ Preparing teachers to integrate indigenous knowledge in the theory and practice of modern educational thoughts

✰ Empowering teacher to inculcate values among culture specific pedagogy for communicating with learner

✰ Developing competency among teacher for the proper understanding of modern techniques to quality building

✰ Fostering capacity to reconstruct the knowledge into wisdom and apply the same in life.

METHODOLOGY OF THE STUDY:

The nature of the present study are involves in descriptive type work. Here, investigator follow up different research proposal, teaching strategies, techniques, barriers of teacher educators, details view of teacher education program, its recent trends and finally generate own opinions of the study. It is a systematic analysis to encompass the concept for the development of quality based teacher education program in future.

ANALYSIS OF THE STUDY:

TEACHER EDUCATION:

Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). It is a program related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. So,

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

The function of teacher education is to produce a quality teacher for improving standard of education. Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession.
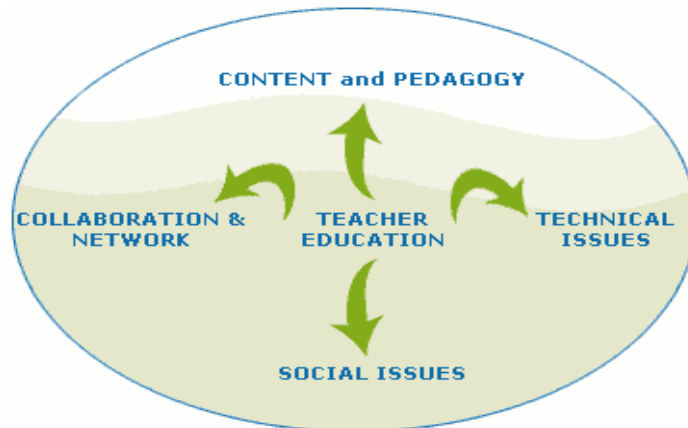
MEANING AND DIMENSION OF QUALITY:

Quality is a degree of excellence. It is defined as the highest possible standard which cannot be surpassed. Quality is a multifaceted concept and it is a complex process. Quality component of teacher education there is a need to redesign the teacher education system according to the need of institution and society as well. Eight dimensions of quality are measure its importance in education system.

QUALITY IN EDUCATION:

Quality in education means pursuit of excellence, consistency, satisfaction of client needs and appropriate development of resources. Quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihood, contribute the peaceful, democratic society and enhance individual well-being. Quality will depend on what kind of education the teacher has and how much as well as his/her personal qualities and also the ability of learner.

QUALITY INDICATOR IN TEACHER EDUCATION:

The core quality indicator in teacher education program developed by NAAC –

- ☆ Total Quality Management
- ☆ Innovations
- ☆ Value based education
- ☆ Social responsibility and citizenship roles
- ☆ Institutional ambience and
- ☆ Overall development

NAAC identified 5 core values for quality development of higher educational institution –

- ✓ Contribution to National development
- ✓ Fostering Global Competencies
- ✓ Inculcating a value system
- ✓ Promoting the use of technology
- ✓ Quest for excellence

NAAC assess 7 criteria for quality enhancement in educational institution's programs –

- ⇨ Curricular aspects
- ⇨ Teaching – learning and evaluation
- ⇨ Research, consultancy and extension
- ⇨ Infrastructure and learning resources
- ⇨ Student support and progression
- ⇨ Organization and management
- ⇨ Healthy practices

PROBLEMS OF TEACHER EDUCATORS:

1. Incompetency for the use of multimedia techniques and multidisciplinary approaches
2. Barrier to determine learner psychology and how to include it in teaching process
3. Lack of efficiency for quality improvement in teaching-learning process
4. Lack of feeling to provide role and responsibility for learner

COMMITMENT TOWARDS QUALITY ENHANCEMENT THROUGH TEACHER EDUCATION:

Teacher education must prepare professionals who have the capacity to visualize correlation in education.
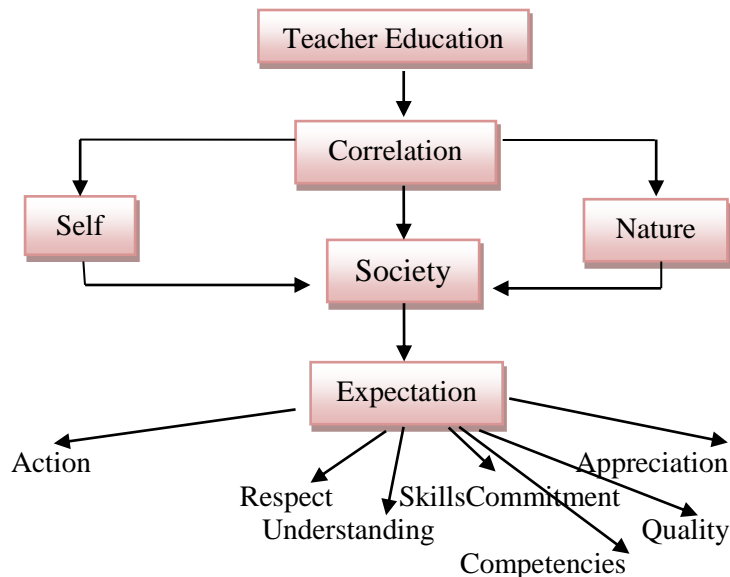
1. Multidisciplinary teaching strategies:

It involves drawing multiple academic disciplines to redefine problems and reach solutions based on new understanding of complex situation. It is the advancement of education system through technology design, deliver, select, administer and extent learning. Today, it is mostly viewed as a way to preserve and carry forward scientific educational information in some digitalized format or to provide some interactive service to assess.

Teacher delivered digital information over network based electronic devices, symbols that can be utilized and interpreted by learner actions during communication processes which allow them to share visions and influence each other knowledge, attitudes and behavior.

2. Self regulated learning:

Self-regulation is a person's self-control of behavior, emotions and thoughts. It is an active constructive process whereby learners set goals and attempt to monitor, regulate, control-cognition, motivation, behavior with experience that requires deliberately bringing ones thinking to the level of conscious awareness.

3. Conceptual orientation:

Teacher should be well conversant with the new pedagogy. They are doing productive work of a pedagogic medium for acquiring knowledge in various subjects. Pedagogy is articulated either directly or in the generalized statements in theories of learning or indirectly as instantiated in the curriculum materials, textbooks, videos and software. Pedagogical strategies are help in enhancing the quality of teaching-learning process.

4. Self and Social expectation:

A teacher having special roles and responsibilities which are expected to raises the average member of the society. The teacher should feel the importance of his profession. They should be cooperative attitude, sensitive to the need of the society, guide the ideals of democracy, secularism and socialism.

5. Curriculum transaction and translation:

Curriculum is a heart of education. A teacher should have an understanding of what, why and how of the curriculum which he is transacting in the classroom. In modern view curriculum should be based on the following principles- realize the aim and objectives of course, incorporate the scope for creativity in learning, correlation and integration of different subjects.

Curriculum transactional strategies

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Instructional Process

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Designing Instruction   Deciding Instruction   Managing Instruction
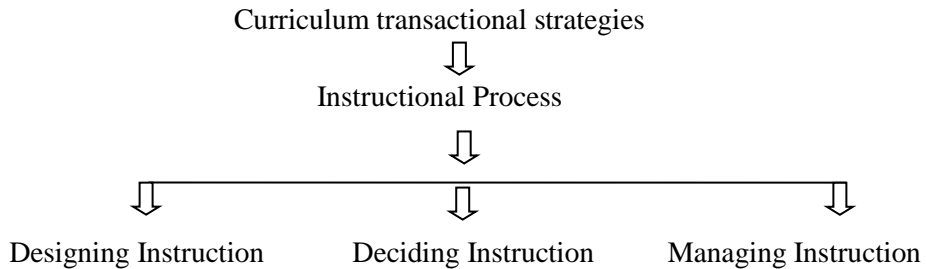
Teacher having to be flexible in relation to the curriculum which is considered to be the vehicle of thought and transformational thinking

6. Infrastructure facility:

An infrastructure facility refers to technological, human and institutional resource.

The quality of teacher education depends fully on infrastructural facilities which are physical, technological, human expertise and systematic utilization of those facilities. All the facilities are include to maintain inter and intra personal relationship. It is key determinates of quality. The characteristic of knowledge infrastructures indicates a trend from a uni-polar to a multi-polar knowledge production, development and utilization of education system.

7. Professional competency of teacher educator:

Competence pertains to the 'quality of doing' something. A competent person exhibits qualities listed with reference to the task at hand. Competence enables one to perform any task more smoothly and efficiently. Teacher competencies pertain to the quality of performing teacher functions. A competent can carry out all tasks effectively.

Professional competencies

⇩

Instructional   organizational   Evaluative

⇩
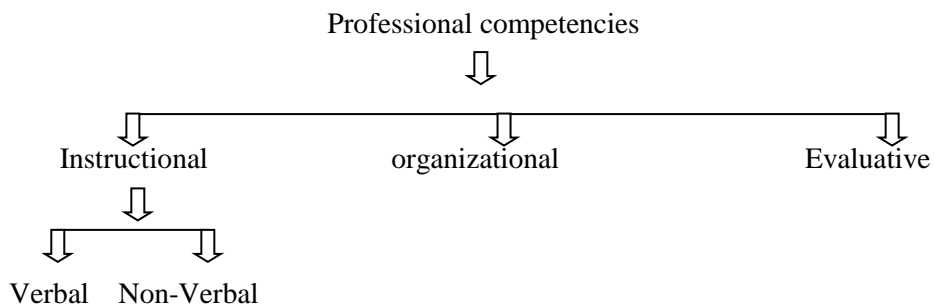
Verbal   Non-Verbal

- ✓ Instructional – *Verbal Instruction - Narrating, Explaining, Describing, Questioning, Giving Direction. *Non-Verbal Instruction – Gestures, Body Talk, Handling of Gadgets
- ✓ Organizational – Mobilizing resource, Replenishment of resource, Co-coordination with community and agonies
- ✓ Evaluative – Construct evaluative items, Conduct tests, Assessment procedures, Interpretation of results

8. Ethical Value:

The quality concern in teacher education emerges from many area in which the ethical values of the teaching faculty is so prime, without that it is not possible to achieve the goal.

A teacher who is having moral value first up all he/she is a good learner because updating learning contexts, methods, democratic and scientific ways of teaching in a continuous process.

MODERN TREND OF TEACHER EDUCATION:

Knowledge is a power and this power is explicitly seen in every field, based on the input of information and communication technology. Teacher are one of the sources of knowledge as there are different sources are available in this modern scientific world. A good teacher has to update himself to the real life by selecting and formulation objectives such as planning, executing, evaluating, reporting etc. So, change is inevitable in teacher education.

A system of teacher education might most effectively draw on all typologies. It is hypothesized that in the new conceptions of professional scholarship there is a tendency towards the development of a process model of teacher education as the demand of the curriculum become more pressing.

Advance specification of expected outcomes in terms of competencies

Development of learning opportunities and environments

Construction, use of evaluation procedures and instrument
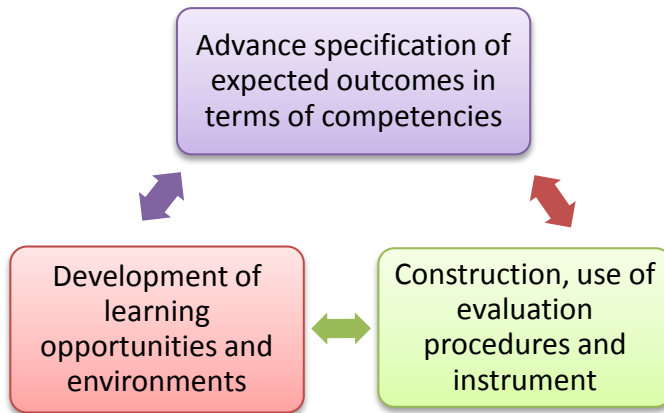
A major shift in teacher education program -

From	To
1. Teacher centric, stable designs	1. Learner centric, flexible process
2. Teacher direction and decisions	2. Learner autonomy
3. Teacher guidance and monitoring	3. Facilitates supports and encourage learning
4. Passive reception in learning	4. Active participation in learning
5. Learning within the four walls of the classroom	5. Learning in wide social context
6. Knowledge as "given" and fixed	6. Knowledge as it evolves and is created
7. Disciplinary focus	7. Multidisciplinary, educational focus
8. Linear exposure	8. Multiple and divergent exposure
9. Appraisal, short, few	9. Multifarious, continuous

1. Quality learning in teacher education (technology based):

★ **ICT Skills:**

Information communication technology plays important role for able and skillful teacher. There are various tools of ICT for teacher educator such as computer, internet, satellite, T.V., telephone, tape recorder, multimedia, networking, web-based learning, project based learning, mobile learning etc. ICT skills are very necessary for teacher education.

ICT skills for teacher education

Skills for theory	Skills for practical
1.Organization skill	1. Computer operating skill
2. Designing skill for teaching-learning	2. Skill of internet
3. Integrating skill of medium and content	3. Content management skill
4. Orientation and motivation skill	4. Curriculum construction & developing skill
5. Interpretation and decision skill	5. Effective presentation skill

★ **E -Learning:**

e – Learning can improve the quality of learning experience and extend the reach of every teacher educator which plays important role in teacher education.
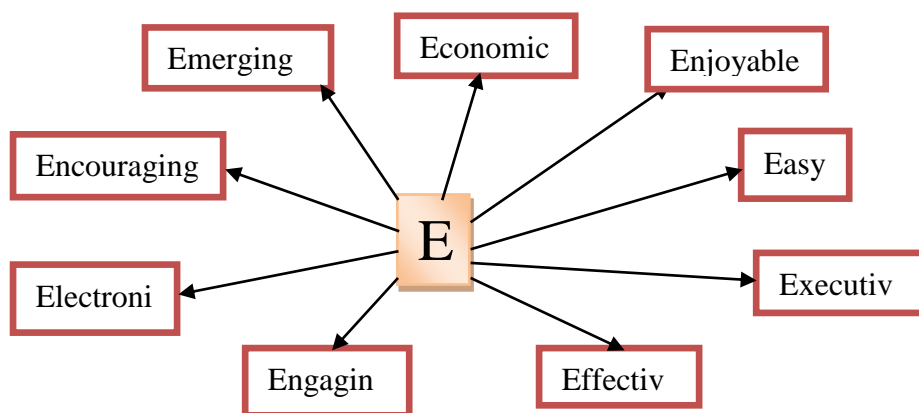
E – Branching Program in Teacher Education

It is an automatic tutoring device which is computer enabled so as help to learn at own pace and mastery. It was develop using various multimedia components to provide multisensory experience.

★ **M-Learning:**

It is mobile learning using mobile technologies. It is a novel concept which makes learning portable, spontaneous, effective and exciting. M – Learning is a new way of learning. Basically, it used to support E – Learning.

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│  Significance of M- Learning │
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Mobility   Easy to use   Storing & Sharing   Frequent   Connectivity

Compatibility of computer   Cheap in price

Rich multimedia device
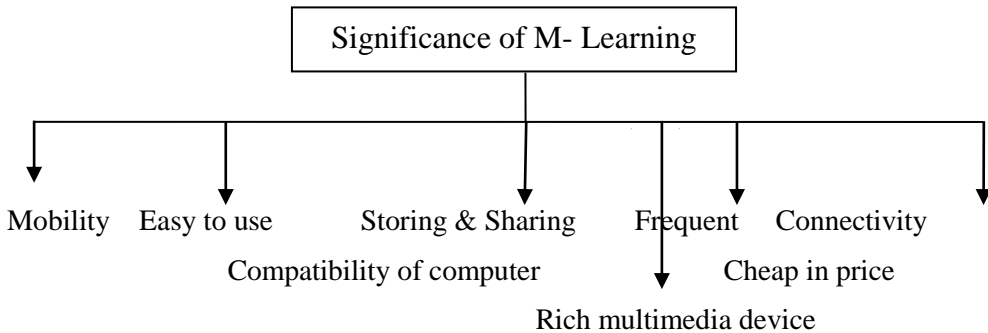
2. Quality up gradation through challenge and practice:

The quality of teacher education rests on the ability of teacher educators who are responsible for producing teaches with requisite professional skills. Teacher education has to be responsive to the challenges faced by educational system in general and particular educational institution. It has to respond to various changes in its educational, social, political, economical as well as cultural contexts. Efficacy of teacher education depends on how it is addressing the emerging challenges in preparing prospective teacher. In order to improve the quality of education, teachers are required to sensitively respond to the emerging contexts.

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                    ┌──────────────┐
                    │  Challenge   │
                    └──────────────┘
         ┌─────────────────┬───────────────────┐
   ┌───────────────┐                      ┌───────────┐
   │ Globalization │──────────┬───────────│    ICT    │
   └───────────────┘          │           └───────────┘
                    ┌──────────────────────┐
                    │  Curriculum Framework │
                    └──────────────────────┘
                    ┌──────────────────┐
                    │ Nature of learner │
                    └──────────────────┘
                    ┌──────────────────────────┐
                    │ Teaching-Learning Process │
                    └──────────────────────────┘
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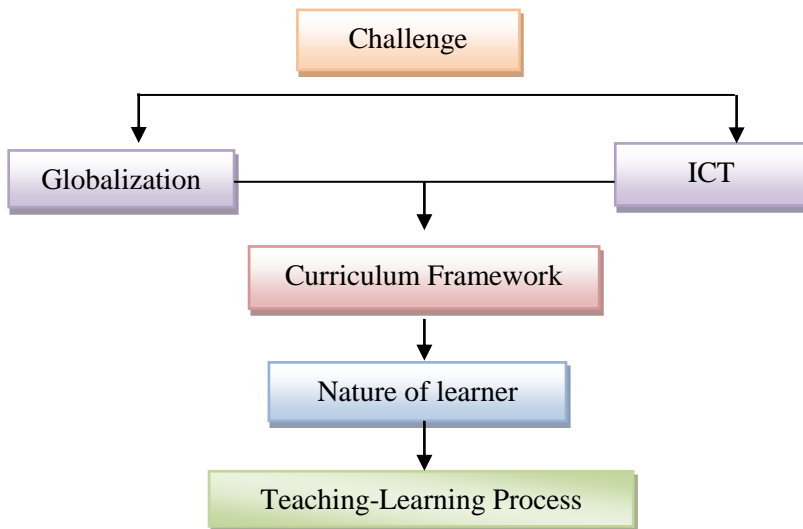
Teacher are very much inclined to teach in the way that they were taught and model their practices on those that they judged to be effective from personal experience. Today knowledge, experiences have a strong influence on developing and intending teacher's practices in teaching strategies.

✦ **Total quality management (TQM):**

TQM developed by E. Edwards Deming for quality assurance. This concept provides guiding principles for needed educational reforms. TQM program in any educational organization requires five essential things –

i)   Better outcome

ii) Satisfaction of the target group

iii) Personal involvement of the member

iv) Continuous assessment and analysis

v)   Help and support from the organization

✦ **Diversify curriculum system:**

The curriculum will enhance quality of teacher education. A curriculum has to develop context sensitivity, personal and social skills, subject knowledge, competencies which are specific to the different levels of education, ICT skills, new pedagogy and andragogy for the global world. Spiral curriculum is an approach to education that introduces key concepts to students and covers these concepts repeatedly with more and more detail way. It is also a technique used in teaching by teacher. Quality of teacher education depends on the curriculum construction and its application through trainee teacher.

✦ **Reflective Teaching:**

It is a cyclical process in which teacher monitor, evaluate and revise own practice. It is essential for success in unpredictable and complex situation. It indicates that reflective thinking, reflective practice and reflective action are important components of the teacher's professional life both as a beginning teacher or a highly experienced teacher.

(Professional competency)
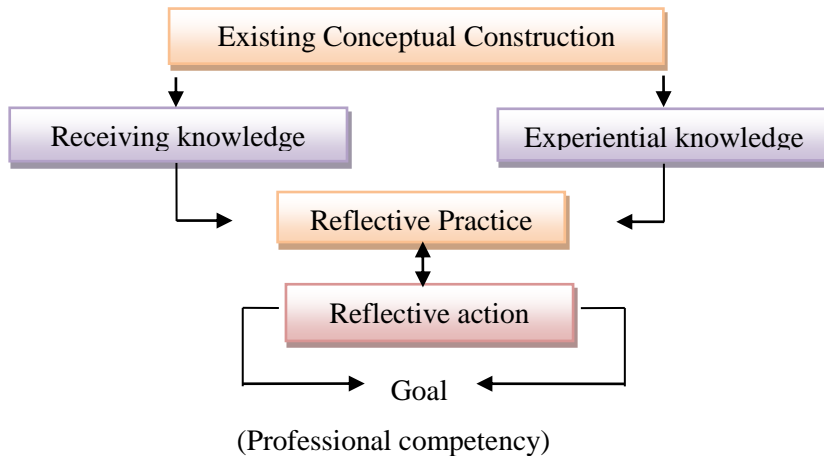
✦ **Integrated Action:**

Integrated action involves to progress through the steps of scientific inquiry. Reflection can help the action to make more informed decision about which direction in the cycle to move forward to the next step, back to the previous step or stay within the same step for further collection and analysis data.

✦ **Mechanics of teaching:**

Generally, it is depends on the personal skills of a teacher. Mechanics of teaching are maintain the quality of a teacher educator which following –

i)   Voice – It is a part from the content value of instruction and the style of teaching, deciding quality

ii) The pitch – It refers to the highness and lowness of tone or sound

iii) Diction – It refers to the clarity, intelligibility and distinctness of the utterance.

iv) Pause – It is help the teacher to signify the words, ideas and the main points.

v)   Pacing – It is essential while lecturing must be determine by the teacher well in advance

vi) Expression – It is help the teacher to signify enthusiasm and keenness in presentation of subject.

vii) Pronunciation – It is decides the quality of communication skills of teacher

vii) Potentials of gesture – It is the movement of body parts with the flow of ideas

ix) Potency of eye contact –It is ensure the effectiveness of teaching when teacher deliver the lecture and pay attention with learner

x)   Power of words delivery – It is significant factor which determines the degree of excellence of the language skills.

✦ **Lifelong learning:**

Teacher education is a lifelong and a cyclic process. A teacher learns new things and applies it more success is achieved. This success is desire to learn more. Teacher are continue to learn throughout their professional career. Teacher education is ever-evolving and dynamic. Lifelong learning helps to accept different challenges and overcome it with patience and practice.

3.   Teacher in inclusive set up:

Teacher education programs focus on inclusive area of professional preparation. Teacher education should include a component of education of children with special needs besides giving a sound knowledge based on constitutional provisions justice, liberty, equality, equalization of educational opportunities. The concept and themes relating to inclusive education should integrate in teacher education curriculum for quality generalization. In inclusive set up the teacher are using multi-sensory approach to teaching by means variety of visual, auditory, group instruction and hand on experiences will help the child lot. It is growing up the ability of patients.

4.   Teacher expectancy cycle:

It is depends on the both side activities self-achievement and learner's achievement. The quality of teaching process could be attempted through analyzing the interaction which goes on between the teachers and their learners. The expectations seem to be a specific extension of the social phenomenon occurring human groups such as teacher observe learner in classroom situation with their peers and in various academic activities.
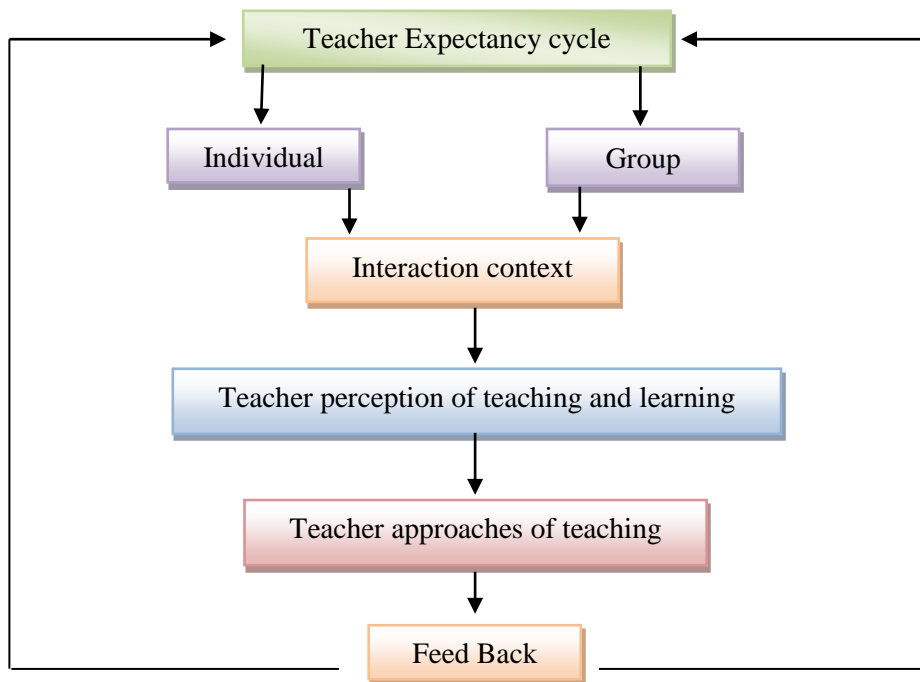
GLOBALIZATION AND TEACHER EDUCATION:

The education standard will improve if all the teachers have global perspective, well prepared and provide with ongoing professional development and appropriate support. Globalization in education is that the accessibility of knowledge through internet. That means acquisitions of knowledge are much faster. In the process of globalization teacher and learner both are create a global view of education system which based on communication.

A future teacher who would be directly in the education system facing all kind of situation should be aware of the impact of globalization in education and they are make conscious decision about it.

BENEFITS OF QUALITY BASED TEACHER EDUCATION PROGRAMME:

- ☞ Preparing teacher to integrate indigenous knowledge in theory and practice of modern educational thoughts

- ☞ Enriching content knowledge to advanced levels through critical and creative thinking

- ☞ Acquiring professional skills in pedagogy, observing and communicating with learner through reflective inquiry

- ☞ Developing multiple skills for adaptability, flexibility, innovation etc

- ☞ Providing opportunity for the teacher to find a self defined solution of a particular classroom problem

PARADIGMS CHANGED:
OLD AND NEW TEACHING PARADIGMS COMPARED

New Paradigm	Traditional Paradigm
Individualized Teaching	**Reproduced Teaching**
• Teacher is the facilitator or mentor to support students' learning	• Teacher is the centre of education
• Multiple Intelligence Teacher	• Partially Competent Teacher
• Individualized Teaching Style	• Standard Teaching Style
• Arousing Curiosity	• Transferring Knowledge
• Facilitating Process	• Delivery Process
• Sharing Joy	• Achieving Standard
• As Life-long Learning	• As a Practice of Previous Knowledge
Localized and Globalized Teaching:	**Site-bounded Teaching:**
• Multiple Sources of Teaching	• Site-Bounded in Teaching
• Networked Teaching	• Separated Teaching
• World-Class Teaching	• Bounded Teaching
• Unlimited Opportunities	• Limited Opportunities
• Local and International Outlook	• Mainly Institutional Experiences
• As World-Class and Networked Teacher	• As Site-bounded and Separated Teacher

MAJOR FINDINGS OF THE STUDY:

1. Quality is the first preference of any education system. Teacher performance is the most crucial input in the field of education. Teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful and need to keep what is best for the learner at the centre of their decision making. In modern perspective,

2. People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. If determine the quality education, helping teacher candidates to examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education.

3. The teacher education curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several cognate disciplines. The focus of teacher preparation had to shift from training to

education if it had to make a positive influence on the quality of curriculum transaction in classrooms.

4. Teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, languages, cultural influences, individual temperaments, interests and approaches to learning. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programs.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

Teacher is considered the most critical factor in the entire education system being a major implementer of all educational reforms at the grass root level. Teacher education programs give teacher candidates a significant measure of control over how, when and where their learning takes place, thus enabling their interests and values to shape major portions of their work.

Teacher candidates are expected to understand student's ability levels, interests and learning styles. They should demonstrate instruction that reflects the diversity among all learners and develop a philosophy of teaching-learning.
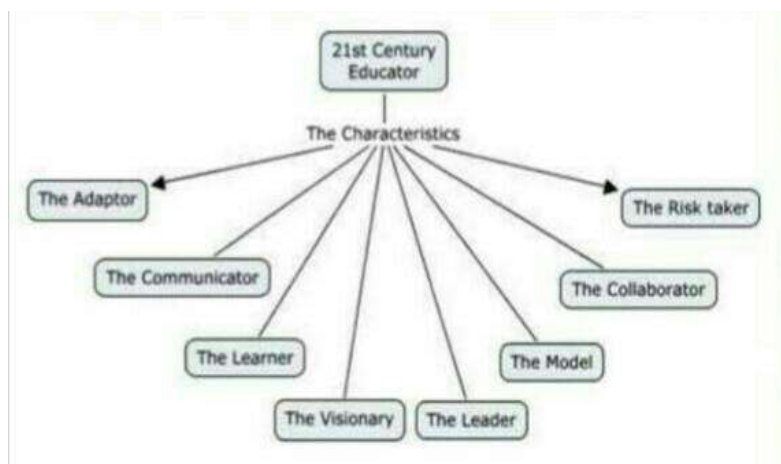
CONCLUSION:

Teacher is considered to be the major transmitters of accumulated knowledge and experience of human race from one generation to the next. Teacher is determining to a great extent the character, capacity and destination of a nation. The quality of nation depends upon the quality of educators. Teacher education

plays a vital role in creating value-based mentors with competence and professionalism to facilitate preparation of the younger generations for a better future where they can realize the individual and societal aspiration. Teacher education is a process which helps to human enlightenment and empowerment for the achievement of better and higher quality life as a social person.

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ASSESSING D.El.Ed COURSE WORK THROUGH THE PERCEPTION OF PARTICIPATING UNTRAINED IN- SERVICE TEACHERS IN RELATION TO THEIR QUALIFICATION AND AGE

*Dr Deepa Sikand Kauts, **Mrs.Puneet Kapatia
*Associate Professor, **Research Scholar
Guru Nanak Dev University, Amritsar, Punjab, India
Email:*kdeepasikand@gmail.com, **puneetkapatia27@gmail.com

ABSTRACT

This study is meant for assessing D.El.Ed course work through the perception of participating untrained in- service teachers in relation to their qualification and age. For conducting study, D.El.Ed Evaluation scale (Prepared by Investigators) was used to collect the data. In order to conduct the study, 60 participants of in-service training programme were taken from Guru Nanak Dev University NIOS Centre. The obtained data was analysed by using descriptive statistics. Relevant means, S.D's, t- test and ANOVA were computed to test the hypotheses. This study revealed that age does not affect the perception of untrained in-service teachers. Further, the study also indicated that Qualification affect the perception of untrained in-service teachers. In-service teacher with qualification +2 performed well as compared to in-service teachers with Graduation and Post-graduation Qualification.

Keywords: D.El.Ed Course Work, Qualification, Age

Introduction:

     In-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. Therefore, it embraces all forms of education and training provided to a teacher who is already in the profession of teaching. Alabi and Ige (2014) highlighted the rationale for in-service education of teachers as follows:

1. preponderance of unqualified teachers in the educational system
2. improvement of the curriculum
3. unsatisfied admission demands
4. issue of unemployment

5. poor performance of students in examinations

6. degrading quality of teaching

The elementary teacher education programme through open and distance learning system is intended primarily for upgrading professional development i.e. skills, competencies, attitudes and understanding to make teaching and learning more effective for working (in-service) teachers in elementary schools.According to RTE Act 2009, it is mandatory to have professionally qualified teachers in schools at elementary level. Therefore it is essential to avail the advantage of ODL system to provide professional education to the in-service untrained teachers working in formal schooling system. As lack of such in-service training courses can lead to the degradation of teaching standard and also affect their professional growth. Teachers are considered as core element of educational process. Therefore sufficient opportunities should be provided to in-service teachers in order to upgrade their professional skills, knowledge and competencies as per the changing requirement of digital world.Fisher (2003) stated that skill appropriate for a generation ago might no longer prepare students for the world beyond school. Teachers need to be updated as per the changing trends of education so these courses hold a great significance. In-service programme should be designed in such a way to empower teachers to cater the needs of digital learners effectively.

The objectives of the D.El.Ed programme are to:

1. Enable the teacher to understand and address diversity in his/her context.

2. Empower teacher to improve quality of classroom processes/ transaction.

3. Develop capacity in teachers to promote child friendly, child centered processes in school.

4. Familiarize the teachers with appropriate teaching learning process.

5. Facilitate teachers to develop leadership & problem solving skills among children.

6. Sensitize teachers to ensure child rights and related issues.

In order to achieve these objectives in D.El.Ed programme, following strategies were used

*   Self-instructional material, power point presentation, video lectures, self-assessment and discussion forum on MOOC platform SWAYAM.

*   ASSIGNMENTS- such as project work, case studies, port-folio preparation etc.

- Video lecturer on DTH VAGRA channel no. 32 SWAYAM PRABA available through DD direct and dish TV.

- Delivery of practical lessons

QUALIFICATION

According to Merriam - Webster Dictionary 'qualification' defined as a special skill or type of experience or knowledge that makes someone suitable to do a particular job or activity. Therefore, teachers' qualification is a particular skill or type of experience or knowledge someone possesses to make him or her suitable to teach. Eryilmaz and Laslan (1999) observed that one of the most important factors in the teaching process is a qualification of the teacher. Zuzovsky, R. (2009) stated that Teachers' qualifications could, mean all the skills a teacher required to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development. Several studies on teacher's qualification revealed that qualification is one of the critical factors that drive students' academic performance.

AGE

Many positive and negative views have been put forward regarding age and teaching. Generally, as age advanced and designation is promoted, teachers loose the enthusiasm to teach. Another thought was that age and experience go hand in hand. Age is an asset. Because as the age advanced the teacher becomes experienced and he knows where to tap the potential of the students and how to make him understand his worth. Some feel that the teacher's enthusiasm deteriorated as the age advanced which may be due to the boredom of teaching same content over several years and added responsibilities on academic, administrative and research aspects (David, 1972). It was also noted that students respected senior Staff while neglecting the juniors as they felt that marks and their grades were governed by senior staff members (Marsh et al., 2000).

REVIEW OF RELATED LITERATURE

Ugbe (2000) revealed that there is a significant difference between the performance of students taught by a qualified teacher and students taught by unqualified teacher in chemistry. Nwosu (2000) discovered that there is a significant relationship between the qualification of teacher and students' academic performance in science subjects. Ravkin et al (2005) study which revealed that teachers' teaching experience and educational qualifications were not significantly related to students' achievement. Boyd et al. (2008) explored that improvements in teacher qualifications, especially among the poorest schools, appear to have resulted

in improved student achievement. Richardson (2008) indicated that a significant relationship does exist between teacher qualifications and student achievement. Ogbonnaya (2009) suggested that if all mathematics teachers have a degree, are specialized in mathematics or mathematics education and have more than five years teaching experience, the students' achievement in mathematics would likely improve. Yala and Wanjohi (2011) and Adeyemi (2010) found that teachers' experience and educational qualifications were the prime predictors of students' academic achievement. Lazaridou & Iordanidis, (2011) stated regarding the differences in physical education teachers' age, the results indicated statistically significant differences regarding the factor 'cooperation with the ministry's officials'.Owolabi and Adebayo (2012) revealed that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications. Similarly, Unanma, Abugu, Dike, and Umeobika (2013) revealed that there was a positive relationship between the teacher's academic qualifications and student's academic achievement. Furthermore, Omotayo (2014) study revealed that a positive relationship exists between teachers' characteristics (Qualification and Experience) and performance level of the students. Joanand Henry(2015)revealed that students' academic achievement is significantly influenced by teachers' age, marital status whereas, teachers' gender did not have a significant influence on students' academic achievement. Al-Jaradat & Zaid-Alkilani, (2015) found that there are statistically significant differences regarding the teacher's perceptions about the effectiveness of school leadership based on their age. Maphoso & Mahlo (2015) revealed no significant difference in qualifications of teacher between boarding and non-boarding schools and no significant difference between low and high achieving schools in qualifications of teachers. Igberadja (2016) revealed that the teachers' gender and qualification do not have any significant effects on students' performance in Industrial Safety. Shah and udgaonkar (2018) revealed that most of the students did not feel gender or age as a barrier in teaching until the teacher is active and interested in teaching. They also felt that experience has a positive influence on teaching. Weinkle, Stratford and lee (2019) indicated that learning occurred irrespective of the instructor gender and age.

STATEMENT OF THE PROBLEM

ASSESSING D.El.Ed COURSE WORK THROUGH THE PERCEPTION OF PARTICIPATING UNTRAINED IN- SERVICE TEACHERS IN RELATION TO THEIR QUALIFICATION AND AGE

OBJECTIVES OF THE STUDY

1. Qualification of participants does not contribute towards the effectiveness of D.El.Ed course.

2. Age of interns does not contribute towards the effectiveness of D.El.Ed course.

EXPLORATORY RESEARCH QUESTIONS

1. What have you learnt new?

2. Problems faced by Participants?

3. Suggestions to make D.El.Ed course more effective?

HYPOTHESES OF THE STUDY

H_1: There exist no significant difference among the mean perceived performance scores of three subgroups namely participants with Qualification of +2, Graduation and Post- Graduation.

H_2: There exist no significant difference among the mean perceived performance scores of three subgroups namely participants with Age 25-30, 30-35 and more than 35 years.

METHODOLOGY

Sample

In order to conduct the study, 60 participants were selected from NIOS centre Amritsar district, Punjab state.

Design

In the present study,2 X 2 factorial designs have been employed. Qualification and Age of participants are independent variables, whereas perceived performance of participants is dependent variable.

Tools

D.El.Ed Evaluation scale (Prepared by Investigators)

Procedure

In order to conduct study, 60 untrained in-service teachers were selected conveniently from GNDU, NIOS Centre from Amritsar city, Punjab state. All the participants of GNDU, NIOS Centre were taken as a sample. After that D.El.Ed Evaluation scale (Prepared by Investigators) was administered. After collecting Data, response sheet was scored. After that Descriptive and inferential statistics were calculated to analyse the data.

STATISTICAL TECHNIQUES

Mean, Standard Deviation, t- test and ANOVA were employed to treat the raw scores and arrive at the result.

RESULTS AND DISCUSSION

The means and standard deviation of two sub groups along with t value on score of D.El.Ed evaluation scale

TABLE 1- MEAN AND STANDARD DEVIATION OF PARTICIAPANTS IN RELATION TO THEIR QUALIFICATION

Qualification	MEAN	S. D	N
+2	158.55	5.23	18
Graduation	151.7	9.33	21
Post-graduation	153.3	7.78	20

This table represents mean and standard deviation of three subgroups. The first sub-cell of this table shows that the mean and standard deviation of participants with qualification +2 is 158.55 and 5.23 respectively. The second sub- cell indicates that 151.7 and 9.33 is mean and standard deviation of participants with qualification Graduation. The next sub- cell indicates that 153.3 and 7.78 is mean and standard deviation of participants with qualification post-Graduation.

TABLE 2 - TABLE SHOWING SUMMARY OF ANOVA

Source of Variance	Sum of Square	Df	Mean Square	F-Ratio
Among the groups	503.3066	2	251.6533	4.87[*]
Within the group	2896.49	56	51.72	

The calculated F- ratio is 4.87 which is found to be significant at 0.05 level. It means that qualification of participants affect their perception towards effectiveness of D.El.Ed course work. Further t- ratio has been calculated for four sub groups in order to identify in which sub groups difference exist.

TABLE 3 - t-RATIO BETWEEN THE DIFFERENCE IN SCORES OF D.El.Ed COURSE WORK IN RELATION TO QUALIFICATION OF PARTICIPANTS

Sun- group	Mean	$S.E_D$	t-ratios
$M_1 - M_2$	5.25	2.38	2.21*
$M_1 - M_3$	5.28	2.13	2.47*
$M_2 - M_3$	1.6	4.14	0.39

It may be observed from the table 4 that t- ratio for various sub – groups namely, $M_1 - M_2$, $M_1 - M_3$ are found to be significant at 0.05 level of confidence. This suggest that

1. There exists difference among the perceived performance of participants with +2, graduation and post-graduation qualification. It means that the participants with +2 qualification perceived that D.El.Ed course work is more effective to enhance their performance as compared to participants with graduation qualification.

2. There exists difference among the perceived performance of participants with +2, graduation and post-graduation qualification. It means that the participants with +2 qualification perceived that D.El.Ed course work is more effective to enhance their performance as compared to participants with post-graduation qualification.

3. There exists no difference between the perceived performance of participants with graduation and post-graduation qualification.

FIGURE 1: GRAPH SHOWING DIFFERENCE BETWEEN PERCEIVED PERFORMANCES OF D.El.Ed COURSE WORK IN RELATION TO QUALIFICATION

(N=59)
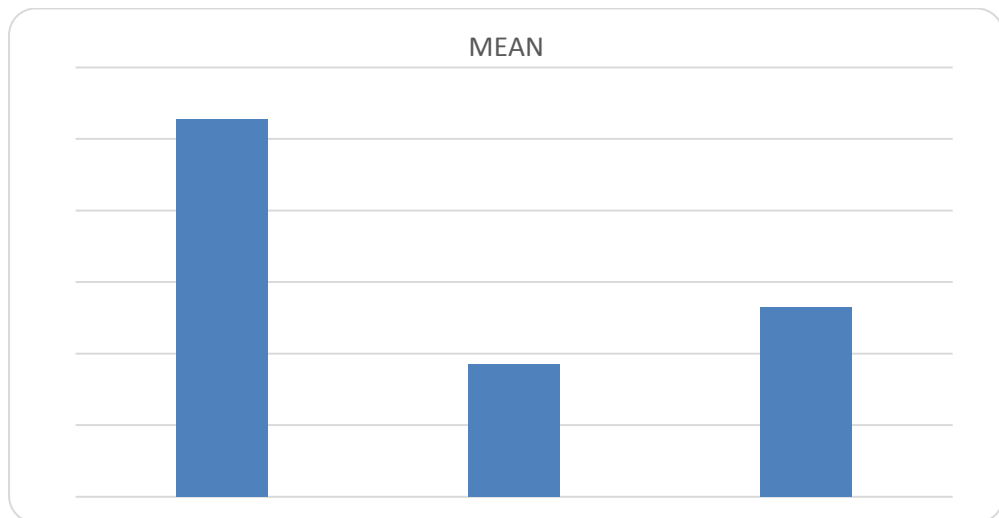
TABLE 4 - MEAN AND STANDARD DEVIATION OF PARTICIPANTS IN RELATION TO THEIR AGE

Age	MEAN	S. D	N
25-30	154.3	8.09	12
30-35	153.43	8.10	16
More than 35	154.66	7.62	24

This table represents mean and standard deviation of three subgroups. The first sub-cell of this table shows that the mean and standard deviation of participants whose age lie between 25-30 is 154.3 and 8.09 respectively. The second sub- cell indicates that 153.43 and 8.10 is mean and standard deviation of participants whose age lies between 30-35. The next sub- cell indicates that 154.66 and 7.62 is mean and standard deviation of participants whose age more than 35.

TABLE 5 - TABLE SHOWING SUMMARY OF ANOVA

Source of Variance	Sum of Square	Df	Mean Square	F-Ratio
Among the groups	14.7225	2	7.36125	0.11388
Within the group	3231.95	50	64.64	

The calculated F- ratio is 0.11388 which is insignificant at 0.05 level. It means that age of participants do not affect their perception towards effectiveness of D.El.Ed course work.

QUALITATIVE ANALYSIS

For the in-depth understanding, the investigators have framed subjective type questions in order to assess the effective of D.El.Ed course work. The questions have been asked related to the participants learnt new things from this course, problems faced by the participants during this course along with suggestions to improve the effectiveness of D.El.Ed course work.

TABLE 6 - PERCENTAGE OF PARTICIPANTS OF LEARNT NEW THING

What new you have learnt?	Percentage
Develop lesson plan & blue print, concept maps/constructive approach	**15%**
Learnt lot of teaching strategies/techniques/remedial teaching	**67.5%**
Deal effectively with special children	**20%**
Evaluation of student's performance	**7.5%**

From this table, it is clearly depicted that 15% of Participants learnt develop lesson plan and blue print, concept map/constructive map. 67.5% of participants

learn lots of teaching strategies/ techniques/remedial teaching. This study also revealed that 20% of participants learnt how to deal with special children effectively. Moreover, 7.5% of participants learnt how to evaluate student performance in a better way.

TABLE 7 - PERCENTAGE OF PROBLEMS FACED BY PARTICIPANTS DURING WORKSHOP

Problems faced during workshop	Percentage
Timetable clash of workshop & school	45%
Non-cooperation of school authorities	35%
Assignment completion	15%
Over-burdened in school	22.5%
Time shortage	7.5%

From this table, it is clearly depicted that 45% of Participants faced the problem of timetable clash of workshop & school. 35% of participants faced the problem of non-cooperation of school authorities. This study also revealed that 15% of participants faced problem of assignment completion. Moreover, 22.5% of participants faced the problem of over-burdened in school. 7.5% of participants faced the problem of time shortage.

TABLE 8- PERCENTAGE OF SUGGESTIONS GIVEN BY PARTICIPANTS REGARDING THE WORKSHOP

Suggestions	Percentage
Course material should be relevant; it should be related with current teaching process	5%
Workshop should be more creative instead of merely lecture oriented	2.5%
No examination	7.5%
Assignment work should be least; activity based course; practical approach	25%
Classes should be scheduled on weekends/ holidays	55%
Classes should be scheduled on only Sunday	10%

From this table, it is clearly depicted that Majority of Participants have given suggestion to classes should be scheduled on weekends/Holidays. 25% of participants gave the suggestion to Assignment work should be least; activity-based course; practical approach. This study also revealed that 10% of participants gave the suggestion the classes are to be scheduled on only Sunday. Moreover, 7.5% of

participants said that examinations should not be there. 5%of participants have given suggestion is that Course material should be relevant; it should be related with current teaching process. 2.5% of participants respond that workshop should be more creative instead of merely lecture oriented.

FINDINGS OF THE STUDY

1. Qualification affects the perceived performance of untrained in-service participants attending the coursework.

2. Age does not affect the perceived performance of untrained in-service participants attending the course work.

3. Majority of the participant (67.5%) attending this course work perceived that this course work is helpful to learn about new teaching strategies, teaching techniques, remedial teaching.

4. Majority of the participant (45%) attending this course work faced the problem of time-table clash with the institutions where they are working. Non corporation of institutions is also biggest problem for the participants to complete the coursework

5. In order to solve the problem regarding the D.El.Ed course work, majority of the participants (55%) have given the suggestion that classes should be scheduled on weekends/holidays. Besides this, the participants also mentioned that assignment work should be least and it should be activity based.

DISCUSSION OF FINDINDS AND THEIR EDUCATIONAL IMPLICATIONS

First finding reveals that qualification affects the perceived performance of untrained in-service participants attending the coursework. The probable reason for this finding may be that the perceived performance depend upon the better understanding of theoretical and philosophical concepts but the participants with lower qualification experienced that more knowledge is being added to their previous knowledge, which is quite helpful in enhancing their understanding of basic education, foundation course. The educational implication of this finding is that there is need to look over the content which is going to teach the participant during the workshop. It should include innovative practices to teach the content along with basic information of content so that the experienced untrained in-service teacher feels that their knowledge is also enhanced.Age does not affect the perceived performance of untrained in-service participants attending the course

work. The probable reason for this finding is that, at the age of 35 and above to 35, all the mental faculties of human beings have been developed. They become able to capture and conceptualize the information given to then in the workshop in better way.

Majority of the participant (67.5%) attending this course work perceived that this course work is helpful to learn about new teaching strategies, teaching techniques, remedial teaching. So there is dire need to organise such type of workshop which include innovative teaching methodology in order to enhance the effectiveness of teachers. Majority of the participant (45%) attending this course work faced the problem of time-table clash with the institutions where they are working. Non-cooperation of institutions is also biggest problem for the participants to complete the coursework. So there should be one to one coordination among NIOS centre and schoolswho's teacher are going to participate in these courses. Principles of institutions should also be the member NIOS committee and they have to attend the meetings organised by NIOS so that effectiveness of such courses can be improved.

In order to solve the problem regarding the D.El.Ed course work, majority of the participants (55%) have given the suggestion that classes should be scheduled on weekends/holidays. Besides this, the participants also mentioned that assignment work should be least and it should be activity based. The solutions given by the participants should be taken into consideration while framing any new course for in-service untrained teachers.

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THE PERSONALITY DISORDERS--- A COMMON PROBLEMS FACED BY UNCOMMON PEOPLE IN THE WORLD

Rimita Bhar

Assistant Teacher of Moheshpur High school (H.S.)
Hooghly, West Bengal, India
Email ID: rimitabhar1980@gmail.com

Introduction

Ideally, people continue to grow and change throughout their lives. Successful adjustment through the life cycle is, after all, mostly a matter of flexibly adapting to the changing demands, opportunities, and limitations associated with different stages of life. Nevertheless, a person's broadly characteristics traits, coping styles, and ways of interacting in the social environment emerge during childhood and normally crystallize into established patterns by the end of adolescence or early adulthood. These patterns constitute the individual's personality ----- the unique pattern of traits and behaviours that characterize the individual.

For most of us, our adult personality is attuned to the demand of society. In other words, we readily comply with societal expectations. In contrast, there are certain people who, although not necessarily displaying obvious symptoms of an Axis 1 disorder, nevertheless seem some-how ill-equipped to become fully functioning members of society. For these individuals, personality formation has led to some traits that are so inflexible and maladaptive that they are unable to perform adequately at least some of the varied roles expected of them by their societies.

These people might be diagnosed as having personality disorders, which were formerly known as character disorders. Personality disorders typically do not stem from debilitating reactions to stress, as in post- traumatic stress disorder or many cases of major depression. Rather, the disorders to be examined here stem largely from the gradual development of inflexible and distorted personality and behavioural patterns, which result in persistently maladaptive ways of perceiving, thinking about, and relating to the world. These maladaptive approaches usually significantly impair at least some aspects of functioning and in some cases cause a good deal of subjective distress. For example, people with avoidant personality disorder are so shy and hypersensitive to rejection that they actively avoid most social interactions.

Definition

In the DSM-IV, as in DSM- III, and DSM- III- R , the personality disorders are coded on a separate axis, Axis II, because they are regarded as being different enough from the standard psychiartric syndromes to warrant separate classification.

In the 20 years since DSM-III first identified personality disorders on a separate axis of disorders, there has been a great deal of research directly at understanding their nature and increasingly more research about how they develop.

Clinical Features of Personality Disorders----   People with personality disorders often cause at least as much difficulty in the lives of others as in their own lives. Other people tend to find the behaviour of individuals with personality disorders confusing, exasperating, unpredictable, and, in varying degrees, unacceptable—although rarely as bizarre or out of contact with reality as that of people with psychotic disorders. Some people with personality disorders experience a good deal of emotional suffering, although others do not, at least not obviously. Their behavioural deviations are persistent and seem to be intrinsic to their personalities. They have difficulty taking part in mutually respectful and satisfying social relationships.

In the past, these persistent disorders were thought to centre on and evolve from personality characteristics referred to as temperament or character traits, suggesting the possibility of hereditary or constitutional influences.

DSM-IV's Five Criteria----   The definitions of personality disorders in the DSM-IV is based on five criteria:

- **Criteria A:** This pattern must be manifested in at least two of the following areas: cognition, affectivity, interpersonal functioning, or impulse control.

- **Criteria B:** This enduring pattern must be inflexible and pervasive across a broad range of personal and social situations.

- **Criteria C:** This pattern leads to clinically significant distress.

- **Criteria D:** This pattern is stable and of long duration, and its onset can be traced back at least to adolescence or early childhood.

- **Criteria E:** This pattern is not better accounted for as a manifestation or consequence of another mental disorder.

Categories of Personality Disorders

The DSM-IV personality disorders are grouped into three clusters on the basis of similarities among the disorders, but many people meet the criteria for more than one personality disorder, including those for different clusters.

- **Cluster A:** Includes paranoid, schizoid, and schizotypal personality disorders. People with these disorders often seem odd or eccentric, with unusual behaviour ranging from distrust and suspiciousness to social detachment.

- **Cluster B**: Includes histrionic, narcissistic, antisocial, and borderline personality disorders. Individuals with these disorders have in common a tendency to be dramatic, emotional, and erratic. This impulsive behaviour, often involving antisocial activities, is more colourful, more forceful, and more likely to bring them into contact with mental health or legal authorities than the behaviours characterizing disorders in the first cluster.

- **Cluster C:** Includes avoidant, dependant, and obsessive- compulsive personality disorders. In contrast to the other clusters, anxiety and fearfulness are often part of these disorders, making it difficult in some cases to distinguish them from anxiety- based disorders. People with this disorders, because of their anxieties, are more likely to seek help.

Table 1.1 shows the cluster A personality disorder:

Personality Disorder	Characteristics
Cluster A	
Paranoid	Suspiciousness and mistrust of others; tendency to see self as blameless; on guard for perceived attacks by others.
Schizoid	Impaired social relationships; inability and lack of desire to form attachments to others.
Schizotypal	Peculiar thought patterns; oddities of perception and speech that interfere with communication and social interaction.

(Source: Book, Abnormal Psychology And Modern Life, 11th Edition, by Carson, Butcher, and Mineka.)

Table 1.2 shows the cluster B personality disorder

Personality Disorder	Characteristics
Cluster B	
Histrionic	Self dramatization; over concern with attractiveness; tendency to irritability and temper outbursts if attention seeking is frustrated.
Narcissistic	Grandiosity; preoccupation with receiving attention; self-promoting; lack of empathy
Antisocial	Lack of moral or ethical development; inability to follow approved models of behaviour; deceitfulness; shameless manipulation of others; history of conduct problems as a child.
Borderline	Impulsiveness, inappropriate anger, drastic mood shifts; chronic feelings of boredom; attempts at self- mutilation or suicide.

(Source: Book, Abnormal Psychology And Modern Life, 11th Edition, by Carson, Butcher, and Mineka.)

Table 1.3 shows the cluster C personality disorder

Personality Disorder	Characteristics
Cluster C :	
Avoidant	Hyper sensitivity to rejection or social derogation; shyness; insecurity in social interaction and initiating relationships.
Dependant	Difficulty in separating in relationships; discomfort at being alone; subordination of needs in order to keep others involved in a relationship; indecisiveness.
Obsessive-compulsive	Excessive concern with order; rules and trivial detailts; perfectionistic , lack of expressiveness and warmth, difficulty in relaxing and having fun.
Provisional categories	
Passive-agressive	Negativistic attitude and passive resistant to adequate performance expressed through indirect means, such an complaining, being sullen and argumentative, expressing envy and resentment toward those who are more fortunate.
Depressive	Pervasive depressive cognitions. Persistant unhappiness or degection. Feeling of in adequency , guilt and self-criticism.

(Source: Book, Abnormal Psychology And Modern Life, 11th Edition, by Carson, Butcher, and Mineka.)

Various types of personality disorder:

Paranoid personality disorder---- Individuals with paranoid personality disorder have a pervasive suspiciousness and distrust of others. They tend to see themselves as blameless, instead finding fault for their own mistakes and failures in others—even to the point of ascribing evil motives to others. Such people are constantly expecting trickery and looking for clues to validate their expectations, while disregarding all evidence to the contrary. They are often pre-occupied with doubts about the loyalty of friends, leading to a reluctance to confide in others. They also may be hypersensitive, as indicated by the tendency to read threatening meanings into being remarks. They also commonly bear grudges, are unwilling to forgive perceived insults and slights, and are quick to react with anger(Bernstein, Useda, & Siever, 1995). It is important to keep in mind that paranoid personalities are not usually psychotic; that is, most of the time they are in clear contact with reality, although they may experience transient psychotic symptoms (Thompson-Pope & Turkut, 1993).

Paranoid Schizophrenia have additional problems, however including more persistent loss of reality contact and extreme cognitive and behavioural disorganization, such as delution and hallucinations. More over , studies examining the genetic relationship between paranoid personality disorder and schizophrenia have produced mixed result and there are some suggestions that paranoid personality disorder may be more closely related to axis I delusional disorder than to schizophrenia (Bernstein et al., 1995).

The following case demonstrate well the behaviours characteristics of paranoid personality disorder.

Case study--- A 40 years old construction worker believes that his co-workers do not like him and fears that someone might let his scaffolding slip in order to cause him injury on the job. This concern followed a recent disagreement on the lunch line when the patient felt that a co-worker was sneaking ahead and complained to him. He began noticing this new "enemy" laughing with the other men and often wondering if he were the butt of their mockery. He thought of confronting them, but decided that the whole issue might just be in his own mind, and that he might get himself into more trouble by taking any action.

Schizoid personality disorder---- Individuals with schizoid personality disorder usually show an inability to form social relationships and a lack of interest in doing so. Consequently they typically do not have good friends, with the possible exception of close relatives. Such people are unable to express their feelings and

seen by others as cold as distant; they often lack social skills and can be classified as loners or introverts, with solitary interests and occupations(Widiger & Frances, 1994). They tend not to take pleasure in many activities, including sexual activity. Commonly they may even appear indifferent to praise or criticism from others. More generally, they are not very emotionally reactive, rarely experiencing strong positive or negative emotions, which contributes to their appearing cold and aloof (Widiger et al., 1994).

Schizotypal personality disorder-----   Individuals of schizotypal personality disorder are not only excessively introverted and have pervasive social and interpersonal deficits; they also have cognitive and perceptual distortions and eccentricities in their communication and behaviour. Although schizotypal and schizoid personalities are both characterized by social isolation and withdrawal, the two can be distinguished in that scizotypal personality--- but not schizoid personality—also involves oddities of though, perception, or speech.

Histrionic personality disorder----   Excessive attention seeking behaviour and emotionality are the key characteristics of individuals with histrionic personality disorder. They tend to feel unappreciated if not the centre of attention, and their lively, dramatic and often excessively extraverted styles often ensure that they can charm others into attending to them. But these qualities do not lead to stable and satisfying relationships because others tire of providing this level of attention. In seeking attention, their appearance and behaviour are often theatrical and emotional, as well as sexually provocative and seductive. Their style of speech may be dramatic but is also quite impressionistic and lacking in detail.

Narcissistic personality disorder----   Individuals in narcissistic personality disorder show an exaggerated sense of self-importance, a preoccupation with being admired, and a lack of empathy for the feeling of others (Blais, Hilsenroth, & Castlebury, 1997). Ronningstam and Gunderson (1989) reported that grandiosity was the most generalizable criterion for diagnosing narcissistic patients and was used most often in making a diagnosis, although they later found in a prospective study that grandiosity was the symptom most likely to diminish with time. The grandiosity of narcissistic patients is manifested by a strong tendency to overestimate their abilities and accomplishments, while often concurrently underestimating the abilities and accomplishments of others.

Borderline personality disorders ----- Individuals with borderline personality disorder(BDP) show a pattern of behaviour characterized by impulsivity and instability in interpersonal relationships, self-image and moods. The term borderline

personality has a long and rather confusing history. Originally it was most often used to refer to a condition that was thought to occupy the "border" between neurotic and psychotic disorders (as in the term borderline schizophrenia).

People with borderline personalities show serious disturbances in basic identity. Their sense of self is highly unstable. Given the extremely unstable. Given this extremely unstable self-image , it is not surprising that they also highly unstable interpersonal relationships. For example, they may make desparate efforts to avoid real or imagined abandonment, perhaps because their fears of abandonment are so intense. Feeling slighted, they might, for example, become verbally abusive toward loved ones or might threaten suicide over minor setbacks.

Avoidant personality disorder---- Individuals with avoidant personality disorder have a pattern of extreme social inhibition and introversion leading to lifelong patterns of limited social relationships and reluctance to enter into social interactions. Because of their hypertensivity to, and their fear of, criticism and rebuff, they do not seek out other people; yet they desire affection and are often lonely and bored. Unlike schizoid personalities, they do not enjoy their aloneness; their inability to relate comfortably to other people causes acute anxiety and is accompanied by low self-esteem and excessive self-consciousness. Because of their hypersensitivity to any sign of rejection or social derogation, they may readily see ridicule or disparagement where none was intended. Some research suggests that avoidant personality may be a biologically based disorder often starting in infancy of childhood that is reinforced by environmental factors to become a highly stable and chronic behavioural pattern (Alden & Kapp, 1988; Kagan, 1997; Kagan, Reznick, & Snidman, 1988).

Dependent personality disorder---- Individuals with dependent personality disorder show extreme dependence on other people, particularly the need to be taken care of, which leads to clinging and submissive behaviour. They also show acute discomfort—even panic—at the possibility of separation of sometimes of simply having to be alone, often leading to excessive reliance of emergency medical services. These individual's usually build their lives around other people and subordinate their own needs or views to keep these people involved with them, often leading to indiscriminate selection of mates. They often fail to get appropriately angry with others because of a fear of losing their support, which means that they may remain in psychologically or physically abusive relationships.

Obsessive compulsive personality disorder---- Perfectionism and an excessive concern with maintaining order characterize those individuals with obsessive-

compulsive personality disorder (OCPD).   They are also pre-occupied with maintaining mental and interpersonal control through careful attention to rules and schedules. They are very careful in what they do so as not to make mistakes, and they will often repeatedly check for possible mistakes. Because the details they are preoccupied with are often trivial, they therefore use their time poorly. This perfectionism is also often quite dysfunctional in that in can result in their never finishing projects. They also tend to be devoted to work to the exclusion of leisure activities and may have difficulty relaxing or doing anything just for fun (Widiger & Frances, 1994).

According to current views , the central feature of people with obsessive compulsive personality disorder is that they are excessively conscientious, which includes the disposition to be deliberate, disciplined, competent, achievement-striving, and organized as well as quite inflexible about moral or ethical issues. They may also have difficulty getting rid of old and worn out household items and may be quite stingy or miserly as well.   At an interpersonal level, they have difficulty delegating tasks to others and are quite rigid and stubborn. Not surprisingly, other people tend to view obsessive-compulsive personalities as rigid, stiff, and cold.

Depressive personality disorder----- People with this disorder show a pattern of depressive cognitions and behaviours that begins by early adulthood and is pervasive in nature. Their usual mood state is one of unhappiness or dejection and they tend to feel inadequate, worthless, or guilty. They tend to be highly self critical and may be judgemental toward others as well. They also tend to be pessimistic and prone to worry. Although the emphasis here is more on distorted cognitions and interpersonal traits than is true for dysthymic disorder. Pervasive cognitive traits of pessimism, guilt and self criticism seen in depressive personality disorder may not be best characterized as a disorder in mood regulation, which is the way dysthimia is chartacterized.

Table 1.4 Shows Typical Overdeveloped and Underdeveloped Strategies in Personality Disorder

Personality Disorder	Overdeveloped	Underdeveloped
Obsessive- compulsive	Control, Responsibility	Spontaneity, Playfulness
Dependant	Help seeking, Clinging	Self- sufficiency, Mobility
Passive- aggressive	Autonomy, Resistance, Passivity, Sabotage	Intimacy, Assertiveness, Activity, Cooperativeness
Paranoid	Vigilance, Mistrust	Serenity, Trust

Narcissistic	Self- aggrandizement, Competitiveness	Sharing, Group identification
Antisocial	Combativeness, Exploitativeness, Predation	Empathy, Reciprocity, Social sensitivity
Schizoid	Autonomy, Isolation	Intimacy, Reciprocity
Avoidant	Social Vulnerability, Avoidance, Inhibition	Self-assertion, Gregariousness
Histrionic	Exhibitionism, Expressiveness, Impressionism	Reflectiveness, Control, Systematization.

(Source: Book, Abnormal Psychology And Modern Life, 11th Edition, by Carson, Butcher, and Mineka)

Casual Factors in Personality Disorders----

Little is yet known about factors in personality disorders, partly because such disorders have only received consistent attention since DSM-III was published in 1980 and partly because they are less amenable to thorough study. One major problem in studying the causes of personality disorders stems from high level of comorbidity among them among them. For example, in a review of four studies, Widiger found that 85% of patients who qualified for one personality disorder diagnosis also qualified for at least one more, and many qualified for several more (Widiger & Rogers, 1989; Widiger et al., 1991) even in a non-patient sample, Zimerman and Coryell (1989) found that those with one personality disorder because of these disorders, difficulty untangling which casual factors are associated with which personality disorder.

Biological Causal Factors----

Of possible biological factors, it has been suggested that infants' constitutional reaction tendencies (high or low vitality, behavioural inhibition, and so on) may predispose them to the development of particular personality traits have been found to be moderately heritable (e.g., Carey & DiLalla, 1994), it is not surprising that there is increasing evidence for genetic contributions to certain personality disorders (Livesley et al., 1994; Plomin et al., 1997; Siever & Davis,1991). For example, some research suggest that genetic factors may be important for the development of panaroid personality disorder (Nigger & Goldsmiths, 1994), schizotypal personality disorder (Kendler et al., 1991; Nigg & Goldsmith, 1994), borderline personality (Widiger & Trull, 1993), and antisocial personality disorder (Carey, 1997; Gottesman & Goldsmith, 1994).

Psychological Casual Factors----

Early learning experiences:

Among psychological factors, early learning is usually assumed to contribute the most in predisposing a person to develop a personality disorder, yet there is title research to support this belief. A significant numbers of studies have suggested that abuse and neglect in childhood may be related to the development of certain personality disorders. For example, in what is perhaps the largest and best designed study to , Patient with borderline personality disorder reported significantly higher rates of abuse than patients with other personality disorders:

- Emotional abuse—73 versus 52%

- Physical abuse—59 versus 34%

- Sexual abuse—61 versus 32%, as well as higher rates of

- Emotional Withdrawal—55 versus 32%.

The Psychodyanamic View----- Psychodynamic theorists such as Otto Kernberg (1984; 1996) and Heinz Kohut (1977) have also written a great deal in recent years about the origins of several of personality disorders--- most notably borderline, antisocial, histrionic, and narcissistic personality disorders. For example, with regard to narcissistic personality disorder Kohut argues that all children go through a phase of primitive grandiosity during which they thimk that all events and needs revolve around them. For normal development beyond this phase to occur, according to this view, parents must do some mirroring of the infant's grandiosity. This helps the child develop normal levels of self-confidence.

Sociocultural Casual Factors---- Sociocultural factors contributing to personality disorders are even less well defined. Moreover, some clinicians believe that personality disorders have increased in American Society in recent years. If this claim is true, we can expect to find the increase related to changes in our culture's general priorities and activities. In our emphasis on impulse gratification, instant solutions, and pain free benefits leading more people to develop the self-centered lifestyles that we see in more extreme forms in the personality disorders? Only further research can clarify this issue, which will be discussed further at the end of the antisocial personality disorder section.

Treatments and Outcomes----

Adapting Therapeutic Techniques to specific personality disorders: In some situation the therapeutic techniques must be modified. For example— recognizing that traditional individual psychotherapy tends to encourage

dependency in people already too dependent, it is often useful to develop treatment strategies specifically aimed at altering a dependant person's basic lifestyle instead of fostering it. Patients from the anxious\ fearful Cluster C, such as dependent and avoidant personalities, may be hypersensitive to any perceived criticism from the therapist and may quit prematurely for such reasons. In such cases the therapist has to be extremely careful to make sure that this does not happen. One approach is to ask the patient for feedback about the therapist's behaviour and attitude at the end of each session day. By letting the patient give feedback and discussing possible changes for future sessions, the therapist appears non defensive and yet also encourages and reinforces assertive criticism on the part of the patient.

Cognitive Behaviour Treatment--- Cognitive Behaviour therapists have developed multifaceted techniques that appear to offer some promise of more effective treatment. These treatments need to be targeted to the risk level that a particular offender posses with higher levels of service and treatment perhaps reserved for higher risk cases, as well as to the specific needs of each offender. Common targets of cognitive behaviour interventions with psychopathy or ASPD include the following (Losel, 1998):

- Improving social skills
- Increasing self control
- Increasing self critical thinking
- Increasing social perspective –taking
- Victim awareness
- Anger Management
- Improving Vocational competencies
- Interpersonal problem solving
- Changing antisocial attitudes
- Curing drug addiction
- Reducing contacts with antisocial peers
- Improving positive interactions with non-antisocial peers.

Such programmes require a controlled situation in which the therapist can administer or withhold re-inforcement and the individual cannot leave treatment. The controlled situation seems necessary for treatment to succeed.

Conclusion---- Personality disorder, in general, appear to be extreme or exaggerated patterns of personality traits that predispose an individual to maladaptive behaviour. A number of personality disorders have been delineated in which there are persistent maladaptive patterns of perceiving, thinking, and relating to the environment. Three general clusters of personality disorders have been described. (1) Cluster A: which includes individuals with paranoid, schizoid, and schizotypal personality disorders, who seem odd or eccentric. (2) Cluster B: which includes individuals with histrionic, narcissisitic, antisocial, and borderline personality disorders, who share a common tendency to be dramatic, emotional, and erratic; and (3) Cluster C: which includes individuals with avoidant, dependant, and obsessive- compulsive personality disorders who show fearfulness or tension as in anxiety based disorders. There are also therapies available for lesser the degrees of these types of personality disorders in the world.

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A COMPARATIVE ANALYSIS OF BEHAVIOURAL PROBLEMS BETWEEN BACKWARD AND NORMAL STUDENTS IN TEACHING LEARNING PROCESS

Dr. Arun Kumar Mandal
Assistant Professor in Education, UCT College
Berhampore, Murshidabad, West Bengal, India
Email: akm175@rediffmail.com

Introduction

Barton (1947) defined Backward Child as "Backwardness, in general, is applied to cases where their educational attainment falls below the level of their natural abilities." Backward children are conceived as slow learners and face difficulty for teaching- learning process in keeping pace with normal school activities. They fall far behind than other children of his age in matters of study and educational attainment fall below their natural abilities (Mangal, S.K, 2007).A child may have difficulty in reading, writing, arithmetic, spelling, language and comprehension. The most common cause of these difficulties is believed to be some minor neurological deficit often not observed even with modern equipment (Rao, Alla Appa. 2014).The New Education Policy (NEP-1986) also emphasized on mentally impaired children for their mental, social and emotional upliftment. The mentally impaired children show exceptionally inferior qualities and capacities in academic performance in respect of learning and understanding as compared to the normal children of their age or class. Clements(1960) identified ten important features pertinent with learning difficulties such as i) Emotional disorders, ii) perceptual difficulty, iii)attention difficulty, iv) general coordination difficulty, v) disorders of memory and thinking, vi) Equivocal neurological signs and Electroencephalographic irregularities, vii) speech and hearing difficulties, viii) hyperactivity, ix)Impulsivity, and x) reading, writing, numerical difficulties as some specific difficulties. The backward students suffer from some kind of learning disabilities (LD) to some extent which impede their academic achievement. They face the learning difficulties such as reading difficulties (RD),writing difficulties(WD),numerical difficulties(ND), attention disorders(AD), memory and thinking disorders(MTD), Disorders of speech and hearing(DSH), social adjustment problem(SAP), emotional adjustment problem(EAP) and hyperactivity problem(HP) etc. Some of them could not read or write sentences either in Bengali or English at all. Some of them could not enable to decide their future plan at all. Studies showed that Percentage of learning difficulties is found to be higher (100%)

in the cases of SAP and EAP as compared to other learning difficulties (20%-80%). All the slow learners suffer severely from SAP and EAP. All the learning difficulties (LD) play a pivotal role to impair the cognitive and personality development of backward for both rural and urban schools which in turn may lead to their poor academic achievement. So, the Present paper has tried to undertake an investigation regarding a comparative analysis of behavioural Problems between backward and normal student in teaching- learning Process.

Objectives of the Study:

➢ To find out the behavioural problems of backward students in teaching-learning process as compared to normal students.

➢ To make a comparative analysis between social and emotional adjustment of backward students   normal students.

Methodology:

In order carry out the study 100 Secondary Schools have been selected taking into account of 80 from rural background Secondary Schools and 20 from urban background Secondary Schools in the district of Murshidabad. Total 1000 slow learners as a sample having 10 from each school have been chosen from 100 schools. From each school 5 boys and 5 girls have been selected randomly from class V to IX. Apart from these 200 normal students taking 10 students from each school (5 boys and 5 girls) have been selected in order to make comparison with normal students with various educational and behavioural aspects. All the slow learners within the age of 10 to 18 years have been selected as a sample taking into account of who secure less than 20 % of marks in aggregate on the basis of all Unit Tests and Annual Examination in the academic session 2013-14 under W.B.B.S.E All the sample respondents belong to class V-IX. Bell's Adjustment Inventory(social and emotional) having 35 questions for each is associated with the choices of 'Yes or No' to estimate raw scores(marks) of each students taking into consideration of social and emotional adjustment as well as maladjustment and the slow learners secure Zero marks for non-maladjustment but one marks for maladjustment. To analyze the data various Statistical tools i.e. Mean, S.D, C.V, ANOVA, Simple regression, Dummy variable regression Model have been deployed.

Discussion and Results:

Table-1: AA, SMA and EMA regarding all Backward Students (Boys)

	N	Minimum	Maximum	Mean	SD	CV
AA	500	.00	19.0	11.2114	5.04967	45.030
SMA	500	10.0	28.0	19.6440	4.05637	20.649
EMA	500	11.0	30.0	21.8720	4.63450	21.189

AA=Academic Achievement, SMA= Social Maladjustment, EMA= Emotional Maladjustment

Table-1 focuses that average academic performance of respondent in the case of total boys (500) estimates 11.21 % having a poor AA. Average SMA is found to be 19. 64 which is lower as compared to average EMA (21.64). Average EMA exhibits more variability (SD= 4.63) as compared to that of average SMA (SD =4.05). Average SMA (C.V= 20.64) is more consistent as compared to average EMA (C.V= 21.18).

Table-2: AA, SMA and EMA regarding all Backward Students (Girls)

	N	Minimum	Maximum	Mean	SD	CV
AA	500	.00	19.0	10.8840	5.49317	50.470
SMA	500	12.0	29.0	21.4180	4.4720	20.869
EMA	500	13.0	31.0	23.2200	4.63233	19.994

AA=Academic Achievement, SMA= Social Maladjustment, EMA= Emotional Maladjustment

Table-2 expounds that average academic performance of respondent in the case of total girls (500) measure 10.88 % attaining poor academic achievement. Average SMA is found to be 21.4180 which is lower as compared to average EMA (23.22). Average EMA exhibits more variability (SD= 4.632) as compared to that of average SMA (SD =4.472). Average SMA (C.V= 19.994) is more consistent as compared to average EMA (C.V= 20869). Girls respondents secure lower Academic achievement (M=10.884) as compared to that of Boys (M=11.221). Average SMA (19.664) and EMA (21.872) for total boys estimates lower as compared to that of SMA (21.418) and EMA for total girls (23.22) respectively.

DVRM: $EMA_i = \beta_1 + \beta_2 D_{2i} + \beta_{3i} D_{3i} + U_i$, --- (1) where EMA=Average Emotional Maladjustment according to Sex (Boys/ Girls)

D_2=1 if social maladjustment students belong to Boys,

    =0 otherwise

Table-3: Regression results : $SMA_i = 21.418 - 1.774D_{2i} + U_i$

Variables	B(Coefficient of X)	Std. Error	Value of 't'	Significance
Constant	23.220	.207	112.059	.000
D_2	-1.348	.293	-4.600	.000

D.V: EMA, R=.144, R^2=.021, df_1=1, df_2=998,

   Table-3 depicts average emotional maladjustment according to Sex (boys/ girls). Average emotional maladjustment of girls and boys (backward students) are found to be 23.220 and 21.872 which are statistically significant as p-values are quite low. So girls respondents suffer more emotional adjustment problem as compared to boys.

   DVRM: $EMA_i = \beta_1 + \beta_2 D_{2i} + \beta_{3i} D_{3i} + U_i$,---(2) where EMA=Average Emotional Maladjustment.

   D_2=1 if social maladjustment students belong to Rural schools,

    =0 otherwise

Table-4: Regression results : $SMA_i = 21.075 + 1.839D_{2i} + U_i$

Variables	B(Coefficient of X)	Std. Error	Value of 't'	Significance
Constant	21.075	.327	64.456	.000
D_2	1.839	.366	5.030	.000

D.V: EMA, R=.157, R^2=.025, df_1=1, df_2=998,

   Table- 4 bring outs average emotional maladjustment according to location (rural/ urban). Average emotional maladjustment of rural and urban (slow learners) measure 22.914 and 21.075 respectively which are statistically significant as p-values are quite low. So, respondents of rural schools suffer more emotional adjustment problems as compared urban schools.

DVRM: $SMA_i = \beta_1 + \beta_2 D_{2i} + \beta_{3i} D_{3i} + \beta_{4i} D_{3i} + \beta_{5i} D_{5i} + U_i$, ---(3)where SMA=Average Social Maladjustment(Rural Backward Boys)

   D_2=1 if social maladjustment students belong to class V,

    =0 otherwise,

   D_3 =1, if social maladjusted students belong to class VI

    =0 otherwise,

   D_4=1, if social maladjusted students belong to class VI

    =0 otherwise,

   D_5=1, if social maladjusted students belong to class VI

    =0 otherwise

Table-5: Regression results (Rural Boys): $SMA_i = 20.136 + .978D_{2i} + .602D_{3i} + .389 D_{4i} + .127D_{5i} + U_i$

Variables	B(Coefficient of X)	Std. Error	Value of 't'	Significance
Constant	20.136	.387	52.049	.000
D_2	.978	.551	1.777	.076
D_3	.602	.549	1.096	.274
D_4	.389	.549	.709	.479
D_5	.127	.549	.231	.818

DV: SMA, R= .100, R^2=.010, df_1=4, df_2=395

The regression results in table-5 give an account of average social maladjustment according to different classes. The regression results indicates average social maladjustment of slow learners in class V and IX differs positively and significantly as p values are quite low, but respondents in classes VI, VII, VII differ positively and non-significantly as p values are high. Average maladjustment in different classes i.e V, VI, VII, VIII and IX estimates 21.114, 20.738, 20.525, 20.263 and 20.136 respectively. It is also found that as the slow learners move from class V to IX so the average social maladjustment tends to decrease to some extent due to taking some remedial measures.

DVRM: $EMAi = ß_1 + ß_2D_{2i} + ß_3iD_{3i} + ß_4iD_{4i} + ß_5iD_{5i} + Ui$, ---(4) where SMA=Average Emotional Maladjustment of Rural Girls

D_2=1 if social maladjustment students belong to class V,

=0 otherwise,

D_3 =1, if social maladjusted students belong to class VI

=0 otherwise,

D_4=1, if social maladjusted students belong to class VII

=0 otherwise,

D_5=1, if social maladjusted students belong to class VIII

=0 otherwise

Table-(6) Regression results (Rural Girls): $EMA_i = 23.813 + .687D_{2i} + .562D_{3i} + ..487D_{4i} + .425D_{5i} + U_i$

Variables	B(Coefficient of X)	Std. Error	Value of 't'	Significance
Constant	23.813	.461	51.644	.000
D_2	.687	.652	1.054	.292
D_3	.562	.652	.863	.389
D_4	.487	.652	.748	.455
D_5	.425	.652	.652	.515

DV: EMA, R= .057, R^2=.003, df_1=4, df_2=39

Table -6 exhibits average emotional maladjustment of slow learners (rural girls) according to different classes.   It is found that average emotional maladjustment of slow learners in classes V- IX differ positively and no-significantly as p values are quite high, but respondents in classes. Average maladjustment in different classes i.e V, VI, VII, VIII and IX estimates 24.500, 24.375, 24.300, 24.238 and 23.813 respectively. It is also seen that as the slow learners move from class V to IX so the average emotional maladjustment tends to decrease to some extent due to taking some remedial measures i.e health treatment from local health centers, counseling, motivation for participation of singing, playing, drawing , arranging vocational training and providing financial assistance

DVRM: $SMA_i = \beta_1 + \beta_2 D_{2i} + \beta_{3i} D_{3i} + U_i$, ----- (5) where SMA=Average Social Maladjustment.

$D_2 = 1$ if social maladjustment students obtain marks within 40%- <50 %,

=0 otherwise

$D_3 = 1$, if social maladjusted students obtain marks within 50 %-< 60%.

=0 otherwise.

Table-7: Regression results:

Variables	B(Coefficient of X)	Std. Error	Value of 't'	Significance
Constant	2.40	.358	6.710	.000
D_2	7.0	.423	16.540	.000
D_3	3.133	.402	6.785	.000

D.V: SMA, R=.930, R^2=.865, df_1=2, df_2=47,

Table-7 estimates that average social maladjustment tends to decline taking into consideration of lower to higher AA group i.e 40%-<50% to 50%-< 60% and 50%- <60% to   60% and above 60%. The results indicate that average maladjustment of slow normal respondents(rural boys) differ significantly according to different academic achievement groups at .1 % level of significance as p values are quite low. Average SMA is found to be highest (9.4) in lower AA group (40 %-< 50 %), followed by 5.533 in 50% - <60% and 2.40(lowest) in 60 % and above 60 % group.

DVRM: $EMA_i = b_1 + b_2 D_{1i} + b_3 D_{3i} + u_i$ ------ (6) where EMA=average Emotional Maladjustment.

$D_2 = 1$, if emotionally maladjustment students obtain marks within 40- < 50%.

=0 otherwise

D_3 =1, if emotionally maladjusted students obtain marks within 50 %-< 60 %.

=0 otherwise.

Table-8: Regression Results :

Variables	B(Coefficient of X)	Std. Error	Value of' t'	Significance
Constant	3.70	.425	8.711	.000
D_2	7.66	.503	15.242	.000
D_3	3.367	.548	6.140	.000

DV: EMA,   R=0.920, R^2 =.846, df_1=2, df_2=47.

Table-8 takes into account that average emotional maladjustment tends to decrease taking into consideration of lower to higher academic achievement group i.e 40%-<50% to 50%- < 60% and 50%- <60% to 60% and above 60%. The results imply that average maladjustment of normal respondents(rural boys) differ significantly according to different academic achievement groups at .1 % level of significance as p values are quite low. Average SMA is found to be highest (11.36) in lower AA group (40 %-< 50 %), followed by 7.067 in 50% - <60% and 3.367(lowest) in 60 % and above 60 % group.

DVRM: SMA_i = $ß_1 + ß_2 D_{2i} + ß_{3i} D_{3i} + U_i$,----(7) where SMA=Average Social Maladjustment of Rural Girls

D_2=1 if social maladjustment students obtain marks within 40- <50 %,

=0 otherwise

D_3 =1, if social maladjusted students obtain marks within 50 %-< 60%.

=0 otherwise.

Table-9   Regression results (Normal rural Girls):

Variables	B(Coefficient of X)	Std. Error	Value of 't'	Significance
Constant	3.80	.447	7.964	.000
D_2	7.433	.515	14.423	.000
D_3	3.867	.551	7.018	.000

D.V: SMA, R=.922, R^2=.850, df_1=2, df_2=47,

Table-9 brings out that average social maladjustment(normal rural girls) tends to decrease taking into consideration of lower to higher AA group i.e 40%- <50% to 50%- < 60% and 50%- <60% to 60% and above 60%. The results highlight that average maladjustment of normal respondents(rural girls) differ significantly according to different academic achievement groups at .1 % level of significance as p values are quite low. Average SMA is found to be highest (11.233) in lower AA

group (40 %-< 50 %), followed by 7.667 in 50% - <60% and 3.80(lowest) in 60 % and above 60 % group.

DVRM: $EMAi = b_1 + b_2 D_{1i} + b_3 D_{3i} + u_i$ --- (8) where EMA=average Emotional Maladjustment.

$D_2 = 1$, if emotionally maladjustment students obtain marks within 40- < 50%.

=0 otherwise

$D_3 = 1$, if emotionally maladjusted students obtain marks within 50 %-< 60 %.

=0 otherwise.

Table-10: Regression Results (Normal rural Girls):

Variables	B(Coefficient of X)	Std. Error	Value of' t'	Significance
Constant	4.400	.651	6.754	.000
D_2	8.200	.704	11.653	.000
D_3	3.933	.752	5.229	.000

DV: EMA,   R=0.892, R^2 =.796, df_1=2, df_2=47.

Table-10. gives an account that average emotional maladjustment tends to decrease taking into consideration of lower to higher academic achievement group i.e 40%-<50% to 50%-< 60% and 50%- <60% to 60% and above 60%. The results imply that average maladjustment of normal respondents(normal rural girls) differ significantly according to different academic achievement groups at .1 % level of significance as p values are quite low. Average SMA is found to be highest (12.6) in lower AA group (40 %-< 50 %), followed by 8.333 in 50% - <60% and 4.400(lowest) in 60 % and above 60 % group

DVRM: $SMAi = ß_1 + ß_2 D_{2i} + ß_{3i} D_{3i} + U_i$, ---(9) where SMA=Average Social Maladjustment according to Sex (Boys/ Girls)

D_2=1 if social maladjustment students belong to Boys,

=0 otherwise

Table-11: Regression Results: $SMA_i = 7.410 - 1.820 D_{2i} + U_i$

Variables	B(Coefficient of X)	Std. Error	Value of 't'	Significance
Constant	7.410	.307	24.174	.000
D_2	-1.820	.433	-4.198	.000

D.V: SMA, R=.286, R^2=.082, df_1=1, df_2=198,

Table-11 estimates average social maladjustment according to Sex (normal boys/ girls). Average social maladjustment of girls and boys (normal) are found to be 7.410 and 5.59 which are statistically significant as p-values are quite low. So girls respondents suffer more social adjustment problem as compared to boys.

DVRM: EMAi = $ß_1 + ß_2 D_{2i} + ß_{3i} D_{3i} + U_i$, --(10) where EMA=Average Emotional Maladjustment.

D_2=1 if social maladjustment students belong to Boys,

=0 otherwise

Table-12 Regression Results: $SMA_{i =}$ 8.930-1.810D_{2i}+ U_i ------- (1)

Variables	B(Coefficient of X)	Std. Error	Value of 't'	Significance
Constant	8.930	.324	27.532	.000
D_2	-1.810	.459	-3.946	.000

D.V: EMA, R=.270, R^2=.073, df_1=1, df_2=198,

Table-12 reveals average emotional maladjustment according to Sex (normal boys/ girls). Average emotional maladjustment of girls and boys (slow learners) are found to be 8.930 and 7.12 which are statistically significant as p-values are quite low. So girls respondents suffer more emotional adjustment problem as compared to boys.

DVRM: SMAi = $ß_1 + ß_2 D_{2i} + ß_{3i} D_{3i} + U_i$,---(11) where SMA=Average Social Maladjustment according to location(Rural/ Urban)

D_2=1 if social maladjustment students belong to rural Schools,

=0 otherwise

Table-13: Regression Results: $SMA_{i =}$ 4.90 +3.20D_{2i}+ U_i

Variables	B(Coefficient of X)	Std. Error	Value of 't'	Significance
Constant	4.90	.277	17.720	.000
D_2	3.20	.391	8.183	.000

D.V: SMA, R=.503, R^2=.253, df_1=1, df_2=198,

Table-13 bring outs average social maladjustment according to location (rural/ urban). Average social maladjustment of rural and urban (normal learners) estimate 8.1 and 4.90 respectively which are statistically significant as p-values are quite low. So, respondents of rural schools suffer more social adjustment problems as compared urban schools.

Fig-1: Learning Difficulties of Normal Learners (Rural Schools)

Learning Difficulties of Normal Learners(Rural Schools)
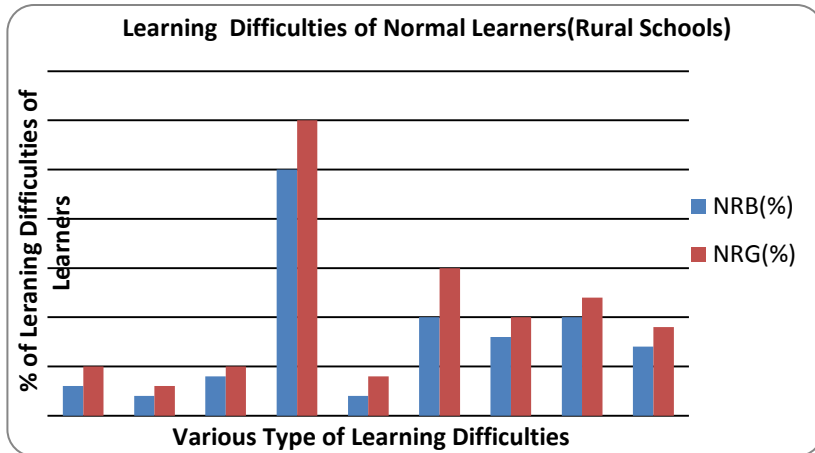
Fig-1 exhibits the learning difficulties of normal learners in rural schools. It is found that all the normal learners have lower learning difficulties except attention disorders. They have experienced learning difficulties with a range from 2 % to 30 %. The highest % of LD is found to be attention disorders (AD), followed by speech and hearing difficulties (SHD), emotional adjustment problems(EAP), social adjustment problems(SAP), hyperactivity(HP), numerical ability(ND) ,reading ability(RD), memory and thinking disorder(MTD) respectively and lowest to be writing difficulties(WR). Percentage of LD of normal girls at rural schools estimates higher as compared to normal boys.

Fig-2: Comparison of Learning Difficulties between Slow Learners and Normal Learners

Comparison of Learning Difficulties between Slow Learners and Normal Leraners
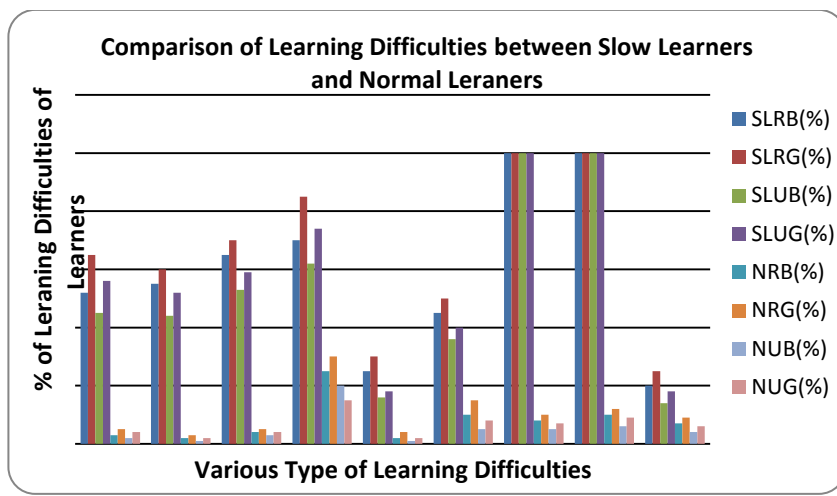
Fig-2 makes a comparison of learning difficulties between backward students and normal learners. It is found that all the backward students suffer from various type of learning difficulties severely as compared to normal learners. Various learning difficulties play a pivotal role in making variation of academic achievement between backward learners and normal learners. All the slow learners (100 %) suffer from social and emotional adjustment problems. On the other hand, 7 %-10% normal learners in rural schools and 5% - 6% normal learners in urban schools face social and emotional adjustment problems. Percent of learning difficulties like RD, WD, ND, AD, MTD

Conclusion:

Bartorn Hall (1947) focused that "A child may be both dull and backward but he is not necessarily backward because he is dull" The backward students could not cope up with their school education system. They are unable to learn in their class with children of his age but also they find it difficult to learn with the children of lower classes. So they should be required more inclusion in school education system with special care and attention. Parents of the slow learner students often feel personally responsible for their child's failure in social situations. The backward students may also cause family stress with respect to their characteristics like temperament, responsiveness, repetitive behavioural patterns and care-giving demands. Various action programmes have been applied for the promotion of teaching –learning of the slow learners with learning disabilities and satisfactory results have been also achieved with respect to reading, writing and academic performances to some extent. The following findings are mentioned in brief.

➢ Backward students (Boys) suffer from more average SMA taking into account of 19. 64 which is lower as compared to average EMA (21.64).

➢ Average SMA for girls is found to be 21.4180 which is lower as compared to average EMA (23.22).

➢ The backward girls respondents suffer more emotional adjustment problem as compared to boys in the study areas which are statistically significant as p-values are quite low.

➢ The backward respondents of rural schools suffer more emotional adjustment problems as compared urban schools.

➢ As the backward students move from class V to IX so the average social maladjustment tends to decrease to some extent due to taking some remedial measures.

➢ As the backward students move from class V to IX so the average emotional maladjustment tends to decrease to some extent due to taking some remedial measures i.e health treatment from local health centers, counseling, motivation for participation of singing, playing, drawing, arranging vocational training and providing financial assistance.

➢ Average SMA for normal students (Rural boys) is found to be highest (11.36) in lower AA group (40 %-< 50 %), followed by 7.067 in 50% - <60% and 3.367(lowest) in 60 % and above 60 % group.

➢ Average maladjustment of normal respondents (Rural boys) differs significantly according to different academic achievement groups at .1 % level of significance as p values are quite low.

➢ Average maladjustment of normal respondents (Rural girls) differs significantly according to different academic achievement groups at .1 % level of significance as p values are quite low.

➢ Respondents of rural schools suffer more social adjustment problems as compared urban schools.

➢ All the normal learners have lower learning difficulties except attention disorders

➢ Percentage of LD of normal girls at rural schools estimates higher as compared to normal boys.

➢ All the backward students (100 %) suffer from social and emotional adjustment problems. On the other hand, 7 %-10% normal learners in rural schools and 5% - 6% normal learners in urban schools face social and emotional adjustment problems.

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TEACHER'S EDUCATION: A COMPARISON STUDY OF ONE YEAR AND TWO YEAR B.ED COURSE

Dr. Jayashri Roy
Asst. Prof. of Geography in Vidyasagar Teacher's Training College,
Paschim Medinipore, West Bengal, India
Email: jayashriroy2018@gmail.com
&
Dr. Jayanta Mete
Prof. of Education Dept, Kalyani University, Kalyani, West Bengal, India

ABSTRACT

This course has been designed for those aspirants who are interested to pursue career in teaching and other related fields. For teaching in high schools and higher primary schools, B.Ed degree is must require in India. At present, the need for trained teachers is very high as lots of schools are building day-by-day. To become a successful professional in teaching field, one should has a minimum qualification in Bachelor of Education (B.Ed). After completing B.Ed degree you will become a **"Teacher"**. National Council for Teacher Education (NCTE) proposes increase of B. Ed courses from 1 year to 2 years. B.Ed colleges in India unhappy with the decision and dip in applications for B. Ed courses in India. So this paper tries to compare between two and one year B.ED course.

Keywords: B.ED, advantages of common exam, Compare

INTRODUCTION

A Bachelor of Education (B.Ed.) is a graduate professional degree which prepares students for work as a teacher in schools, though in some countries additional work must be done in order for the student to be fully qualified to teach. If we want to pursue teaching as our career then to get it started have to wait for one extra year in the next academic session. To ensure quality teacher training, the National Council for Teacher Education (NCTE) is making some sweeping changes from the next academic year. It is increasing the duration of the Bachelor of Education (B.Ed.) programme from one year to two years with major change in the curriculum. Bed degree in India has been improving day by day. The ultimate goal is to get a job. One of the most respectable and secure jobs in India is the teaching job. To get a job as a teacher need to have a degree of B. Ed in our hands. Bachelor

of Education is abbreviated as B. Ed. It is an undergraduate professional degree that opens the door of teaching jobs for us. Distance learning courses are getting popular in India and a lot of students want to earn a B.ED degree while working. Once you have completed this course, you can also go for the master courses in this field like M.Ed (Master of Education) offered by various institutions of India. National Council for Teacher Education (NCTE) is the organization which monitors study programs on education in the country.Trained Graduate Teacher (TGT) is a title given to teachers who have completed their graduation and training. If students have done postgraduate course like M.A. and also completed B.Ed, then you become a post graduate teacher (J.C. Aggarwal, (2006.56-69).

OBJECTIVES

1. To find out eligibility of B.ED
2. To discuss about the difference between one and two years course
3. To explain advantages of B .ED in common entrance exam
4. To find out why one year B.ED is most acceptable
5. To find out the advantages of B.ED

ELIGIBILITY:

- Students must have done BA (Bachelor of Arts), B.Com (Bachelor of Commerce), B.Sc (Bachelor of Science) or any other graduation level degree from any recognized university or college.

- Students should have obtained at least 50% marks in graduation level.

- Students can also join B.Ed degree after pursuing a master's degree.

- The minimum eligibility to apply for B.Ed. is a three year undergraduate programme. And with B. Ed. becoming a 2 year course, one has to study for five years to become a teacher (3years of graduation+2 years for B.Ed.).

- This change also comes with some other strict norms for students. Students have been mandated to complete B.Ed. within three years from the date of admission. With Attendance requirement of 80% and vigilance of one teacher for every 25 students is required.

COMPARE TO ONE AND TWO YEARS COURSE-

This course can be pursued as a full-time or through distance learning. The two and one-year BEd courses on a par with each other for recruitment of teachers in government schools. Two year B.Ed students over those who have completed the one-year course.

- Students are unwilling to pay double the fees for the same curriculum stating that that ROI for B. Ed courses is not sufficient. Students who studied BEd course for two years by spending double the money. The eligibility for the course was graduation from any recognized university. This course was run accordingly till 2014 with same rules and regulations.

- With a mandatory 2-year B. Ed programme, the applicants will be set a year behind their original year of employment, not acceptable to many. After 2014 and the one-year programme came to be extended to two years. The detailed comparisons of both the courses revealed that there was discrimination and injustice on part of NCTE towards the candidates taking admission in the two-year course. NCTE had increased the duration of B.Ed course in 2014 and did not make any developments in the curriculum. The syllabus which was taught in one year is being taught in two years.

- That is unjust. In the two years course student studied a more comprehensive course, undergone internship for four months as compared to a 15-days internship taken up by students of the one-year course. School internship would be a part of the broad curricular area of 'engagement with the field' and shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills.

- There are 1 lakh students of one year course as compared to only 10,000 of two-year BEd course. They should have more chances than one year course when it comes to recruitment.

- With an increase in the number of years for B. Ed courses, it makes more sense to the students, if they are awarded a superior degree, and not just be at par with a 1-year B. Ed degree.

- The teachers also demanded to scrap common entrance test for the admission to B.Ed course. They pointed that the duration of B.Ed course has barred many students to taking up the course. The minimum qualification for B.Ed is Bachelor's degree. Hence, the students are not willing to waste an extra year for studying B.Ed.

- Similarly, self-financing private B. Ed colleges in Kerala are on the verge of closure for lack of students. Of 190 colleges, including government, private and university centers, 37 private colleges have already shut down. In fact, the number of B. Ed admissions in 2017 in Kerala witnessed a dip by one-third of the total strength! Around 60% of B.Ed seats are vacant in Andhra

Pradesh too. At this juncture, the government has granted permission to 149 new colleges. However, Tamil Nadu received a good response for B.Ed course this year.

ADVANTAGES OF B. ED COMMON ENTRANCE EXAM

In India, this degree is the basic requirement to get teaching jobs. Entrance examinations are conducted for taking admission in B. Ed courses**.** The minimum qualification that is required to take admission in B.Ed course is to possess an undergraduate degree that may be a B.A. or B.Sc. The ones who have done their under graduation in arts will be taught English, Hindi, history, Political Science, geography, etcetera and the students who have their under graduation in science are taught physics, chemistry, and biology. If imposed, there will be several benefits. There is a huge disparity from B.Ed institution to institution in terms of completion of B. Ed syllabus, conducting regular B. Ed exams and announcement of B. Ed exam results. Furthermore, there are numerous colleges who have still not closed the B. Ed admissions and students have been left in jeopardy. With implementation of a single B. Ed entrance exam, all these problems will be resolved. From an organization point of view too, having a single entrance exam for B. Ed will be advantageous as the B. Ed results will be announced on the same date, issuing of B. Ed certificates will become much easier and B. Ed placements can also happen in a systematic manner (R. A. Sharma, 2004:16-23). In addition, with a single curriculum, the pedagogy of the B. Ed course will be streamlined across the nation. However, some of the college management was of the opinion that ever since B.Ed course was changed into duration of two years, students are not joining the course and the demand has declined gradually.

ONE YEAR B. COURSE ED IS MUCH ACCEPTABLE THEN TWO YEARS COURSE

Now that time B. ED training is too necessary for School service exam. So every person wants to complete this training, but they are failing because money is the main factor to create problems. Many Students of West Bengal face this problem for two years course. When it comes to hiring teachers, most schools these days look for candidates from B. Ed colleges in West Bengal. When it comes to career in B.Ed, most candidates wish to be teachers in West Bengal. The reason for this is that teachers in West Bengal are given great respect. The duration of this course is two years, earlier it was 1 year in West Bengal, but now it is extended by NCTE (National Council for Teacher Education). To take admission in top B.Ed colleges of West Bengal, applicants must have completed their graduation or post-

graduation with at least 50% of marks. Previously the duration of B.Ed course was one year now it has been increased to two years. After 2014 and the one-year programme came to be extended to two years.After the survey five Govt. B.ED colleges 26 teachers and near about 469 students the report says, those 443 students are not agreeing two years B.ED course. 22 teachers say students are admission less compare to previous. One Year B.ED is more interesting than two years B.ED course. Students are unwilling to pay double the fees for the same curriculum stating that that for B. Ed courses is not sufficient. With a mandatory 2-year B. Ed programme, the applicants will be set a year behind their original year of employment, not acceptable to many. With an increase in the number of years for B. Ed courses, it makes more sense to the students, if they are awarded a superior degree, and not just be at par with a 1-year B. Ed degree.

Name of the college	No. of survey students two years	Not agree two years course	not agree one year's course
Vidyasagar Teachers Training college	200	192	8
Govt. College of Education, Burdwan,	60	55	5
Institute of Education (PG) for Women,	70	64	6
Govt. Teachers Training College, Malda	75	71	4
Uluberia College, PO – Uluberia,	64	61	3

Source: Field Survey July 2015- April 2019

B.ED in two years spends a lot of time then one year curriculum and students are not ready to pay double fees for the same curriculum. In the two years course student studied a more comprehensive course, undergone internship for four months as compared to a 15-days internship taken up by students of the one-year course. Now- a-days the demand for B.Ed course declined and around 70% of seats are vacant. There is a huge difference between both the programmes as far as fees, expenses and the strength of course is concerned. It should be change back to 1 year. One year B.ED is more applicable to two years B.ED course. National Council for Teacher Education (NCTE) proposes increase of B. Ed courses from 1 year to 2 years. B.Ed colleges in India unhappy with the decision and dip in applications for B. Ed courses in India. There has been no decision whatsoever on National Council for Teacher Education (NCTE)'s proposal to reduce the duration of Bachelor of Education (B.Ed) courses in B.Ed colleges in India from two years to one year. The duration of B. Ed course was extended from 1 year to two years in 2014. Since then,

the number of applications for B. Ed courses in B. Ed colleges in India, especially in B.Ed Colleges in Mumbai, Karnataka, Uttar Pradesh, Delhi, West Bengal etc. has gone down drastically. It seems that the initiative taken by NCTE did not yield positive results as most of the students are not joining in B.Ed course. A committee had been formed in 2015 to study 'infirmities and anomalies' in the NCTE Regulations 2014. The committee had asked for feedback from public and stakeholders regarding the duration of B.Ed course. The people were supposed to send their feedback to NCTE on or before October 30, 2016. However, educational institutes were of the opinion that increasing the B. Ed course duration is detrimental to the number of B. Ed applications as no one wants to invest 2 years in a course that can easily be completed in one year. They were of the opinion that only if B. Ed colleges started their academic year o time, the one year B. Ed course period was enough.

CONCLUSION

The duration of B. Ed course was extended from 1 year to two years in 2014. Since then, the number of applications for B. Ed courses in B. Ed colleges in India, especially in B.Ed Colleges in Mumbai, Karnataka, Uttar Pradesh, Delhi, West Bengal etc. has gone down drastically. It seems that the initiative taken by NCTE did not yield positive results as most of the students are not joining in B.Ed course. A committee had been formed in 2015 to study 'infirmities and anomalies' in the NCTE Regulations 2014. The committee had asked for feedback from public and stakeholders regarding the duration of B.Ed course. The people were supposed to send their feedback to NCTE on or before October 30, 2016. However, educational institutes were of the opinion that increasing the B. Ed course duration is detrimental to the number of B. Ed applications as no one wants to invest 2 years in a course that can easily be completed in one year. They were of the opinion that only if B. Ed colleges started their academic year of time, the one year B. Ed course period was enough. So NCTE should step back for one year B.ED course.

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STATUS AND EDUCATION OF WOMEN IN KERALA: A PEEK INTO IT SECTOR

Sruthi Vijayakrishnan

PhD research Scholar
Department of Public Administration and Policy Studies
Central University of Kerala, Kasaragod – 671316, Kerela, India
Email: sruthivijayakrishnan@gmail.com

ABSTRACT

Kerala's IT industry has progressed since its inception. Along with it, the female professionals working in the sector also made their progress clear. For a woman to enter into the IT industry, the particular education is required. Education leads to more jobs and recruitments. Proficiency in such jobs leads to the rise in status of that professional. The researcher tries to find out which aspect, among education, status or the industry, is responsible for the growth of the other one or is it complimentary to one another. The status of women in Kerala is analyzed in historical perspective. In terms of status and education, women of Kerala stand apart from rest of India with their high literacy rate. Status concerning education of women in Kerala is also analyzed. Their enrolment in schools and colleges is studied. The figures show us that education of women and the intake of girls into computer engineering courses have been on the rise. The growth and current functioning of IT sector in Kerala is evaluated. Furthermore, the education status of the women professionals in IT sector is also analyzed. Finally, it was found that there is a complimentary relationship between the education and IT sector along with the status of women in Kerala.

Keywords: IT sector, Women education, Kerala.

Introduction

While the IT industry is on the rise in India, Kerala jumped on the band wagon in 1990s itself. Although, the IT ambience of Kerala hasn't achieved much like Bangalore, it has its fair share of prosperity. Being a sector that demands less physical activities, women found IT industry less straining. It is generally understood that most of these female employees either have academic qualifications in computer application or computer engineering. This study aims to understand the

accurate specifics of the academic and education status of these female employees in Kerala's IT sector along with the social status of women in Kerala.

- About Kerala

Kerala Tourism defines Kerala as "God's Own Country". When it comes to some figures, the state stays true to the phrase. 52.02% of the total people of the state are women. The sex ratio of the state is 1084 against the national figure of 940. Kerala is the only Indian State where the sex ratio has historically been above the national trend. Apart from that, the state has also been registered the lowest growth rate of population in the last decade. The decadal growth rate of Kerala is about 4.90% (Department of Economics and Statistics, 2018)

- Female Literacy and Education in Kerala

Indian culture represents all sorts of senses and natural phenomenon as Gods. It is worth noting that Hinduism personify education in the form of a woman. People all over India still pray to Goddess Saraswati for educational and academic purposes. It is ironic that in such a nation, women lag behind men in figures of education. However, the gap is narrowing down as the year passes.

It comes with no surprise that Kerala has the Gender Parity Index of 1 based on Gross Enrolment Ratio during 2016-17. However, when considering the secondary level, GPI was 0.99. By the calculation of the same period, girls of Kerala tend to outperform boys in school enrolment at the elementary level. Girls have 95.65 while boys have 95.25. Yet, the figure drops when it comes to secondary level where boys have 102.83 while girl's enrolment is 101.74. Girls of Kerala also perform better than boys in National level achievement tests across school levels.

Additionally, the gender gap in literacy in Kerala has been declining at a higher rate when compare to India. It is just a matter of time until Kerala reach the equality of youth literacy.

- IT Sector of Kerala

Kerala provides remarkable environment suitable for any business venture. The State includes an IT force that serves in Fortune 500 companies. The government of Kerala has allotted over 1000 acres of land for the IT sector alone. Kerala provides the finest access to the Middle East and the rest of the globe. The aforementioned socio-economic equality of Kerala also acts as an advantage (Technopark).

When the Government of Kerala realized the significance of IT and its role in the progress of the state, the first IT Policy was announced in 1998. 2001, 2007,

2012 and 2017 saw the release of subsequent IT policies (IT Policy, 2017). The main objective for enacting such policies was to establish Kerala as a foremost IT hub and generating employment opportunities in the IT industry.

Kerala has major IT centers in cities like Thiruvananthapuram, Kochi and Kozhikode. Technopark in Thiruvananthapuram, Infopark in Kochi and Cyberpark in Kozhikode are the three main IT Parks which are promoted by the state government. By taking into account of the need for reinforcing space inside the government owned IT Parks, these Parks encouraged private companies of India and abroad to set up more built up space. Furthermore, the state government promotes IT Parks belonging to private sector outside the government owned IT Parks with the purpose of increasing the availability of IT infrastructure. Nevertheless, the State Government formulates guidelines and standards for the certification of such private-administered IT Parks. These private IT Parks that receives the required certification is administered by the same set of industry enabling regulations that are applicable to government owned IT Parks. Smart City, L&T Park, Leela Park, Brigade Park and Muthoot Park are some of the private IT Parks in Kerala.

A study on employees of Technopark discovered that around 40% of IT professionals in the campus were women (Arun & Arun, 2002). It is hence evident that the rate of women in IT industry in Kerala is larger compared to the figure for all India, which is about 24%.

Status of women in Kerala - History and Current Scenario

Up until colonial times, women played equal roles in family planning, decision making and decisive roles in family earnings in agrarian societies in India. In Kerala, Nair women were educated according to their respective areas of vocation. Kerala is largely based on occupation and therefore it was essential for women to be educated in the respective spheres of their caste vocation. This was maintained so as for them to be able to share the responsibilities of a man in the family or at least to aid him. (Panikker, 2016) Struggles of social reformists and governments of the state and centre had to introduce various schemes to upgrade the status of women of lower class. However, when compared to the movements organized for the emancipation of the women of rural and lower classes in Kerala, not much was done for the upper class women. These upper class women were few in number and mostly ignored. This is mainly because of their 'upper class' status irrespective of whether they were financially backward or not.

The rate of social development in Kerala has far outperformed economic growth which led to a paradoxical situation. While it has encouraged women to participate in economic activities, structural changes in the economy have put harsh constraints on the prospects of female employment at the higher levels. This led to a process of casualisation of the female labour force. It is considered that most of the increase in employment under trade and commerce, construction, private transportation and manufacturing comes under casual labour. This process of casualisation has been rigorous in the case of women than men because of their restricted mobility. Women of Kerala do not go out of their home villages to find work as easily as men can. (Devi, 2002)

Women enjoyed equal rights and were in the forefront of activism and philosophy during the Sangam era in south India (Radhakrishnan, 2016). However, as the caste system tightened its grip in the south Indian society, women found themselves on the backfoot in Kerala as well. Although the Brahmins/Namboodiris of Kerala were considered to be the top most caste, the luxuries were enjoyed only by the men of the community. Namboodiri women had no influence nor possessed any sort of power in the society apart from purity and household cleanliness. Meanwhile, women of the Nair community, which was considered to be positioned just below Namboodiri caste, enjoyed independence and had freedom to travel and participate in events and parties. Women of all other backward castes were suppressed and had no sort of freedom just like their male counterparts who belong to the same backward castes. It took centuries up until the renaissance and reformation of Kerala during the late 19th century and early 20th century to revive women's status. Yet, it couldn't be brought to its full extent.

Considering Kerala women in the sphere of employment, the most striking feature is the high proportion of women employed in the tertiary sector. The tertiary sector accounted for almost a quarter of the total women employment in 1981. In 1991, this proportion amplified to about 30%. At the national level, the corresponding figure for 1981 was just 9.4%, which increased only slightly to 10.8 percent in 1991. The proportion of men employed in the tertiary sector also is high in Kerala, higher than the proportion of women employed. The growth of the service sector comprising education, health care, public administration, judiciary, and water supply and sanitation, has been noteworthy in the State. The emergence of parallel colleges and unaided educational institutions and a large number of private hospitals since the sixties has offered large employment opportunities to women. The secondary and the tertiary sectors together accounted for 51.3 percent of female employment in Kerala in 1991 (Devi, 2002).

Education status of women in Kerala

Brahmananda Swami Sivayogi, a Sadhu from Kerala, in his book *Sthree Vidya Poshini*, written in 1899, pressed that women need to be educated for the healthy formation of a new generation. In that book he further propagated the idea of education of women in order for the society to prosper. Swami Sivayogi preached the same in various platforms of Kerala. Similar attempts were made by Chattampi Swami and Sree Narayana Guru which ultimately led to their followers embracing education for women in Kerala.

Such aforementioned reformation in Kerala's society showed changes. India's literacy rate is growing steadily through the ages. Female literacy rate has doubled within thirty years. When it comes to Kerala literacy rate is highest in the country. When the literacy rate of women is taken into account, Kerala comes first in that table as well.

Year	Male %	Female %	Combined %
1901	9.8	0.6	5.4
1911	10.6	1	5.9
1921	12.2	1.8	7.2
1931	15.6	2.9	9.5
1941	24.9	7.3	16.1
1951	27.16	8.86	18.33
1961	40.4	15.35	28.3
1971	45.96	21.97	34.45
1981	56.38	29.76	43.57
1991	64.13	39.29	52.21
2001	75.26	53.67	64.83
2011	82.14	65.46	74.04

Census of India, 2011

National Rank	India/State/Union Territory	Literacy Rate (%)	FemaleLiteracy Rate (%)
1	Kerala	93.91	91.98
3	Mizoram	91.58	89.4
2	Lakshadweep	91.28	88.25
4	Tripura	87.75	83.15
5	Goa	87.4	81.84
10	Andaman andNicobar Islands	86.27	81.84
8	Chandigarh	86.43	81.38
7	Puducherry	86.55	81.22
9	Delhi	86.34	80.93

Census of India, 2011

In January of 2016, Kerala was declared the first Indian state to achieve 100% primary education (PTI, 2016).

Sl. no	Type of Schools	Government	Govt. Aided	Private Unaided	Total
1	Higher Secondary	817	846	412	2075
2	High School	1227	1433	459	3119
3	Upper Primary	871	1871	244	2986
4	Lower Primary	2597	3912	357	6866
5	Tribal Schools	90	0	0	90
6	Sports Schools	3	0	0	3

School Statistics, 2018-19, Government of Kerala

School statistics, 2018-19 published by the Government of Kerala claims that there are 1,88,597 female students in the state in that particular academic year of which 73,985 are from government schools, 1,06,849 are studying in government aided schools and 7763 are in unaided private schools (Government of Kerala, 2018-19). 36,199 female teachers are teaching in government schools while 72,394 female teachers work in government aided schools and 12,945 women teachers teach in unaided private schools. There is a total of 1,21,538 female teachers in the state of Kerala. When it comes to higher studies, 2,15,664 girls appeared in the SSLC examination (10th state board exam) of which 97.87% were eligible for higher studies. 23,503 female students got A+ grade for all subjects in the SSLC examination.

Total number of students enrolled in various arts and science colleges (excluding unaided colleges) under the four general universities in Kerala in 2017-18 is 2.96 lakh (Kerala Economic Review, 2018). Of this 2.03 lakh (68.68 percent) are girls. Out of the total students enrolled for degree courses, 42.62 per cent are enrolled for B.Sc degree courses, 38.71 per cent enrolled for B A and 18.67 per cent enrolled for B.Com degree courses. Girls constitute 78.64 per cent of total enrolment for degree courses. Genderwise distribution of enrolment reveals boys' preference for B.Sc and B.Com to B.A degree courses while more girls are enrolled in B.A Courses followed by B.Sc and B.Com degree courses. Students numbering 38,895 are admitted to post graduate course in the State in 2017-18. 67.01 per cent of those enrolled in PG courses are girls.

'It' factor in Kerala

Indian tertiary sector has companies based on Information Technology as one of its key players. 7.5% of the Indian GDP was contributed by the IT sector in the year 2012 (NASSCOM, 2012). About 3.97 million people in India are employed

in IT industry. The financial year 2018 saw the addition of 105,000 more employees.

In 2018, the Government of India has acknowledged Information Technology as one of its 'Champion' Service Sectors. Therefore an action plan is being formulated to encourage it. Besides, the Indian government has issued a Rs 5,000 crore fund for materializing the potential of these champion service sectors which also include tourism, communication services and others (Press Information Bureau, 2018). This program is anticipated to augment the competitiveness of India's IT industry, subsequently promoting GDP growth, creating more jobs and encouraging exports to global markets.

In the scenery of Kerala, even though there are several IT parks, the three administered by the state government are the most prominent ones. As mentioned earlier, these are the Technopark of Thiruvananthapuram, Infopark of Kochi and Cyberpark of Kozhikode.

Technopark is one of the leading IT parks in the country and one of world's greenest technopolis. Established in 1990, Technopark became the first IT Park to be established in Kerala. At present, the park accommodates more than 350 companies with more than 53000 IT professionals as employees. Meanwhile, Infopark of Kochi was established in 2004 and it has been growing ever since. The city of Kozhikode has Cyberpark which provides world-class workspaces, sharp infrastructure and end-to-end solutions for IT/ITES companies around the globe. It is advantageously planned, mapped and fast-progressing as the perfect destination for IT sector investments (Government of Kerala, 2018).

Software and services exports from various southern states in 2004-2005

States/ Union Territory	Value (Rs crore)	Percentage share in India's total software and services exports
Karnataka	27,800	35.96
Tamil Nadu	11,300	14.62
Andhra Pradesh	8,350	10.80
Kerala	300	0.39
Pondicherry	30	0.04

Source: Statistical Yearbook of Indian IT and Electronics Industry 2004-2005. Electronics and Computer Software Export Promotion Council, New Delhi

Women in IT sector of Kerala: Status and Education

A study conducted in 34 sample firms of Kerala exposed the figures concerning gender equality in IT sector of the state (Padmanabhan, 2014). Only

28.09% of the total technical employees of these firms were women. A gender wise analysis revealed that a larger proportion of females were concentrated at the bottom of the work pyramid compared to the males. 87% of total females were located at the bottom operations level while a meager 0.41% were positioned at the top strategic level. Meanwhile, the corresponding percentages for males were 82.51% and 2.37 % respectively. A minor dissimilarity was also seen in the middle or tactic category level of team lead/ project lead and assistant project manager/ project manager. The existence of a discrepancy in the distribution of male and female professionals can be confirmed by this.

The same study analyzed the educational qualification of the sample professionals. The analysis showed that engineering was the main stream supplying the workforce to IT Industry. About two thirds (66.36%) of men and three fourths of women (78.29%) had an engineering degree. This isn't much of a surprise as the job requires coding and software related education which is offered by computer engineering courses. Furthermore, 64.22 % of male and 74.34% of female professionals had a Bachelor of Engineering /Bachelor of Technology degree while 2.14% of males and 3.95% of females had Masters/Post graduation degrees in the same stream. The proportion of post graduates was very small possibly due to the fact that most of the professionals were recruited even before completion of their degree courses. Therefore, their motivation for pursuing further studies were rather less as they have already achieved a goal. Another significant source of recruiting professionals was coming from M.C.A / M.Sc computer science courses. Consequently, 29.36% of males and 19.74 % of females of the sample were from these streams. A mere 4.28% of males and 1.97% of females come from other certified courses.

A further analysis of the study of the engineering degree holders discovered that 85.42% had a computer or computer related engineering background (Computer Science Engineering, Electrical and Electronic Engineering, Information Technology and Electronics and Communication) while the other 14.58 % had a diverse background which included civil, mechanical, production engineering and so on. Although the proportion isn't that significant, it supports the claim that IT firms also recruit personnel from any branch of engineering since they consider that engineering courses train students in logical thinking, problem solving and analytical skills which are essential for software programming and coding. Nevertheless, a gender wise analysis revealed that such varied-branch immigration was more widespread among men than female professionals. The proportion of females adapting software profession from other branches was found to be

considerably less. Accordingly, about 94.96% of the sample female professionals were trained in computer related field itself.

The same study of Nirmala Padmanabhan examined the nature of schooling had by the sample professionals. It was revealed that almost one third of them (33.61%) had studied in government or state schools. A small minority of 1% had their education in both private and government schools while the rest 65% had completed their academic life in private schools. Additionally, about one fourth (26.72%) of the total professionals had done their schooling in local medium. This is phenomenon goes against the idea that the software sector ignores students from government schools and are more interested to hire those from private English medium schools. However, a gender wise discrepancy was observed which revealed that there were more men with government schooling (39%) getting into the IT profession than females (21.71%). The proportion of women with non English medium education was also found to be less with 21.05% compared to (29.36%) for males. Yet, the difference was not found to be of any significance.

Impact

- Engineering degrees

From late 20th century and the initial years of 21st century onwards, the technical education condition of Kerala has undergone a phenomenal change. The sanctioning of autonomous colleges in the private sector has also played a key role in it. As a result, there has been a significant increase in the number of engineering colleges and other technical institutions. By 1997, there were only 15 engineering colleges in Kerala with an annual intake of 4844 students but at present there are 183 engineering colleges with a sanctioned intake of 57,100 (Kerala Economic Review, 2018).

Out of these engineering colleges, 171 are self-financing colleges (unaided), 9 are Government colleges while 3 of them are private aided colleges. The largest number of unaided engineering colleges function in Ernakulam (32) followed by Thiruvananthapuram (25). Of the engineering colleges in Kerala, the largest number of stream-wise seats was in Mechanical Engineering (11,194) followed by Electronics and Communication (10,479), Computer Science and Engineering (10,179) and Civil Engineering (10,044). In short, computer engineering had the third most number of seats.

For graduate courses, the number of students enrolled in government and aided engineering colleges in 2018-19 academic year increased from 5,134 in 2016-17 to 6,222. The percentage of girls' enrolment has also increased to 39.86 % in

2017-18 from 36.42 % in 2016-17. For post graduate courses, 1,606 students have been admitted in government and aided engineering colleges in 2017-18. In this, female students constitute 58.78 % of total students in government and aided engineering colleges studying for post graduate courses.

The growth of different disciplines within this total intake from 1997 to 2004, it was revealed that computer related courses exhibited maximum growth. The intake into information technology engineering degree grew at a annual rate of 67.7%, the corresponding rates for electronics and communication was 37.3%, for applied electronics and instrumentation-30.8 % and for computer science and engineering 28.7%. Meanwhile, traditional disciplines like civil, mechanical and chemical engineering courses were found to show less drive with comparatively lesser growth rates. Hence, the analysis points to a firm emerging preference for computer related courses over traditional disciplines (Padmanabhan, 2014).

It is evident from the above figures that the IT industry and its scope had led to the rise of preference in computer related engineering studies in Kerala.

- Apartments and housing infrastructure

Kazhakootam, the region which Technopark lays was a rural area in Thiruvananthapuram district just 30 years ago. However, as the companies functioning in Technopark grew over the years and the number of employees increased, the region had developed into an urban landscape. Within a decade, the cost of the land soared and several high-rise apartments appeared over the terrain. Now, the landscape has changed and many 20-30 storied buildings have altered the face of Kazhakootam. Most of the residents in these apartments have direct connection with Technopark. They might either be employees or employers. The same phenomenon can be seen in the case of Infopark in Kochi and Cyberpark in Kozhikode.

- Malls and consumerism

Establishment of several institutions facilitating consumerism can be seen near such IT parks in Kerala. In the case of Technopark, two shopping malls have been built within a span of 3 years. A third mall will be finished within a year very close to Technopark itself. In Kerala, malls first appeared in Kochi. The establishment of the first few malls can be credited to the consumerism of the upper-middle class resulted by the city's business atmosphere being the only port city of Kerala. However, with Infopark's arrival more and more shopping malls made its appearance in Kochi. Of the six most rated shopping malls, three of them are within five kilometers from Infopark. A shopping mall is also functioning near

Cyberpark in Kozhikode as well. These malls are adding to the positive progress of the economy of the state.

- Women empowerment

It was evident that Kerala witnessed noteworthy social changes as a consequence of development of its software industry. Such changes were not restricted to the attitudes and lives of professionals themselves but also modified the structure of families and alterations in norms acceptable to the society. A fundamental change was the gradual appearance of a 'demi- modern' young woman which is a more modern in outlook than found in other traditional professions in the state but yet retains certain traditional attitudes to marriage and family. Furthermore, within most families, especially of female professionals, there was a change from 'male bread –winner, female homemaker' model to a 'male bread – winner, female bread- winner'(Padmanabhan, 2014).

Conclusion

Without doubt, we can say that education lifts women to the status they deserve in society. A woman's world has changed from the four walls of the kitchen to the wide realm of different vocations, social events, entertainment and recreations. In post-independent India, women only had openings in meager jobs in the tertiary sector and they found it difficult to compete with men for recruitment. However, with the arrival of IT sector into the scene, women seamlessly adapted to the industry and became professionals in no time. It is a "hen first-egg first" scenario in which it can't be conclusively said that education led to the recruitment of women into IT or the opportunities in IT led to the growth of engineering colleges. Furthermore, the education plus occupation carried out by women raised their status in society. The rise of food home delivery services are an indication to this. The success of UberEats, Zomato or Swiggy shows that women at home aren't cornering themselves inside the kitchen and exploring other options for food. Therefore, it can be concluded that education, IT profession and social status are interconnected by sharing a complimentary relationship with each other and they are proportional in growth.

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ACHIEVEMENT MOTIVATION AND EDUCATIONAL ASPIRATION OF THE STUDENT-TEACHERS UNDER B. ED PROGRAMME

Kartik Pal

Research Scholar, Department of Education, Rashtriya Sanskrit Sansthan
Bhopal Campus**,** Bhopal, M**.P.**
Email: kartik.pal.89@gmail.com

Introduction

On teachers, Zakir Hossain says, **"The teacher is really the architect of our future."**[1] The backbone of any nation is the teachers of the nation. Through leadership, they guide future citizens to help them advance in their lives. Without teachers, an institution would be akin to a body without a soul. The teacher is the friend of the student; they are their philosopher and guide. With the help of teachers, students continue on their path towards a successful future. Without a teacher's help or advice, no nation can develop. Therefore, it suffices to say that the role of teachers in modern education is absolutely undeniable.

In 1954, the Kothari Commission opined on the role of the teacher. Of the many things that comprise the development of the quality of education and the development of the nation, the key are the role of the teacher, his skills and character as well : - **"Of all different factors which influence the quality of education and contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant"**[2]. The teacher-education system is thus fundamental to the preparation of professionally skilled and dynamically adept teachers. A qualified teacher must have a positive attitude towards teaching as a professional scholarship, as well as duty bound to take appropriate responsibility for that profession and to do it properly. A career is a specialized scholarship, for which the necessary training is undeniable.

Activity is a signifying characteristic of animal life, nature of humans. Human activity is also purposeful. Psychologists have recognized the existence of various types of biological tendencies and processes in order to accurately analyze the purposeful activity in humans. Some of them are born, some acquired. Whether born or acquired, these tendencies work at the core of human behaviour. Learning is also a purpose-driven behaviour in our lives, and as a result, the importance of aspiration and motivation behind it is paramount.

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[1] Pal Debasish,Ghosh Birajlakshmi (2014-2015), pesha hisabe sishkakta, page no - 11
[2] Pal Debasish,Ghosh Birajlakshmi (2014-2015), pesha hisabe sishkakta, page no - 11

In general, motivation is the tendency of behaving in a purpose driven manner. In this sense, motivation is a kind of psychological process by which the person is capable of controlling the object associated with said motivation. Psychologist **Swift** says, **"Motivation is a dynamic process initiating and directing behaviour, continuous but fluctuating in intensities and, aimed at satisfaction of the individual's needs"[3].**

Naturally, a student is driven to work harder than his or her peers to achieve good marks in examinations. This demand for success is termed as Achievement Motivation. Those who have more of this Achievement Motivation impart greater importance in completing hard work or improving the quality of the work. David McClelland is the founding proponent of **'Achievement Motivation'** theory.

The level of desire a person has for finishing difficult tasks determines the nature of several types of behaviours. The amount of difficulty level of a task a person aspires to complete does indeed define the level of his aspiration. Bernad says, **"The term, level of aspiration, refers to the degree or difficulty of a task or goal that the person will accept and strive for"[4].** Generally speaking, this is the desired level of success for the person. A student may desire to pass no examination. Others may desire to pass only in the first division. Their success depends on their individual levels of aspiration.

Objectives:

In this study the objectives are:

1. To study on Achievement Motivation of student-teachers.
2. To Study on Educational Aspiration of student-teachers.

Hypothesis:

In this study the hypothesis is -

'There is no significant relationship between Achievement Motivation and Educational Aspiration of student-teachers undergoing B. Ed programme.'

Sample:

In this study, 107 student-teachers have been chosen as the sample from Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi, by the process of simple random sampling. The study was conducted through descriptive survey method.

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[3] Roy sushil (2008-2009) siksha Monovidya, Page No - 571
[4] Roy sushil (2008-2009) siksha Monovidya, Page No - 578

Tools:

The tools used for the data collection from the student-teachers in this study are:

1. Achievement Motivation Test - V.P. Vergab
2. Educational Aspiration Scale, From-P - Dr. V.P. Sharma and Anuradha

Analysis and Interpretation of data:

Pertaining to objective 1

To study on Achievement Motivation of Student-teachers-

Achievement Motivation Test - V.P. Vergab, this research tool has been used in this study.

The information obtained from the teachers and teachers is mentioned below.

Table No – 1: Level of Achievement Motivation

Level of Achievement Motivation	N	%
High	18	16.82%
Above Average	28	26.16%
Average	21	19.62%
Below Average	20	18.69%
Low	20	18.69%

It is found from the table above that the level of Achievement Motivation is high amongst 16.82% of student-teachers. Among 26.16% of student-teachers the Achievement Motivation level is above average. 19.62% student-teachers have an average level of Achievement Motivation. Student-teachers having a below average level, and a low level of Achievement Motivation are 18.69% each.

The predominant number of student-teachers display above average levels of Achievement Motivation. At this level, student-teachers are unable to perform with courage in utterly tricky situations. However, in all circumstances, they are able to demonstrate stability. Those who have high levels of Achievement Motivation can be successful at any stage used with a courageous attitude. Those who have Achievement Motivation in average levels; they can display equal status in all operations. Those who have Achievement Motivation below above average levels are sometimes unable to solve the problem. Those who have Achievement Motivation in low levels are not able to solve the problem.

Pertaining to objective 2

To Study on educational aspiration of Student-teachers

Educational Aspiration Scale, From-P - Dr. V.P. Sharma and Anuradha, this research tool has been used in this study. The information from the student-teachers is mentioned below.

Table No – 2: Level of Educational Aspiration

Level of Educational Aspiration	N	%
Very High	3	2.8%
High	30	28.03%
Above Average	15	14.01 %
Average	48	44.85%
Below Average	5	4.67%
Low	6	5.6%
Very Low	0	0%

From the above table it is found that the Educational Aspiration of 44.85% student-teachers are of Average level. 28.03% student-teachers have High level Educational Aspiration. 14.01% student-teachers carry an Above Average level of Educational Aspiration. 5.6% student-teachers have their Educational Aspiration at a low level. 4.67% of student-teachers have Below Average levels of Educational Aspiration. Only 2.8% of student-teachers have a very high level of Educational Aspiration. No student-teacher display Very Low levels of Educational Aspiration.

Among the student-teachers, who have very high levels of Educational Aspiration, they want to achieve the highest place in their respective fields of education. Those who have high levels of Educational Aspiration desire higher results. Those who have above average levels of Educational Aspiration want to make a slightly higher mark in their educational field. For those who have average levels of Educational Aspiration, their desire to make a mark in their educational field is also at a general level. Those who have below average levels of Educational Aspiration are slightly lower in their natural desire. Finally, those who have a low level of educational Aspiration usually have no desire to achieve in field of education.

Hypothesis Testing:

Table No – 3: 'There is no significant relationship between Achievement Motivation and Educational Aspiration of student-teachers undergoing B. Ed programme.'

	Very High	High	Above Average	Average	Below Average	Low	Very Low	df	Chi-Square
High	1 (0.5)	6 (5.04)	2 (2.52)	6 (8.07)	2 (0.84)	1 (1.01)	0 (0)		
Above Average	0 (0.78)	10 (7.85)	8 (3.92)	7 (12.56)	0 (1.3)	3 (1.57)	0 (0)		
Average	1 (0.58)	4 (5.88)	1 (2.94)	13 (9.42)	2 (0.98)	0 (1.17)	0 (0)	24	26.26
Below Average	0 (0.58)	5 (5.60)	3 (2.80)	9 (8.97)	1 (0.93)	2 (1.12)	0 (0)		
Low	1 (0.56)	5 (5.60)	1 (2.80)	13 (8.97)	0 (0.93)	0 (1.12)	0 (0)		

It is clear in the above table that Achievement Motivation is divided into 5 levels and the Educational Aspiration is divided into 7 levels. f_o and f_e are determined. Then df and Chi Square has been statistically calculated. The value of Chi-Square (26.26) is not significant at 0.05 level, meaning there by both the variables Achievement Motivation and Educational Aspiration are not significantly related. Hence the null hypothesis is accepted. Therefore, Achievement Motivation of student-teachers does not associated with their Educational Aspiration.

Conclusion:

There is a distinguishing difference between the Achievement Motivation and Educational Aspiration of student-teachers. According to specific differences, their intelligence, preferences, achievement, etc. are different. In this case also the environment plays an important role. Adaptive environment is helpful in increasing the Achievement Motivation and Educational Aspiration of the student-teachers.

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"A COMPARATIVE STUDY OF OCCUPATIONAL STRESS AND JOB SATISFACTION AMONG MIDDLE SCHOOL TEACHERS OF GOVERNMENT AND NON-GOVERNMENT SCHOOL OF GORAKHPUR DISTRICT"

Dr. Meetu Singh
Assistant Professor, Department of Education
Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur, India
&
Puneeta Pandey
M.Ed. 2nd Year, Department of Education
Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur, India

ABSTRACT

Teaching is the world's largest profession. In the late 20th century it was estimated that there were 30 million teachers in the world. It is a highly reputed occupation in India. But it is always considered as one of the most stressful profession. Teachers working within the junior school system confronts multiple stressors on the daily basis that result in varying levels of occupational stress. High stress level of a teacher causes disappointment, frustration, aggression, anxiety, avoidance of work, increased absenteeism and stress, which decreases the teacher- student performance as well as the satisfaction of job.

A study has been conducted to a comparative study of occupational stress and job satisfaction among middle school teachers of government school of Gorakhpur district to know the level of satisfaction and stress among both government and non-government school teachers comparatively as well as to establish a relationship between occupational stress and satisfaction in a job. The study found the occupational stress is higher in private school teachers in comparison to government schools. But the satisfaction level is not much different in both. A negative correlation in occupation stress and satisfaction in job (r = -1.67) is found in the study, this shows that if stress level is high then satisfaction level is decreased in teaching profession.

Introduction:

The progress of the country depends upon the quality of teachers, buildings, equipments, instructional materials, up-to-date library, well developed curriculum etc. These are all necessary but without qualified and highly motivated teachers, these are of no value. A teacher is considered as a core stone of successful education system. A number of external and internal factors acts upon a teacher and influences his/her behavior in implementing the educational policy of nation. So it is a need to know the factors which influence a teacher's performance.

There are many factors work which affect the performance of a teacher in that stress in job is highly significant, because the consequences of occupational stress snot only affect the teachers psychologically, physiologically and socially but are also detrimental to those they interact with during their work. A teacher, who is satisfied with his job, can perform his duty efficiently as well as effectively and has a positive attitude towards teaching. But if the teacher is under stress, he/she cannot justify with his/her duties and profession.

The environment of government school is change in comparison to non-government school on the terms of facilities, salary, burden, workload, administrations behavior, co-worker's behavior. These all are affecting a teacher's performance and also responsible for stress and satisfaction.

Operational definitions of important terms:

Occupational Stress: It is one of the concerning, the working environment or their nature of work that causes each individual suffering stress.

Job satisfaction: It is the amount of overall positive effect that individuals have towards their job.

Middle schools: Middle school is also known as junior high school which provides education between primary school and secondary School.

Need of study: In the present time unavailability of job and high competition creates a hurdle to get a job. In that case if a highly qualified person does not get job in government field, he orients himself for private. Similarly, a person eager to give knowledge wants to be a teacher with all essential qualifications and abilities does not get place in government school, moves towards private school. But as his/her knowledge and abilities is not matched with his/her satisfaction level because of the factors such as salary, position, administrative behavior, feels stress and dissatisfaction and it became the reason for stress. So, the present study is important to know the level of stress in both government and non-

government schools. This study is also important because by getting proper data and information a relationship between occupational stress and job satisfaction can be established.

Objectives:

1. To study the level of occupational stress among government and non-government middle school teachers in Gorakhpur district.

2. To study the level of job satisfaction among government and non-government middle school teachers in Gorakhpur district.

3. To study the relationship between occupational stress and job satisfaction.

Hypothesis:

1. There will be no any significant difference in occupational stress among government and non-government middle school teachers in Gorakhpur district.

2. There will be no any significant difference in job satisfaction among government and non-government middle school teachers in Gorakhpur district.

3. There will be no significant relationship between occupational stress and job satisfaction.

Delimitations: The study is limited to middle school teachers of government and non- government school of Gorakhpur district.

Research Method: This study has been completed through descriptive survey method. Population: The middle school teacher working in government and non-government school of Gorakhpur district considered as the population.

Sample: Out of 100 teachers from both government and non-government school 50 from government and 50 from non-government schools are taken by researchers.

Tools: There are two variables involved in the study i.e. (1) occupational stress (2) job satisfaction.

To measure each one of these variables the teachers occupation stress scale (TOSS) (Maria Aftab, 2013) and teachers job satisfaction scale (TJSS) (Maria Aftab, 2013) were used respectively.

Analysis and interpretation of data:

Table1: Comparison of occupational stress among middle school teachers of government and non-government school of Gorakhpur district

Type of school	Number of Teachers (N)	Mean	Standard Deviation (SD)	Degree of freedom (d_f)	Error in standard deviation (S_{ED})	t-value
Government	50	29.4	8.53	98		
Non-government	50	34.6	12.32	98	2.119	3.081

Table-1 depicts that calculated t-value of occupational stress among teachers of government and non-government school of Gorakhpur district was 3.081, which was more than table value of t. Hence the difference between the level of occupational stress is observed and on the basis of mean value it is greater in non government school. Thus the null hypothesis was rejected. Therefore, there was significant difference between the level of stress among middle school teachers of government and non-government schools.

Table2: A comparison of job satisfaction among middle school teachers of government and non- government schools of Gorakhpur

Type of school	Number of Teachers (N)	Mean	Standard Deviation (SD)	Degree of freedom (d_f)	Error in standard deviation (S_{ED})	t-value
Government	50	80.6	11.16	98		
Non-government	50	63.34	10.81	98	14.49	1.19

Table-2 depicts that calculated t-value of job satisfaction among teachers of government and non-government middle school of Gorakhpur district was 1.19 which was less than the table value of t. Hence null hypothesis was accepted and research hypothesis was rejected. Hence the difference between the level of job satisfaction is not observed.

Table3:

$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$	r
-1759	543	40728	14448	-15186	-1.67

Table-3 depicts that there is a negative correlation is found between job satisfaction and occupational stress which means if occupational stress is more than satisfaction in job is less and vice-versa.

Findings of the study:

The following are the finding of the study

1. There is a significant difference in the level of occupational stress among the teachers of government school in comparison to non-government schools and on the basis of mean value of both, the stress is found high in non-government middle school teachers.

2. There is no any significant difference between the level of job satisfaction among the middle school teachers of government and non-government schools.

3. There is a negative correlation found between occupational stress and job satisfaction, which states that if job stress is greater lesser is the satisfaction in job and vice-versa.

Suggestions:

1. This study was done on middle school teachers further another level of school teacher can be taken for study (like primary pr university teachers etc.).

2. The effect of different types of factor (like material status, salary, administration behavior) causing stress can be studied comparatively.

3. The study could be carried out at state level for further verification of result.

4. The study could be conducted by taking into consideration the more variables such as, mental health, permance etc.

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TEACHERS' BELIEFS TOWARDS THE INCLUSION OF MENTALLY CHALLENGED STUDENTS: A STUDY

Shivani Gupta

Senior Research Fellow, Faculty of Education, University of Lucknow
Lucknow, U.P, India
Email: gupta1shivani@gmail.com
&
Prof. Amita Bajpai

Dean & Head, Faculty of Education, University of Lucknow
Lucknow, U.P, India

ABSTRACT

Education has taken centre stage in the development and empowerment of people with mental disabilities. Thus there has been the change of educational provision from exclusion to inclusion. However, the original and false presumption of students with mental disabilities being unable to learn has been replaced with the knowledge that these students can and do learn. Instead of blaming the student for lack of progress, the need to change learning environments and instructional strategies has received greater attention. Teachers can learn and grow in their instructional ability and in turn, students will reflect that increase in competence to help them learn. Anscow (2003) posit that in an inclusive movement the environment should be least restrictive to accommodate students with disabilities and to afford them the right to learn in environments that are conducive to their social, academic, physical and psychological needs. However, this view has received mixed feelings even among those in the education fraternity. This study therefore is an attempt to examine the teachers' beliefs towards the inclusion of learners with mental disabilities in general classroom.

Key Words: Beliefs, inclusion, mentally challenged students

INTRODUCTION-

For many a gem of purest ray serene.
The dark unfathomed caves of the ocean bear.
Full many a flower is born to flourish unseen
And waste its sweetness on the desert air.

In contrast to directed instruction where the teacher set the goal and deliver most of the instruction , the job of the teacher is to bring out the hidden gem like potentialities in pupils and to make all possible efforts to ensure that the tender plants (tender pupils) do not waste their sweet fragrance (talents) in wilderness (in uncongenial environment). Once all educators become comfortable in their ability to make the curriculum meaningful to all students, regardless of ability, students once considered unable to benefit from inclusive education will have more opportunities to realize their potential.

Early belief for mentally challenged children-

The education of students with moderate and severe intellectual disabilities has evolved substantially from initial and traditional beliefs. Originally, individuals with intellectual disabilities were considered unable to learn and were systematically assigned to institutions for care but not for learning .Families were advised to place their children with moderate or severe disabilities into these congregate institutions shortly after birth to avoid any ill effect on the family group and society.

The Era of Special Education for mentally challenged children-

However, as early as the late 1960s and early 1970s, teachers in the field of special education began questioning the institutionalization of individuals, especially children, calling for a continuum of services offered to students from least to most restrictive in placement .With the passage of federal act, the placement of students with disabilities in general education settings was clearly the preference. However, the practice of segregating students with intellectual disabilities continued.

Special Education
Special child
Square pegs for square holes
Special teachers
Special schools

'Normal' Education
Normal child
Round pegs for round holes
Normal teachers
Normal schools
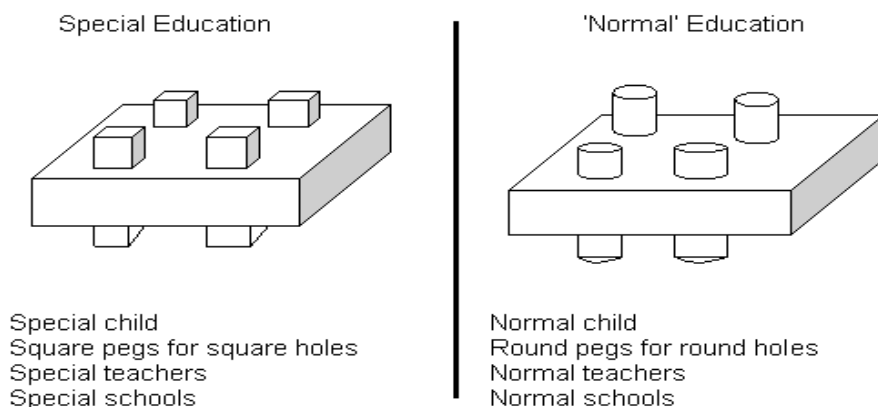
Educational placement remained very specialized with students attending special education classrooms physically apart from students without disabilities. Placement either occurred in a completely separate, special school serving only students with disabilities or in a self-contained room in a public school.

The Era of integration for mentally challenged children-

However, as students acquired more meaningful skills, attention was drawn to the positive impact that students without disabilities could have. Students without disabilities provided positive role models for communication, behavior, and social skills. Efforts were made to physically increase the time that students with and without severe disabilities spent together during nonacademic times such as recess, lunch, music, nutrition breaks, and assemblies. The integration of students with moderate and severe disabilities gained some prominence during this time with the focus on the social benefits to the students with disabilities .While students spent the majority of their school day in specialized settings working on functional skills, they were also spending a small part of the day physically close to same-age or younger students without disabilities.

Integrated Education

- Therapy
- rehabilitation

Change the child to fit the system   System stays the same
Make the square peg round   Child must adapt or fail
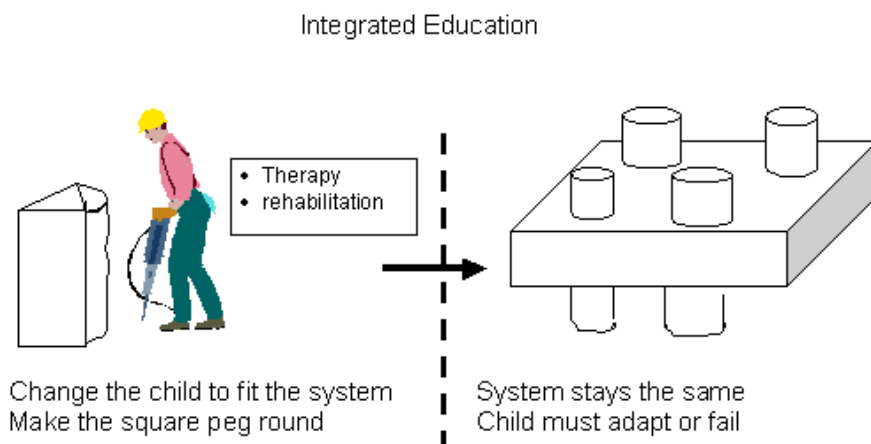
The Era of Inclusion for mentally challenged children-

Currently, schools are in the process of opening their classrooms to all students at all times, including those with the most challenging types of disabilities. There is a growing recognition that all students should have equal access to the core academic curriculum that may not be possible when students, especially those with severe disabilities, are educated in separate classrooms,

However, the trend to include all students, including those with the most severe disabilities, in general education classrooms is uneven at best and successful implementation rests heavily on individual teams at different schools around the country .Nationally, this is a learning phase and much work needs to be done before it can be considered universally successful for all students.-

Inclusive Education

Flexible system:
- Children are different
- All children can learn
- Different abilities, ethnic groups, size, age, background, gender
- Change the system to fit the child
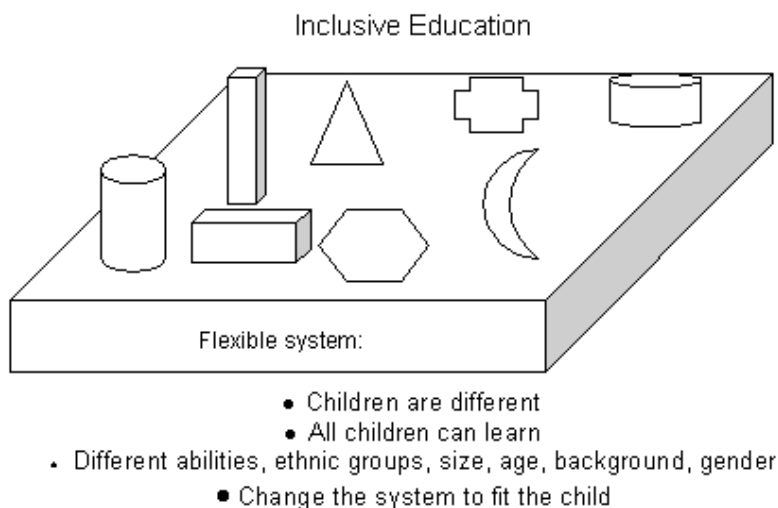
Need and significance of the study-

Education has taken centre stage in the development and empowerment of mentally challenged students. Thus there has been the change of educational provision from exclusion to inclusion. However, the original and false presumption of mentally challenged students being unable to learn has been replaced with the knowledge that these students can and do learn. Instead of blaming the student for lack of progress, the need to change learning environments and instructional strategies has received greater attention. Teachers can learn and grow in their instructional ability and in turn, students will reflect that increase in competence to help them learn. Anscow (2003) posit that in an inclusive movement the environment should be least restrictive to accommodate students with disabilities and to afford them the right to learn in environments that are conducive to their social, academic, physical and psychological needs. However, this view has received mixed feelings even among those in the education fraternity. This study therefore is an attempt to examine the teachers` beliefs towards the inclusion of mentally challenged students in general classroom.

Statement of the problem-

Beliefs of teachers towards the Inclusion of Mentally Challenged Students: A Study

Objectives if the study-

- To find out the level of teachers` understanding of inclusive education.
- To know the opinion of teachers` about inclusion of mentally challenged students.
- To find out the advantages of inclusion of mentally challenged students.
- To find out the hurdles that affects the inclusion of mentally challenged students.
- To find out the measures for effective inclusion of mentally challenged students.

METHODOLOGY-

Research Design-

- As the study was a social research which sought to determine educators' perceptions towards the inclusion of mentally challenged students. The survey was the most appropriate for searching and looking into perceptions held by a group of people so the present study adopted survey research design.

Population -

The population for the present study was the educators teaching in secondary schools.

Sample-

Out of the total population, twenty educators were taken into the sample.

Sampling Method-

The sample of teachers was drawn through the stratified simple random technique.

Tool-

Self made Questionnaire is used to gather the perception of educators. Questions were based on five dimensions as-

- Awareness for inclusive education
- Opinion of teachers' about inclusion of mentally challenged students.
- Advantages of inclusion of mentally challenged students.

- Hurdles that affect the inclusion of mentally challenged students.

- Measures for effective inclusion of mentally challenged students.

Data Collection:

Data was collected by using the above mentioned tool. First of all, good rapport was established with the subjects by the researcher. Researcher has spent sufficient time with the subjects. In the study, the data collection has been done in three steps:

- Step 1- Researcher got the questionnaire filled by the subjects of the study.

- Step 2-Researcher analyzed the responses of the subjects.

- Step 3-After analysis of the responses, the researcher came to a conclusion.

PRESENTATION OF RESULTS-

Objective 1-*To find out the level of* **teachers`** *understanding of inclusive education*

Respondents were asked what they understood by inclusion in as far as it related to learners with mental disabilities. From the findings, it was seen that the majority 18(90%), had sound knowledge of what the concept entailed. Most indicated that inclusion meant the learning together of learners with disabilities and those without in regular schools. What is clear is that while the respondents were aware of the concept but there appears to be lack of clarity on the issues involved. From the majority of the responses, issues to do with support and modification within general education to meet appropriate learner outcomes; belongingness, equal membership, acceptance, and being valued; collaborative integrated services by education teams were lacking in the definitions. Generally, in layman`s language, the respondents had a sound idea of the concept, though falling short of what authorities say.
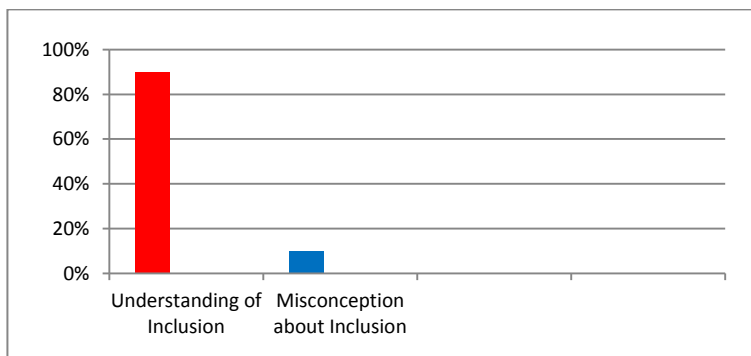
Figure 1: level of educators` understanding of inclusive education

Objective 2- To know the opinion of teachers` about inclusion of mentally challenged students.

15(75%) of the respondents agreed with the idea that inclusive education is the ideal placement for learners with mental disabilities. 3(15%) disagreed with the notion while the remaining 2(10%) was neutral about the inclusion of mentally challenged students.
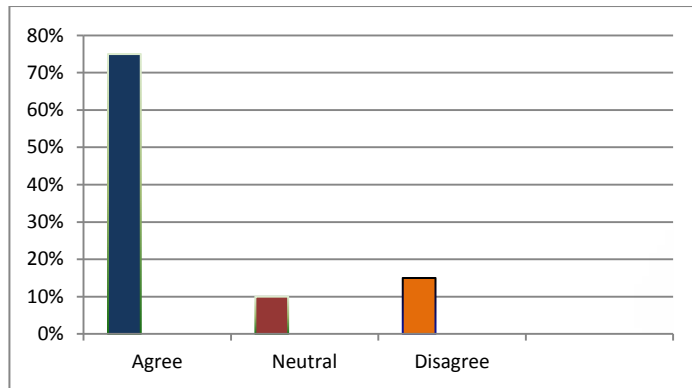
Figure 2: Inclusive Education is the Ideal Placement

Objective 3- *To find out the advantages of inclusion of* **mentally challenged students**

- Respondents were asked whether they thought inclusion of was beneficial. Responses are shown in Figure 3.It shows that 13(65%) respondents supported the idea that mentally challenged students benefit from inclusion. The other 7(35%) disagreed with the idea that such children benefit from inclusion
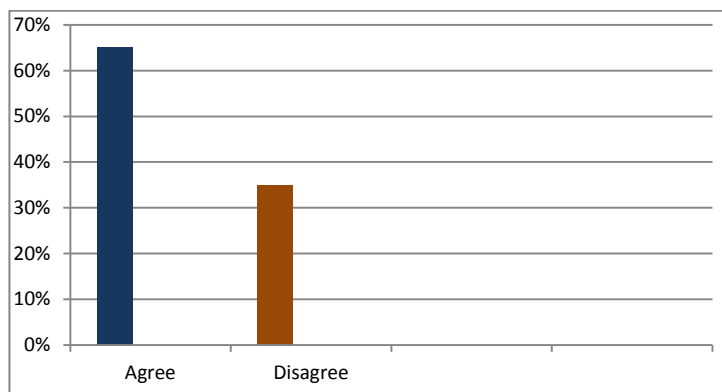
Figure 3: Benefits of Inclusion of mentally challenged students

When respondents are asked for the advantages,12(60%) respondents indicated that inclusion paved way for modeling of acceptable behavior while 14(70%) stated that there was improved socialization and social acceptance of the include learners. According to them, inclusion promoted socialization between disabled and non-disabled students. 16 (80%) perceived inclusion as fostering personal daily life and self care skills. development of emotional intelligence accounted for 8(40%).
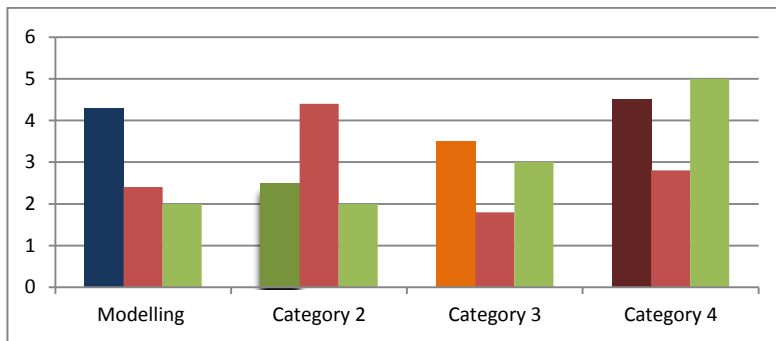
Figure 4: Benefits perceived by educators for inclusion of mentally challenged students

Objective 4- To find out the hurdles that affects the inclusion of mentally challenged students

- 6(80%) respondents indicated time consuming as a challenge and an overwhelming majority of 18(90%) respondents stated that lack of expertise was a challenge. Secondly, it requires a high level of human resources while 14(70%) indicated negative attitudes as a challenge. Poor funding and lack of policy direction were singled out by 14(70%) and 16(80%) respondents respectively and 15(75%) indicated large class sizes as challenges.
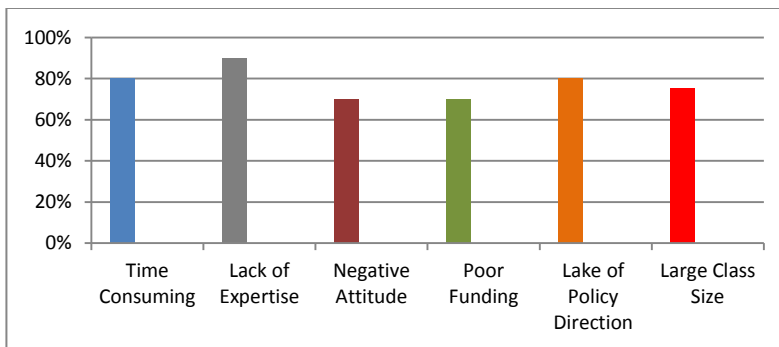
Figure 5: Hurdles in Inclusion of mentally challenged students

Objective 5- To find out the measures for effective inclusion of mentally challenged students

12(60%) asked for clear policies on special education. A majority of 18(90%) required an improvement in funding for the inclusion programmes All 20(100%) respondents advocated for training of teachers for inclusion, in-service of teachers in post and staff development of teachers. . Collaboration among teachers was advocated for by 10(50%). Adaptation of teaching strategies was advanced for by 18(90%).
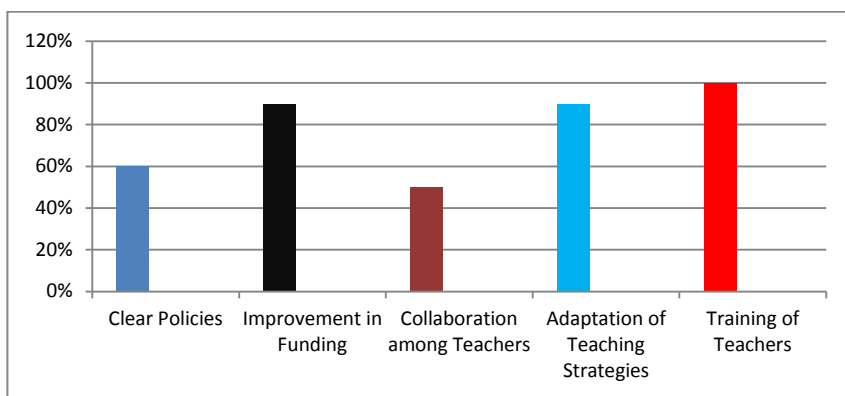
Figure 6: Measures to improve Inclusion of mentally challenged students

CONCLUSIONS

In light of the analysis and discussion of the research findings presented above the following conclusion can be deduced.

- While teachers can define the concept of inclusion, they have not in depth knowledge of the issues obtaining in special needs education more so in inclusion of mentally challenged students.

- In spite of the lack of in depth knowledge, most teachers agree with the idea that inclusive education is the ideal placement for mentally challenged students.

- Respondents felt that inclusion is an ideal place for mentally challenged students.

- Mentally challenged students benefit in a number of ways from inclusion.

- Teachers felt that mentally challenged students achieve better socialization.

- Teachers have belief that inclusion enhances life skills in mentally challenged students.

- Respondents perceive that mentally challenged students are not readily accepted by their peers in inclusive settings while teachers are very forthcoming.

- In spite of the fact that teachers readily accept mentally challenged students. They feel they have nothing much to offer these students in light of the conflicting constraints and expectations they face.

- There is no inclusive education policy to fully cater for the educational needs of mentally challenged students in inclusive settings.

- There are many challenges that influence teachers' perceptions towards the inclusion of mentally challenged students in the regular classrooms which include lack of expertise, inadequate resources, lack of policy direction and lack of supervision.

- Teachers perceive pre-service training at college, in-service training as well as staff development at school level as important for them to successfully implement inclusive education.

RECOMMENDATIONS

The following recommendations were made basing on the research findings and conclusions-

- Students with moderate to severe intellectual disabilities can learn in general education environments so skilled teachers required to provide the adaptations and accommodations that they need to be successful.

- In order to skill development systematic instruction should be preferred .It refers to carefully planned and direct strategies used to teach new behaviors and skills, maintain skills, and generalize skills to other environments, activities, and people.

- The school psychological services should organize in-service courses or workshops for regular teachers on Special education.

- Teacher training programmes should help inculcate positive attitudes among teachers and provide knowledge and skills to handle mental challenged students in regular classrooms.

- In-service training through seminars, workshops or courses should help teachers acquire knowledge and skills to be competent inclusive.

- Teachers with specialization in disability studies in regular schools through their administrators should hold staff development workshops to educate

the staff on inclusive education and mentally challenged students for them
to be successfully included.

- There should be an inclusive education policy to fully cater for the
  educational needs of mentally challenged students in inclusive settings.

- There is need for thorough supervision; monitoring and evaluation by
  School psychological services and the special education in schools where
  mentally challenged students are included.

- Schools, at cluster level, should take an active role in promoting the
  inclusion of mentally challenged students in regular schools.

- Schools and the Ministry of Education should mobilize resources from
  donor agencies to cater for the successful implementation of inclusive
  education.

- Making use of the skills and expertise of differently trained teachers
  working together in inclusive classrooms can support the learning and
  achievement of all.

- Families should be actively involved (to the degree they prefer) in their
  child's education. Family input is critical, as family members supply
  considerable information on student strengths, preference, dislikes,
  responses to past intervention, as well as their goals and hopes for the
  future.

In nutshell *when we learn together, we learn better so* when mentally
challenged students are educated in inclusive classrooms, they have immediate
access to the grade-level core curriculum that the entire class receives. Such access
is much harder to ensure when students are educated in specialized settings with
special educators who are not as knowledgeable about different grade-level
standards. The challenge for teachers is to provide high quality systematic
instruction to individual students when they are taught in inclusive classrooms.
Instead of having control over their own special education rooms, special educators,
paraprofessionals, and related service providers must share learning space with
general educators and in such a way as to blend highly specialized instruction into
the general education class activities. In other words, teachers have to apply what is
known about the mentally challenged students within the specifications of a fully
inclusive environment.

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PEACE EDUCATION AND ITS IMPORTANCE TO CREATE A HARMONIOUS WORLD

Madhusri Das
Vinaya Bhavana, Visva-Bharati, Santiniketan,West Bengal, India
Email: dasmadhusri999@gmail.com

ABSTRACT

Education enhances people's understanding of themselves and the world. The concept of peace can said as a state of inner calm or end of conflict. Peace is the state of harmony identified by lack of violence, conflict behaviors and the freedom from fear of violence. Peace is regarded as desirable, important and held in high esteem by a particular society in which person lives. This value gives strength to person's character. It reflects one's personal attitude, judgment, decisions, behavior, relationship, dreams and vision. Peace as a highest human value is interrelated with other values such as with truth, nonviolence, purity, friendliness, forgiveness, tolerance, and Peaceful attitude is regarded the foundation of all morality. Peace and Value Education have the significant contribution not only to maintain national integration and communal harmony in the country but also to create a harmonious world. Education is a way to towards learning the basic facts about humanity. Peace education is to inculcate essential virtue among the student for a humane society.

Key words – peace education, global peace, harmonious world

INTRODUCTION:

The term PEACE is considered in a wide sphere. It seems that peace has a variety of meanings that are different in accordance with the context of usage. The meaning of peace is a pact, a control or an agreement to end war, especially when people live and work together with happiness without discontent. Peace education is not only a theoretical part it is basic component with the practicing in day to day life.

Education is considered as a process which improving the quality of life for a peaceful coexistence. The concept of peace is established on the basis of interlinked with other values such as with truth, nonviolence, purity, friendliness, forgiveness, tolerance, and peaceful attitude is regarded the foundation of all morality. Accordingly, peace is a state of equilibrium which is needed for the proper

existence of all and everyone in this universe. Peace can be performed on three levels- mind, speech and action, (manasa, vaca, and karmana). In social level the peace can foster through various work like the activities.

OBJECTIVE:

To find out the importance of peace education to create a harmonious world.

METHODOLOGY:

Philosophical method is used to fulfill the demand of this study.

ANALYSIS:

Inner peace is important for education, there is a two way to satisfy the inner peace, firstly one can follows *siddhi* that means one who practices to fulfill their own desire through various rituals and its practices, and another group of people follows the way sacrifice and attained *Samadhi,* through which they satisfy their inner peace and submitted to God without any desire.

Gandhi ji, who throughout his life followed the ideal of truth and non-violence, he observed that- "Education is the preparation for complete living, adjustment to environment, perfection of one's nature, character building and harmonious development of personality. Thus, the proper inculcation of human value like peace and harmony and development of character is the responsibility of schools". According to NCF (2005), "Peace as a precondition for national development and as a social temper is proposed as a comprehensive value framework that has immense relevance today in view of the growing tendency across the world towards intolerance and violence as a way of resolving conflicts. The potential of peace education for socializing children into a democratic and just culture can be actualized through appropriate activities and a judicious choice of topics in all subjects and at all stages. Peace education as an area of study is recommended for inclusion in the curriculum for teacher education."

Peace education develops a society which is free from exploitation, violence and injustice. Education is the only means which can cultivate interest, value, aesthetics and other qualities which are necessary to bring peace in human mind. Schools are considered as the social agents where teachers can plays an important role to culture the essence of peace through various activities, thus teachers considered as the nation builders. So they have a big responsibility to bring the nation in a peaceful way but without the support of the country they cannot do anything to foster peace in society.

It is considered that one of the main objectives of education is the character building. The mental and physical health is given importance also.

During the World War II the need of global peace is given importance, where   people stars to think about the various ways to stops the wars which could lead the United Nations Organizations whole civilization to devastation. The United Nations is an international organization, designed to make established the international law, security and human right, economic development and social harmony. To create an environment of cooperation peace; social progress, freedom and in order to save the future generation from the devastating result of wars.

Peace education is more effective and meaningful when it is adopted according to the need of social and cultural context of a country. It should be enriched by its cultural and spiritual values together with the universal human value. It should be globally relevant. Peace education is holistic approach. It encompasses the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values. It is based on philosophy that teaches us the essence love, compassion, trust, fairness, co-operation and reverence for the human family and all life on our beautiful planet.

Peace education is the process through which value, knowledge and developing the attitudes, skills and behaviors can be acquired to live in harmony with one self and others and with the natural environment. The peaceful relationship creates a great resource for building a culture of peace in society. Educated people should become agents to spread out the words of peace in whole society. All type holy education is the only way to foster that peace among people.

Our future generation in particular; needs new perspectives, skills and value orientations that will enable them to build healthy relationships and structures that lead to positive change and human well- being. A culture of peace must replace the violence activities that will help to create a common home, planet to survive our ideas shape our feelings and our actions, as well as how we live and how we relate to each other confidential to mention. The simplest and most widespread understanding of peace is that of absence of death and destruction as a result of violence.

Education helps in development of human beings and leads them to live a better and meaningful life. Today, Humans are standing in the middle of cross road unaware of which road to go. Peace education helps in walking to the right path and lives the utmost sensible life. Peace education with every section of life, it teaches human about every context of life such as, social, personal, democracy, religion,

conflicts etc. and teaches humans how to deal with failures and high time of their life. Peace education is the basic component of quality education. This paper defines peace education as the process of promoting the knowledge, skills, attitudes and value, which needed to bring about behavior , enables children, youth and adults to prevent conflict and violence both overt and structural to resolve conflict peacefully and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national and international level. Peace considered as a comprehensive value framework within which equality, justice, tolerance exist. Yet, a complex complementary relationship too exists between each pair of values and human rights: peace and equality, peace and social justice, peace and tolerance, peace and human rights, equality and social justice, equality and tolerance, equality and human rights, social justice and tolerance, social justice and human rights, tolerance and human rights. Peace has been defined as 'absence of violence'. This is rather a narrow and negative definition. Peace should mean not only absence of war, but also violence in all forms, such as conflicts, threat to life, social degradation, discrimination, oppression, exploitation, poverty, injustice, and so on. Peace cannot be built as long as violent social structures exist in society. Naturally such structures will lead people to act violently. For instance, an unfair system of resource distribution in a society would lead to frustration of those who are deprived or get less. Frustration in turn could lead people to violence. Presence of all such obstructive and indicative factors can be term negative education.

Peace education aims at developing skills like knowledge, skills, attitudes and value with co-operative and participatory learning method, which helps to build an environment of tolerance, care and respect. Pupils are nurtured and empowered to take responsibility for their own growth and achievement, while teachers care for the wellbeing of all students. The practice of peace education is an opportunity is promote total welfare of students which promote individual and social responsibility for both educators and learners.

Peace education does not teach students what to think, but rather how to think critically. In the process it is a holistic and participatory approach of "consciously striving to educate their successors not for the existing state affairs but so as to make possible a future better humanity." (John Dewey, Democracy and Education).

Peace education considered as transformative. It cultivates the knowledge base, skills, attitudes and value which help to transform people's behavior. This transformation articulated by awareness and understanding which develop concern and finally challenge the personal and social action that will enable people to create

condition and systems that actualize non-violence, justice, environmental and other peace value.

It shows that the learning process utilized in peace education is holistic and it tries   to address the cognitive, affective and psychomotor domains of the learners. A usual procedure includes the introduction, posing valuing questions and using discussion and other participatory methods to inculcate concern and encouraging appropriate personal and social activities.

The essence of peace education is to enable children to be aware, to think and to reflect, to question and to criticize, to care and feel concern, to will and act on one's convictions on all that critically concern the welfare of the human kind. The peace presents a true perspective of the development of any society or nation. It tells us to what extent a society or nation has developed itself. The practice of peace makes the personality of the person and decides the growth of the individual, family, society, nation and the humanity.

In the administration level the local, state and central government played an important role to foster peace in the society and in a large scale in whole country wide. The national and international cooperation cultivates the atmosphere of peace.

The results of the horrified war only destroy the human civilization; use of science should be in the sphere of making the world to live a peaceful manner not in a way to create an environment of violence. Education is the only way to impart the positive use of science and technology in a constructive manner, which helps to create an environment of harmony and universal brotherhood. So that global security is the key element to live in a healthy way.

The International Commission on Education chaired by Jacques Delors, and published by UNESCO in 1996 provides new insights Education for the 21st Century. This report entitled as "Learning The   Treasure Within", wher briefly four pillars of education Mentioned among which Learning to live together, promote to participate in and co-operate with other people in all human activities. The fundamental values such as pluralism, mutual understanding and peace have to be respected.

Conclusion

In an increase complex global society education is the powerful means to develop a person's understanding of themselves and the world. It enhances people's vision. No education system is complete without some component similar to peace education. It embarrasses such forms as moral, value or citizenship, democratic or global education. Science should not be utilized to create weapon, as a tool of war.

Peace education is the focused on the problem of human violence. In short, peace education can be defined as an educational response to the problem of human violence. It makes a universal man. The harmonious world can be created through the concept of tolerance; value goal is to unite people who wish to work towards the transcendence of the spirit, regardless of belief, nationality, gender and economic status.

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EXPLORING THE CLASSROOM PRACTICES OF CITIZENSHIP EDUCATION AT PRIMARY LEVEL OF BANGLADESH

Taposh Kumar Biswas

Associate Professor, Institute of Education of Research, University of Dhaka, Dhaka, Bangladesh

Email: taposh.biswas@du.ac.bd

&

Rifat Fatema

Research Scholar, Institute of Education of Research, University of Dhaka, Dhaka, Bangladesh

ABSTRACT

This study explores the present status of practicing Citizenship Education at Primary level of Bangladesh. It also aims to find the Citizenship Education related attained understanding of students of grade V. However, the study follows a qualitative research methodology and is conducted on four Government Primary Schools (GPS). The respondents of this study were teachers and students. To obtain the research objectives, data were collected through document analysis, classroom observation, teachers' and student' interview etc. Data collected from the participants and analyzed using thematic techniques of analysis. Analysis of data revealed that, majority subject teachers of Bangladesh and Global Studies are very much concerned to do practice Citizenship Education both inside and outside of the classroom. The classroom teaching learning activities are very much friendly, student centric and cooperative. The students have also a good knowledge and understanding on Citizenship Education related themes. They have acquired that understanding from their family members, teachers, classmates, peer group and community people and have tried to practice those knowledge and understanding related to Citizenship Education. Lacking of teachers and their insufficient training, overloaded classes, large number of students, insufficient class time, lacking of musical instruments, lacking of students' security, poor socio economic status of parents, lower infrastructural facilities, distance of schools are some holistic problems faced by the Bangladesh and Global Studies (BGS) teachers on the way of practicing Citizenship Education as their classroom activities. To resolve the problems and to ensure effective practices, necessary recommendations are enclosed in the study by the researchers for the school authority, guardians, head teachers and assistant teachers that will bring significant development and positive changes in this regard.

Introduction

Education, the key to all progress is a fundamental right that is merely the delivery of knowledge, skills and information from teachers to students in teaching learning activities. The three major streams of education are formal, non-formal and informal. Primary education is the preliminary stage of formal education. Promoting active citizenship has become one of the prime objectives at primary level. In Bangladesh, the duration of this elementary stage is five years. According to the Bangladesh Education Policy Report (2010), the goal of primary education is to create physical, psychological, emotional, cultural and spiritual development of the children. It creates civic awareness among the students to achieve this goal and contemporary objectives.

Curriculum is the most prominent component which is important for entire educational planning. According to the primary level education revised curriculum (2012), Bangladesh and Global Studies (BGS) has emerged as a compulsory and integrated subject from grade III to V that a combined study of Citizenship Education, Economics, History, Environment Education, Social Science etc. Bangladesh and Global Studies is the study of political, economic, cultural and environmental aspects of society for the past, present and future. Citizenship education is a cross curricula dimension of the curriculum. As a cross curricular dimension, all teachers must contribute to implement citizenship education and its' related objectives as defined by national curriculum.

Citizenship education is a multidisciplinary way to enhance active citizenship by ensuring the social necessary knowledge, skills, belief, and attitudes to contribute to the well-being of society in which they live. This definition is not only encompasses teaching and learning in the school life but also practical experiences gained through classroom in the school as well as community activities. Citizenship education is the only subject that teaches about democracy, politics, economy, culture and the law work. Democracies need active, informed and responsible citizens who are willing and able to take responsibilities for themselves and their communities. It is a gateway to a more inclusive society. Citizenship education is more than a subject. If taught well and tailored to local needs, its' skills and values will enhance democratic life for all of us, rights and responsibilities, beginning in school and radiating out (Bernard Crick, 1999).

Citizenship education is a foundation subject of compulsory education (grade I to X, age 5 to 16) in England. Subjects that integrate citizenship education mostly consist of social science, history, geography, language, values, ethics

religious education. Citizenship education is one of the major parts of Bangladesh and Global Studies. The area of citizenship education is not only limited to Bangladesh and Global Studies but also to Language, Arts and Science. In Bangladesh, it is not a direct, core discipline but integrated with Bangladesh and Global Studies that plays a major role to ensure citizenship education for every child of primary schools. Prescribed curriculum (2011) in Bangladesh, 13 objectives and 29 terminal competencies are declared for the primary education. From these, 7 objectives (6, 7, 8, 9, 10, 11, 13) and 15 terminal competencies (13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 29) are directly related to BGS curriculum in which most of them help to ensure citizenship education to the students.

Classroom is the place where teaching learning process occurs and is the best option for implementing citizenship education. Learning is driven by what teachers and pupils do in the classroom (Black &William, 1998). Classroom interactions are pointed to the lack of impact on actual pedagogic practice of objectives (Wall & Rinehart 1998). There have been lacking in practicing citizenship education in the classroom affecting the development of students negatively in Bangladesh. Specially, in Government Primary Schools, there remain various problems to follow the guidance of curriculum accurately for practicing citizenship education. In this regard, the gaps and impedes of practicing citizenship education should be identified for better and active, participatory and student centric teaching learning. That is why this study has been proceeded to address the problem.

This research finding has focused on the both positive and negative practices in the classroom of Government Primary School. The problem identified for practicing citizenship education according to guidance of curriculum includes lack of teacher's adequate training, large number of students, limited class time and shortage of course teachers, infrastructural problems, economic crisis and so other factors are responsible for this. If this situation goes, quality education will not be ensured. To overcome the lacking the recommendations should be effectively followed as much as possible by the school authority to establish citizenship education. The school authority must play the vital role to practice citizenship education more and more to make the students honest and responsive future citizens and should be continued.

Purpose and Research Questions

The main purposes of this study were to investigate the extent of practicing Citizenship

Education in the classroom of grade V which was prescribed in Bangladesh and Global Studies curriculum (2011) and to explore the attained understanding of students related to citizenship education in primary schools of Bangladesh.

The study has been conducted to find out the answers of the following questions in the context of Bangladesh and Global Studies teachers and their classrooms at primary level.

1. To what extent 'Citizenship Education' is being practiced in the classroom?
2. What are the attained understandings of the students in relation to 'Citizenship Education'?

Methodology of the study

The study was conducted employing qualitative approach of research to gain in-depth knowledge about the classroom practices of citizenship education. The study was conducted in Dhaka city and Laxmipur district of Bangladesh. Four government primary schools (Three schools from Dhaka city and one from Laxmipur district) were selected conveniently for data collection purpose. To answer the research questions, the researcher collected qualitative data by using different data collecting instruments. Data were collected from primary sources. The sources of data were: teachers, students and classroom observation. Four primary BGS subject teachers (one from each school) were selected through purposive sampling. Twenty students from his or her class (5 students from each class of each teacher) were also selected. Eight classes were observed to find out the current real practices of citizenship education.

Four data collection tools were used to collect data. These are:

- un-structured classroom observation schedule
- document analysis
- semi-structured interview schedule both for teachers and students along with head teachers and interviewee teachers,

Data gathered from classroom observation schedule, two semi-structured interviews and document analysis were analyzed using thematic analysis techniques of Bangladesh and Global Studies of grade V. Besides these, class notes were taken to comprehend prevailing context as well as classroom scenario. In this process, several numbers of codes, two major themes with sub themes were presented. The keynotes from transcribed data were used as codes. Semi-structured interview of teachers had been coded as T1, T2, T3, T4 and NGPS, GMSGPS, SBAUGPS and BNGPS were the codes of the selected convenient govt. primary schools.

Table 1: Sample and Sampling techniques

Category of Sample	Sampling Technique	Quantity of Sample
Schools	**Four Govt. Primary Schools** 1. Nilkhet Government Primary School (NGPS). 2. Gendaria Mohila Shomity Government Primary School (GMSGPS). 3. Shaheed Buddhijibi D. Amin Uddin Government Primary school (SBAUGPS). 4. Bejoy Nagar Government Primary School (BNGPS).	Conveniently
Teachers Participation	4 Bangladesh and Global Studies teachers (1teacher from each selected school)	Purposively
Classroom	4 Bangladesh and Global Studies classes(1class from each school)	Purposively
Students	20 students (5 students from each school,5*4=20)	Purposively

Table 2: Data Collection Tools

Research Questions	Data collection Tools	Data source	Nature of Data
1. To what extent citizenship education is being practiced in the classroom?	Document Analysis	Revised BGS Primary Curriculum(2011), BGS Textbook of grade V.	Qualitative
	Semi-structured interview schedule	4 teachers of Bangladesh and Global Studies from grade V	
	Unstructured observation schedule	Bangladesh and Global Studies classrooms teaching learning activities (1 classroom from each school observed twice).	
2. What are the attained understandings of students related to citizenship education?	Semi-structured interview schedule	Students of Bangladesh and global studies of grade V 20 students(5 students from each school, 5*4=20)	Qualitative

Findings and Discussions

Theme wise results and discussion have been presented according to the two research questions: the extension of the real classroom practice of citizenship education and the attainment of students' citizenship education related understanding**.**

A. The extension of the real classroom practices of citizenship education:

The information of the real situation of practicing citizenship education was found through classroom observation and the interviews of four selected BGS teachers. The researcher explored that majority of the teachers tried to practice citizenship classroom both inside and outside the classroom in different situations. They all stated that they all were aware about establishing cooperative and student centric classroom atmosphere which was found by the researcher during the classroom observation. One of the respondents tried to express in her opinion, "We have practiced the national anthem every day as a mandatory program. Actually we, the teachers have tried to inspire them to join with the regular, morning assembly actively in the classroom. In the daily assembly, there are different programs like recitation of Quran and Geeta, oath taking, singing national anthem in chorus, doing physical exercise to make the students in fresh minded to lead happy, joyous and healthy life and to grow their motivation in patriotism."(T1, NGPS).

Almost of the teachers focused that there would be an arrangement of annual sports with cultural program on 26th March, 16th December and different categories of competitions like drawing, essay and handwriting competitions were arranged. The best performer had been given special prize. Majority of the teachers personally or officially had taken students to the nearest historical places like Ahsan Manjil, Lalbag Fort,Gazipur Safari park, Sonargoan museum, Shaheed Minar, the National Monument of Savar, Shahbag national Museum for participating in different competetions of national days and study tour. Bank, J.A.(2008) and Boerhaug, K.(2010) also explored similar issues in his article that citizenship education could be readily be transported from one country to another, such approaches would only succeed if they took due to account of the unique historical, cultural and social traditions of the new context.

It was revealed that, the concept and as well as the practice of social values and ethics was enough clear to all the BGS teachers. All of them grasped the idea specifically not vaguely. There had been a compatibility of concept about practicing the social values by giving salam to the elders, showing respect to known and unknown, speaking truth, to avoid telling lies, expressing desires, living together,

sharing opinions, helping the weak students, writing value based, ethical and moral sentences in the wall of classroom, establishing "Honesty Store" inside the school, leading life honestly and showing sympathy to others. However they could give a concrete idea of the honesty store. Greenberg D., (1992) focused on the maximal continuum to make sure inclusive teaching learning activities that would be helpful to ensure value based and participatory society that had an expanded area to establish social transmission. Similar findings were also explored in previous studies (Kerr, D., 1999). He conducted a research named "A Thematic Study of Citizenship Education: An International Comparison". The most commonly articulated aims across the countries were very much related to this study. Showed some aims which were practiced by the teachers and students to ensure holistic development by promoting citizenship education. These aims were:

• Developing the capacities of the individual

• Promoting equal opportunity and preparing young people to work properly

• Providing knowledge, skills and understanding and promoting citizenship attitudes

It was found that all the teachers were conscious enough about the proper practices of using classroom resources. They advised their students to switch off the electric light and fan, not to waste pure drinking water, not to run the switch of gas cylinder without necessary, cleaning the blackboard, not to pen through the wall, keeping dust in the fixed basket, protect pond, tube well, playground and textbook from destructions, decorating classroom furniture perfectly. It made the students responsible and careful citizens.

T1,T2, T3 and T4 were concerned about establishing equal rights among the student by solving their problems, giving chance to sit in the first benches, managing glasses for them with less eyesight, taking notes for them, phoning the absent students to give important information, meeting with their parents about their physical problem, counseling the weak and nervous students with mental stress and physically handicapped, giving extra time for exam, taking the missed exams or assignments in convenient time, telling and showing them motivation videos of the contribution in global context. Brownlee et al. (2017) conducted a combined study named "Teaching for active citizenship: Practices in the classroom". Here, they explained citizenship education in three categories. Five major categories of citizenship events had been emerged. They were- creating equal right and opportunity in the classroom, extending activities into the community and integrating community and classroom, sharing decision making, establishing

collaborative, participatory, learner centered classroom in which students having some individual choices of daily activities and promoting classroom representativeness and effective leadership.

In 4 selected schools, it had been found that they all were aware about practicing democracy personally and by their students. School counseling, electing class captain, opinion and complain box, giving importance on others opinion, listening others desires, wishes have been some of the democratic practices of those schools. In the interview, the teachers said that they assessed students using different techniques rely on situations such as questioning, written task, group work, individual work, debating, quizzes, observing their behavior etc. From classroom observation, the researcher found following techniques:

- Oral questioning
- Written tasks
- Group Work
- Observation
- Home work
- Absence of peer assessment, self-assessment and performance based assessment.

But the researcher found that students got chances to involve themselves in group work only in few classes. All the teachers have followed discipline and have tried to make their classroom safe and noise free. All the teachers try to obey discipline in entering and leaving the classroom as well as to operate teaching learning activities, evaluation, going outside, giving homework, taking exams, interacting with classmates and classroom management. They tried to join classroom at just time and advice students to take permission going outside.

B. The attainment of students' citizenship education related understanding

From the collected data of student's interview, the researcher found that there had been no inequity between boys and girls. Majority of the students mentioned that their teachers did not show inequity in any classroom activities like asking questions, taking answers and evaluating the students. Their teachers asked open questions almost of the time. Every student had the equal chance to participate to deliver their answers. Majority of them told that if they did not attend in regular classroom activities, their teacher or class captains phoned them, delivered home work sheet and necessary class information. If they quarreled, they were taken to library for counseling. Their teachers advised them not to quarrel. There had been created effective interaction by group work. All the students helped one another to

solve any problems or to cope with the society. They did not try to hurt anyone by mocking. Teachers tried to establish cooperation with all the students.

Majority of them mentioned that they tried to move the classroom furniture properly. They were told not to pen throw the benches. If anyone did this, he/she was given punishment. They tried to clean the blackboard and used chalk only. They were ordered to open or close doors and windows without pressure. They were also advised to make the best and proper use of textbooks. They tried to save the school playground from destruction. All of the students were aware about proper use and maintenance of the classroom resources like furniture, electric light and fan, textbook, blackboard, tube well, basin etc. They practiced it in the classroom as well as at home directing by BGS teachers. They all were concerned about labor dignity.

Most of the students had clear idea from the real and daily experiences. They all had been advised to respect the professional and their activities, not to neglect them, not to insult and shortening their actions, not to hurt anyone for their economic background, social status on professions and not to quarrel with one another. Their BGS teachers inspired their students to create friendly environment, to do work in classroom decoration, to help parents in domestic deeds, decorating chair table perfectly, closing doors, windows, electric fan, light, cleaning the blackboard, participating in tree plantation and cleaning playground, washroom, classroom etc. Almost of the respondents tried to express, "In the classroom, our BGS teachers inspire us to participate in the assembly regularly. In the daily assembly, there are different programs like recitation of Quran and Geeta, oath taking, singing national anthem in chorus, doing physical exercise. We eagerly join with assembly that makes our minds fresh, happy and joyous. We enjoy singing the national anthem of Bangladesh. Our national anthem says about the nature and we love our country very much."

It had also been explored from the study of Kerr, D. (1999) that several countries reinforce the sense of national identity and inculcate pride through ceremonial saluting of the flag and singing the national anthem in school (e.g. Singapore, Japan and the USA). Active promotion of multicultural, religious knowledge, skills and understanding for all as well as the practice of own mother tongue, e.g. by including the study of other cultures in the curriculum (Australia, the Netherlands, and New Zealand).

This study explored some barriers faced by the teachers to conduct the real practice of citizenship education. They were- inadequate class time, large number of students, imbalance teacher student ratio, taking extra class and workload, lacking

of in-service teachers training and lacking of school facilities (classroom observation). Bank, J.A. (2008) mentioned also those obstacles in his article at the time of practicing of citizenship education faced by the teachers and students.

Conclusion

There is no debate that Citizenship Education is an important discipline of pedagogy now a day. In the 21st century, the area of this demandable, universal accepted issue is expanded day by day. This study has explored that majority of the BGS teachers have tried to practice the themes of Citizenship Education. The findings have showed that the teaching learning activities are very much cooperative. The practices of group work and celebration of World Environment Day are inadequate because of shortage of course teachers, large number of students, limited class time, teachers unwillingness, school infrastructural problem, careless of school authority to monitor the classroom activities. The students have enough understanding on the themes of citizenship education. They have gained the Citizenship Education related knowledge, understanding, skills and attitudes from the BGS textbook, personal experiences and their teachers" direction. However this study will be future researchers and experts to gain idea about the effective practice of Citizenship Education both inside and outside the classroom by the teachers' and students. It is a matter of hope that this study will be helpful to make the students honest, sincere and responsible citizens who will play a vital role of the holistic development of the nation.

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COMPARATIVE STUDY OF ANXIETY, DEPRESSION AND STRESS BETWEEN GOVERNMENT AND PRIVATE HIGHER SECONDARY SCHOOL STUDENTS IN DURGAPUR SUB – DIVISION OF PASCHIM BURDWAN DISTRICT

Ms. Anamika Pandey

M.Sc. (Bot.), B.Ed., M.Ed. Trainee Teacher, ABS Academy
Durgapur, Dist. – Paschim Burdwan, West Bengal, India
E-mail ID: pandeyanamika2106@gmail.com

ABSTRACT

The present study was aimed to do the comparative study of anxiety, depression and stress between the government and private higher secondary school students in the sub – division Durgapur of Paschim Burdwan district. The population of the study comprised of total twenty – two schools in the Durgapur sub- division. Out of which hundred students of class twelve were selected from two co – educational English medium higher secondary school, both were affiliated to C.B.S.E. One of which was government school and the other one was private school. For this descriptive survey study , a random sample of hundred students were taken from the science section of the above two schools, among which fifty students were from government school and the rest fifty were from private school. Again from those fifty students, twenty-five were boys and the rest twenty-five students were girls. ADS Scale (Anxiety, Depression and Stress Scale) prepared by Pallavi Bhatnagar et al., 2010 was used to assess the anxiety, depression and stress of the students of those schools. The study shows that the level of anxiety, depression and stress was more in private school than the government school and in the females or girls than the males or boys.

Key Words : Anxiety , Depression , Stress , ADS (Anxiety , Depression and Stress) Scale, Government School , Private School , Science Section , C.B.S.E.

Introduction

Adolescence is remarked as a period of storm and stress due to physical, psychological, sexual changes and is also influenced by maturity. It is a very crucial phase in life course of a human, and the presence of psychiatric or mental disorders

such as depression, anxiety, and stress at this stage of life is a matter of concern. The symptoms of these three disorders can also lead to low academic performance, absence of communication with friends and family members, substance abuse, feeling of abandonment, homicidal ideation, and suicidal tendency and so on. There are many literatures showing that the symptoms of majority of adults suffering from mental disorders began in childhood and adolescence.

School students have been found to have high prevalence of mental health problems. Many factors influenced the mental health of the school students which ultimately affects the students' academic performance. Those factors are - type of school such as government or private school, classroom environment, teacher support, few characteristics of the students and their familyare also important, including parents education, locale and sex. As we all know that education is the process, that modifies the behavior of a person. This reveals the innate truth that education aims at discovering aptitudes as well as to progressively prepare man for other social activities. Thus, education is essential for the survival of the society. But, the normal belief about education is that, students having good study habits are likely to excel than those with improper study habits, and this study habits are also influenced by the type of school in which they are enrolled i.e. government or private schools. There is excessive pressure on students to get good grades because academic achievement is assumed to possess predictive value and are used to bar the gate or to open between the primary, secondary schools and university, and also between the university and certain social professions. Academic achievement is the very important goal of education as the success or failure of a student is determined in terms of it. It also means the development of different scholastic and non – scholastic skills in the school. But now a days there is a negative relation of anxiety, depression and stress on the academic achievement, which indirectly is the result of the type school in which they are studying. Parents' extravagant educational expectations are one of the most negative factor for poor academic achievement and committed self harm or suicidal activities. The teachers, counselors, administrators, and peers are all school setting can be a first line of defense for students in dealing with mental health concerns and to bring awareness to anxiety, depression and stress and also to educate them with helpful ways to cope anxiety, depression and stress.

A person can be defined as mentally healthy when he is socially and emotionally fit. Good mental health is essential for the child's healthy development. Mental health defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work

productively and fruitfully and is able to make a contribution to his or her community. It means the ability to face and accept the realities of life . Mental health is an index which shows the extent to which one has been able to meet one's environment and social, emotional or physical demands. When a person finds himself trapped in a situation where he does not have matching coping strategies to deal with it effectively, he gets mentally strained. This mental health is generally reflected in symptoms like anxiety, depression, stress, tension, restlessness or hopelessness among others.

The anxiety disorders are the most frequently occurring type of mental disorders in the general population. It is an emotion characterized by an unpleasant state of inner turmoil, often accompanied by nervous behavior such as pacing back and forth, somatic complaints, and rumination. It is the subjectively unpleasant feelings of dread over anticipated events, such as the feeling of imminent death. If a student has an increased level of anxiety, then it may have a negative effect, resulting in decreased learning. These extreme levels of academic related anxiety may cause some of them to even leave the course. Depression is a mental state in which an individual suffers from sadness and it interrupts the thoughts processes, emotional response and daily life activities of that individual. This mood disorders is proven to be more prevalent among younger adults than older adults , meaning that typical secondary school Leaving Certificate students (aged 17-19) are already more susceptible to suffer from depression than their older counterparts. There are many causes that contribute to depression such as destructive thoughts, cognition, loneliness, social isolation, and lack of peer support. Stress is a very common and natural emotion that can be beneficial for increasing motivation and drive but can also prove detrimental to one's health at times and can be a cause of difficulty in the lives of many who suffer with it in excess. It imposes an additional demand on an individual's capability to cope, often with academic stress. Generally every student feel stress in his or her schooling period. People who suffer from stress are more likely to experience depression and other health problems. Some common factors arises stress such as long school schedule, poor socio - economic status, family educational background; impracticable belief and demands of guardians and teachers, poor academic performance, and poor study.

The present study was aimed to do the comparative study of anxiety, depression and stress between the government and private higher secondary school students in the sub – division Durgapur of Paschim Burdwan district. The population of the study comprised of total twenty – two schools in the Durgapur sub- division. Out of which hundred students of class twelve were selected from two

co – educational English medium higher secondary school, both were affiliated to C.B.S.E. One of which was government school and the other one was private school. For this descriptive survey study , a random sample of hundred students were taken from the science section of the above two schools, among which fifty students were from government school and the rest fifty were from private school . Again from those fifty students, twenty-five were boys and the rest twenty-five students were girls. ADS Scale (Anxiety, Depression and Stress Scale) prepared by Pallavi Bhatnagar et al., 2010 was used to assess the anxiety, depression and stress of the students of those schools.

Statement of the Problem:

Comparative study of Anxiety, Depression and Stress between the government and private higher secondary school students in Durgapur sub – division of Paschim Burdwan district.

Objectives of the Study:

1. To find the difference of anxiety, depression and stress between government male and female higher secondary school students.

2. To find the difference of anxiety, depression and stress between private male and female higher secondary school students.

3. To find the difference of anxiety, depression and stress between government and private higher secondary school students.

Hypotheses:

The following hypotheses were framed and tested at the 0.5 level of significance.

$H_0.1$]   There is no significant difference of anxiety, depression and stress between government male and female higher secondary school students.

$H_0.2$]   There is no significant difference of anxiety, depression and stress between private male and female higher secondary school students.

$H_0.3$]   There is no significant difference of anxiety, depression and stress between government and private higher secondary school students.

Operational Definition of the Terms:

- **Government School**: A type of school which is established, conducted, and primarily supported by government is called government school. The

educational right is for everyone and government schools provide education to all the children without any partiality.

- **Private School**: A type of school which is supported by a private organization or private individuals rather than by the centre or state is called private school. Private schools does not allow the low economic group or economically poor students.

- **School Students**: The students of class twelve (12) are considered as senior secondary school students.

- **Anxiety: Anxiety** is a kind of emotion whose symptoms are feelings of tension, worried thoughts and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness or a rapid heart-beat .The word anxiety has been derived from Latin word — "ANXIETAS" which commonly signifies a type of experience of varying blends of uncertainty agitation and dread. Anxiety refer to a subjective experience of the individual, a painful uneasiness of mind, anxiety is series of symptoms which arise from faulty adaptation to the stress and strains of life. Everyone suffer from anxiety in greater or lesser degree from time to time as a result of specific situations for which the anxiety is reasonable response.

The different definitions of Anxiety given by different eminent personalities are as follows:

Hall (1966) —Anxiety is one of the most important concept in psychoanalytical theory and plays an important role in the development of personality as well as in the dynamics of personality functioning.

Bhagi & Sharma (1992) —Anxiety is a state of heighted emotional arousal containing a feeling of apprehension or dread.

Webster's new Encyclopedia (1994) —Anxiety is an emotional state of fear or apprehension. It is normal response to potentially dangerous situation.

- **Depression:** Depression is a mental state in which a person suffers from low mood and dislikes to do any activity. Depression can affect a person's thoughts, behavior, tendencies, feelings, and sense of well-being. It also caused by some physical diseases and side effect of some drugs and medical treatments. Depressed mood may also be a symptom of some mood disorders such as major depressive disorder or dysthymia. Nowadays depression

is a very common mental disorder which is characterized by depressed mood, loss of interest or pleasure, decreased energy, feelings of guilt or low self-worth, disturbed sleep or appetite, and poor concentration. Depression is generally associated with symptoms of anxiety. At its worst, depression can lead to suicide. Almost 1 million lives are lost yearly due to suicide, which translates to 3000 suicide deaths every day. For every person who completes a suicide, 20 or more may attempt to end his or her life (WHO, 2012).

The different definitions of Depression given by different eminent personalities are as follows:

Global Burden of disease (institute for Health Metrics and Evaluation (2013) - Depression is a major cause of disability across the regions and it causes fatigue, suicide, decreased ability to do work and decreased ability to attend school.

World Health Organization (2016) - Depression is a common mental disorder, characterized by sadness, loss of interest or pleasure, feeling of guilt or low self worth, disturbed sleep or appetite, feeling of tiredness and poor concentration.

- **Stress:** The word Stress means —to draw tight , and has been used to describe hardship, affliction, force, pressure, strain, or strong effort. Stress has been recognized as an external load or pressure supplied on the individual and viewed person's response to a disturbance. It has become an inevitable companion nowadays in all fields of life. The managements and coping of stress has become a great concern for physiologists, psychologists, psychiatrist's clinicians and educationists. In some cases it comes mental health problems, which need to be dealt with systematically. In another sense, stress is regarded as a class of stimuli that threatens an individual in some way and thus causes disturbances in his behavior. Thus stresses are the factor or cause that lead to maladjustment and disorganization of the behavior. Stress can be often described as a feeling of being overwhelmed, worried or run-down. People of all ages, genders are affected by stress and it can lead to both physical and psychological health issues. By definition, stress is any uncomfortable "emotional experience accompanied by predictable biochemical, physiological and behavioral changes." Some stress can be beneficial at times, producing a boost that provides the drive and energy to help people get through situations like exams or work deadlines. However, an extreme amount of stress can have health consequences and adversely affect the immune, cardiovascular, neuro-endocrine and central nervous systems.

The different definitions of Stress given by different eminent personalities are as follows :

Hans Selye - Stress is the non-specific response of the body to any demand for change . The first definition for stress was created in 1936 by him.

Giridano (1997) ―Stress management is the ability to reduce stress around or to cope in a competent manner with stressors.

Encarta Online Encyclopedia (2006) - Academic stress is defined as mental distress with respect to some anticipated frustration that student experience in unpleasant state of emotional and psychological stating they perceive as dangerous or threatening of there will being.

Delimitation:

1. The study was confined to English medium co-educational school.
2. The study was confined to CBSE board affiliated school.
3. The study was limited to class twelve (12) higher secondary students.
4. The study was limited to the sub- division Durgapur of Paschim Burdwan district.
5. The study was limited to total 100 government and private higher secondary school students.
6. The study was limited only to the Science sections of the schools.
7. The study was confined to 50 government and 50 private higher secondary school students.
8. The study was confined to 25 male and 25 female government; 25 male and 25 female private higher secondary school students.

Significance of the Study:

Proper mental health is a vital question and major need for all of us nowadays . Mental health affects the total personality of an individual. The present study shows the comparative study of anxiety, depression and stress between the government and private higher secondary school students in Durgapur sub-division. Since the students are our future citizen of our country and their wellbeing is of utmost importance so, this problem should be solved with the help of teacher, parents, guide and counselors. Guides and counselors should be appointed in the school for the help of students who facing these kind of mental health problems. Curriculum should be framed in both the government and private school in such a way that it can be proved helpful in the mental health of the school students. The

role of teacher should be as a monitor. They should encourage the students take part in co-curricular activities and social activities. The present study compares the mental health of the higher secondary school students of government and private schools. So here, comes the role of a teacher, family as well as education which guides the students how to control the mental health problem and improve their mental health for the betterment of them and the Nation as well.

Limitation:

The student researcher has faced a number of limitations while conducting this investigation. She could not approach to each and every person concerned. She has faced some technological challenges, while computing data, analyzing and interpreting the same. She was challenged with the limitations of limited data, which may be constrained with subjective influence. The investigation was constrained with the limitation of time and space.

Methodology:

Survey study which is a kind of descriptive research has been followed to conduct the investigation. The descriptive research is restricted not only in facts findings, but results in the formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issue also. The student researcher has tried her level best to collect the fact or data through the questionnaire one of the important tool, ADDS, 2010 prepared by Pallavi Bhatnagar et al. regarding the anxiety, depression and stress between the government and private higher secondary school students .

Variables:

The study would consist of the higher secondary school students (Class 12) of the government and private school as the independent variables and the level of anxiety, depression and stress as the dependent variables, as the second type of variable was the function of first type of variables.

Population & Sample:

The population of the study comprised of total twenty – two schools in the Durgapur sub- division. Out of which hundred students of class twelve were selected from two co – educational English medium higher secondary school, both were affiliated to C.B.S.E. One of which was government school and the other one was private school. For this descriptive survey study , a random sample of hundred students were taken from the science section of the above two schools, among which fifty students were from government school and the rest fifty were from

private school . Again from those fifty students, twenty-five were boys and the rest twenty-five students were girls. ADS Scale (Anxiety, Depression and Stress Scale) prepared by Pallavi Bhatnagar et al., 2010 was used to assess the anxiety, depression and stress of the students of those schools.

Tools Used:

In the present study, the following tool was used:- Anxiety, Depression and Stress scale　(ADSS) , prepared by Pallavi Bhatnagar et al. , 2010.

Procedure:

The Questionnaire given in the ADSS, 2010 tool was administered by the student researcher herself in actual classroom situation of class twelve (12) of one government and one private school. The student researcher distributed the questionnaire of ADSS tool on anxiety, depression and stress to each of the students and asked them to fill in the particulars according to the instructions given in the Questionnaire. The time required for completing the questionnaire was decided to be 30 minutes.

After administering the inventories on the sample, the data was collected and analyzed accordingly. The student researcher has also collected data from the secondary sources, like books, journals, etc.

Collection of Data:

Having done the administration of the inventories on the sample, the responses as given in the answer scripts were scored according to the scoring principles. The scores of the students thus collected were later handled maintaining statistical rules and principles.

Statistical Techniques:

This study was done on sample of hundred students of the government and private schools .The entire data of the study was statistically analyzed strictly in accordance with the requirements of the objectives and hypotheses of the study. For this purpose Mean, Standard Deviation and t-test techniques were used.

Description And Interpretation:

$H_0.1$]　There is no significant difference of anxiety, depression and stress between government male and female higher secondary school students.

Table 1: Difference of Anxiety, Depression and Stress between Govt. Male and Female Higher Secondary School Students –

Dimensions	Govt. School Girls (Female)			Govt. School Boys (Male)			T - Test	Level of significance at 0.05
	N	Mean	S.D	N	Mean	S.D		
Anxiety	25	4.08	3.0946	25	4.32	3.2496	0.267	Not Significant
Depression	25	2.32	2.3223	25	1.64	2.3072	1.0386	Not Significant
Stress	25	4.2	3.0957	25	3.56	2.8296	0.7629	Not Significant
Total	25	10.60	7.61	25	9.52	7.762	0.497	Not Significant

By interpretation of data, the hypothesis ―There is no significant difference of anxiety, depression and stress between govt. male and female higher secondary school students. The student researcher found t-value of anxiety is 0.267 and which is not significant at the level of 0.05, the t-value of depression is 1.0386 and which is not significant at the level of 0.05, and the t-value of stress is 0.7629 and which is not significant at the level of 0.05. The total t-value of anxiety, depression and stress is 0.497 and which is not significant at the level of 0.05. Therefore the hypothesis ―There is no significant difference of anxiety, depression and stress between govt. male and female higher secondary school students is rejected.

H_0 . 2]   There is no significant difference of anxiety, depression and stress between private male and female higher secondary school students.

Table 2 : Difference of Anxiety, Depression and Stress between private Male and Female Higher Secondary School Students-

Dimensions	Private School Girls (Female)			Private School Boys (Male)			t – Test	Level of significance at 0.05
	N	Mean	S.D	N	Mean	S.D		
Anxiety	25	5.56	2.829	25	5.28	3.4219	0.315	Not Significant
Depression	25	3.166	3.2122	25	3.16	3.6932	0.041	Not Significant
Stress	25	5.24	2.6969	25	4.28	3.4098	1.104	Not Significant
Total	25	14.04	7.65	25	12.72	9.60	0.538	Not Significant

By interpretation of data, the hypothesis - There is no significant difference of anxiety, depression and stress between private male and female higher secondary school students. The student researcher found t-value of anxiety is 0.315 which is not significant at the level of 0.05, the t-value of depression is 0.041 which is not significant at the level of 0.05, and the t-value of stress is 1.104 which is not significant at the level of 0.05. The total t-value of anxiety, depression and stress is 0.538 which is not significant at the level of 0.05.Therefore the hypothesis ―There is no significant difference of anxiety, depression and stress between private male and female higher secondary school students is rejected.

$H_{0.}$ 3]   There is no significant difference of anxiety, depression and stress between govt. and private higher secondary school students.

Table 3: Difference of Anxiety, Depression and Stress between Govt. and Private higher secondary school students -

Dimensions	Govt. School Students (Girls+Boys) Or (Female+Male)			Private School Students (Girls+Boys) Or (Female+Male)			t- Test	Level of significance at 0.05
	N	Mean	S.D	N	Mean	S.D		
Anxiety	50	4.2	3.1429	50	5.42	3.110	1.9508	Not Significant
Depression	50	1.98	2.3167	50	3.14	3.399	1.994	Not Significant
Stress	50	3.88	2.9520	50	4.76	3.0819	1.4581	Not Significant
]Total	50	10.06	7.56	50	13.36	8.63	2.037	Not Significant

By interpretation of data, the hypothesis ―There is no significant difference of anxiety, depression and stress between govt. and private higher secondary school students. The student researcher found t- value of anxiety is 1.9508 which is not significant at the level of 0.05, the t-value of depression is 1.994 which is significant at the level of 0.05, and the t-value of stress is 1.4581which is not significant at the level of 0.05. The total t-value of anxiety, depression and stress is 2.037 which is significant at the level of 0.05.Therefore the hypothesis ―There is no significant difference of anxiety, depression and stress between govt. and private higher secondary school students is partially rejected.
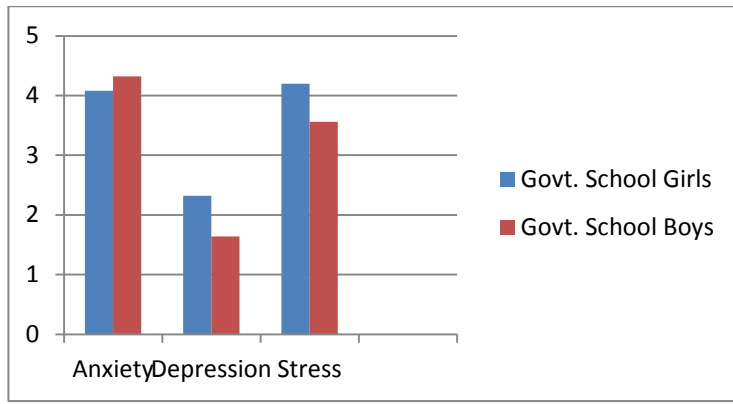
Figure 1 - Bar Graph showing difference of Anxiety, Depression and Stress between Govt. Male and Female Higher Secondary School Students
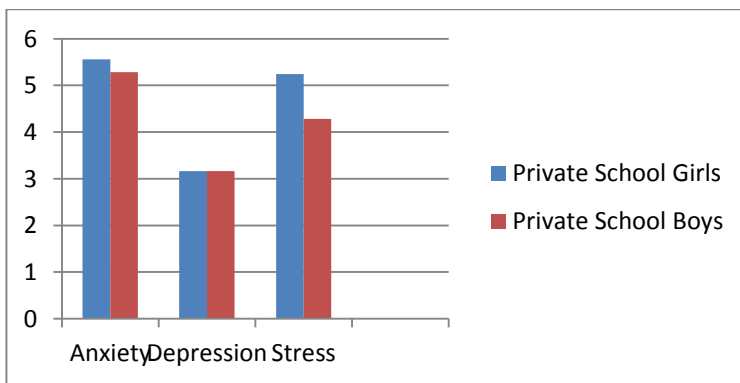
Figure 2 - Bar Graph showing difference of Anxiety, Depression and Stress between private Male and Female Higher Secondary School Students
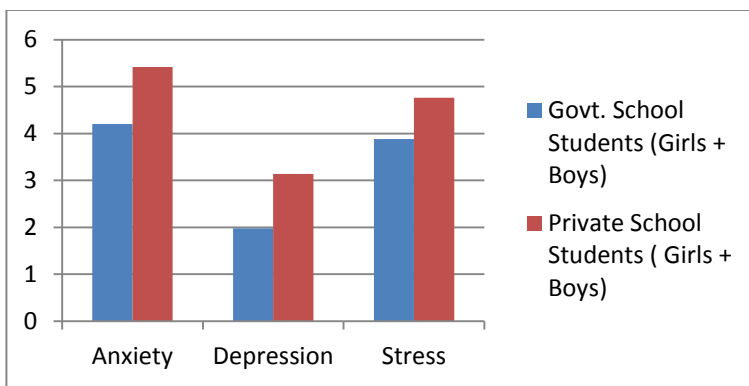
Figure 3 - Bar Graph showing difference of Anxiety, Depression and Stress between Govt. and Private higher secondary school students

Summary and Finding:

The study shows that overview related to anxiety, depression and stress among adolescent of class 12 students of government and private school. The private school students has high level of anxiety, depression and stress compared to govt. because in that case private student faces different kind of activity regarding to exam pattern. They are being kept under excessive mental pressure of scoring good marks in the examination. Girls have high level of anxiety, depression and stress compared to boys because as a culture female are under pressure of expectation and demand of society. She has caliper to achieve a goal but with high stress, anxiety and depressions. Also this level of anxiety, depression and stress is not similar different subject stream. Commerce and science has high level of anxiety, depression and stress compared to art stream. Study reveals that girls were found to be not much difference from boys on the measure of academic achievement. So it is important to aware the particular school whose result getting down due to anxiety, depression and stress. This anxiety, depression and stress sometimes also act as a motivator, it motivates the students to work hard and as a result they score good marks and progress in their future, this is the positive side of anxiety, depression and stress, but excess of it is very harmful for health. So parents and teacher don't give more expectation and burden on their children. The students are allowed to do what they actually want to do. It can be suggested that counseling programs should be organized for the students to developed good study environment in them. It can be suggested that appropriate psychological counseling has to be available in the school campus to inoculate better study that have direct bearing on academic achievement.

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WOMEN EDUCATION: A COMPARATIVE STUDY IN VIEW OF TAGORE AND GANDHIAN PHILOSOPHY

Somnath Gupta
Research Scholar, Department of Education, Rabindra Bharati University
Kolkata, West Bengal, India
Email ID: somnathgupta07@gmail.com
&
Dr. Sunil Kumar Baskey
Assistant Professor, Department of Education, Rabindra Bharati University
West Bengal, India
Email ID: sunilkumarbaskey1@rediffmail.com

ABSTRACT

The idea of education in Indian context has been always remembered as the source of enlightenment and authority which changes and enables our country for advanced and collaborative development of our physical, mental, and intellectual faculties to build our nation as strengthen as we need. Women are always considered as weaker section of society. So equality for women be a main social requirement. Women are an important part in the growth, development and evolvement of family. Women education has now been regarded as the strongest pillar of India's social, cultural and national development. This paper leads to discuss the various visions of Tagore and Gandhi towards women education. Gurudev Rabindranath Tagore was one of the biggest supporters of women education. Mahatma Gandhi'sview was also same as Tagore. The present paper stresses the importance of women education in Indian context with a comparative view based on Tagore and Gandhian philosophy.

Keywords: Tagore's philosophy, Gandhian philosophy, women education, equality.

Introduction:

The idea of education in Indian context has been always remembered as the source of enlightenment and authority which changes and enables our country for advanced and collaborative development of our physical, mental, and intellectual faculties to build our nation as strengthen as we need. It may be considered that education be the only base of improvement and the responsibility of a well

organized and built society as well as democracy. The relevance of this need be always indispensable. It may be considered as one of the most effective tools to meet the challenges faced by a nation and society. As education can emancipate the people with knowledge and the confidence essential for building a dynamic, cohesive nation, capable of providing its people a purposeful life sowe find a keen and vital interest among the people in India and abroad that there is something unique about Indian women as they are seen to be taking part at the utmost level of headship and assessment making with self-assurance. In the present era a woman in both India and abroad has to discover themselves and push their case for a more balanced and essential place in hierarchal male-dominated society. It challenges and creates jeopardy situation for both men and women to evaluate them again. The women's emancipation movement has been extended in the area of such narrow minded belief. The present flow of thoughts has widened an interest among all kind of people over the world to know more about the rules being played by the altruistic people. In ancient period, during Vedic and Buddhism period, the status of women was all right, because they (women) could get the same right of education along with men. But, during the time Muslim period, the condition of women education became worsened. For this legacy of improvement continued during British period when some sorts of work directed to promote women education. In the contemporary time of Indian independence there was an alarming rate of illiteracy, so the Indian government had to undertake various measures to improve the rate of illiteracy. Even though the provisions provided by the Indian constitution and a number of intellectual legislations removed many obstacles against women in Indian society. But there are many problems arising at the present time with the rest. Some social ill rituals like dowry system, Pardha system, house oriented inclination, less caring about girl child etc. prove the lower status of women in comparison with men. That's why, woman education is an emerging need for the growth of our nation. As a housewife and as an educated mother; a women can considerably help in lessening the incidence of the rate of illiteracy, poverty, unawareness and ill health of our adolescents. This role can also transcend the frontier of her abrupt ambiance. At first, the concept of women education was introduced by Raja Ram Mohan Roy and thereafter it was supported by many Indian philosophers from time to time. The same thought was given due importance by Rabindranath Tagore and Mahatma Gandhi as they were aware about the plight of women in India. They thought about women education as the only remedial action to develop women's status in society.

Justification of the Problem

The thinking of equal opportunity among men and women along with emancipation from traditional oppression has been considered as the corner stone of Indian educational policy since independence. It is seemed that the National Education System has been playing a constructive role in women education. The women education is very crucial for happy and healthy homes, enhancement of society, economic richness and national harmony. To educate a girl is the cheapest and the most reliable and valid tool for the solidification of a nation as a whole. So in a word, education for a girl be the key tool to provide novel opportunities for the advancement of society, where the spirits and provisions become an important social requirement. A woman has to perform a significant role in the development and progress of family. It is seen that a country's magnitude of development is mainly attributed by the mode in which it shows reverence towards its woman society. A sophisticated condition of woman provides a strong and innovative base for the due welfare of the country. Women education is an important part of didactic reconstruction in India. We see that Tagore and Gandhi felt intensely for the emancipation of women through education. They supported women education in their own methodology which proved to be a pivotal platform for the up-coming time. Hence, the sole objective of this study is how the two great Indian educational philosophers understood their views and perspectives towards women education. Women education is now seem to be a very essential weapon of India's social and national improvement, which seems to be possible only through education of women. As it is making family life happier, better hygienic condition, and greater reduction in fertility rate, increased production and economic prosperity. Besides this, the further reason for undertaking the study is that earlier researchers found nothing to draw comparison between these two educational philosophers with special reference to their concept of women education with respect to their philosophical views. Thus, the investigator has inspired to study Tagore and Gandhi's views regarding women education.

Objectives of the Study

1. To find out the importance of woman education in Indian context .
2. To study the views of Rabindranath Tagore towards women education through his theoretical and empirical modalities with philosophical views.
3. To study the Gandhi's views in relation to pragmatic, naturalistic and normative aspects.
4. To compare the critical and philosophical views of Tagore and Gandhi with reference to women education as the tool of emancipation;

Procedure

In this study, we have tried to find a possible solution of multiple problems related to women education. It tries to give answer a question or to determine the relation between two or more variables. There are present many problems in the field of education all over the world. Authentic, scientific, logical and successful solutions of these problems are not an easy task to be performed. We need a proper and contextual research for solving these problems. So, it may be both a systematic and empirical attempt to find out an answer about phenomenon or event through application of scientific procedure. It may be an objective, impartial and logical analysis and recording of collected observations that may lead to the development of generalizations and principles. Further, it may result to some extent in production and control of events that may be consequences of specific phenomena. Our research involves to gather new data and putting them in a systematic way .After the problem has been fixed, the next task is to define and delimit it. A researcher must be certain that he/she knows exactly what his/ her problem is before he/she begins to work on it. Research is a serious and exhaustive effort to put collected data into a systematic and scientific way. It may not be a speedy task; but requires one to proceed in a definite direction along with well defined lines. Only collection of some information is not research in both technical and theoretical mode. Scientific planning and proper procedure for the study are essential tools to save it from here and there. It continues without saying that the ultimate success of the research project greatly depends upon the method employed there in. Every investigator's task was to gather the best needed information   from   the   most   suitable   and   reliable sources so that valid assumptions may be created. He/she must use the most available refined techniques for this purpose. But it will not be out of place to state that neither the technique nor the source can be thoroughly perfect. There are various methods which help a researcher to precede in getting multiple sorts of results and observations. In this respect, our thorough research analysis is philosophical and historical in nature. Here the researcher has adopted historical method. The methodology followed in the study, is more or less descriptive. It is a philosophical study where the analytical approach has been followed. Following the pattern of historical method of research, the investigator has collected the data and analyzed the data collected and then presented the facts. While collecting and collating data, the investigator has introduced the two types of sources- Primary and Secondary sources. In primary sources, the investigator must take the help from the writings of Rabindranath Tagore and Mahatma Gandhi, archives, memories, biographies, diaries, personal

letters and books on the philosophy of both the scholars. The investigators in his study have gone through and taken help from secondary sources also. In secondary sources, they would consult many books of different writers and authors, different journals, magazines, articles, research abstracts and pamphlets published by different universities from time to time.

Delimitations

This study leads to an extended and comprehensive study in itself. So, it must be confined to the evolution of the Tagore and Gandhi's views towards the women education. These two educational philosophical views be the outcome of their general philosophy on the following components of education:

1.   Far reaching aims of education;
2.   Curriculum and instruction;
3.   Methods and strategies of teaching;
4.   Duties of teacher;

The investigator must confine the study related to the women education, which may serve as the main pillar for the development of human personality. As the study is remembered to be limited, yet its consequences should touch every important aspects of women education that is visualized by Tagore and Gandhi. The visions of Tagore and Gandhi towards women education have been confined to the contribution of both philosophers pertaining women education as a comparative study.

Tagore's contributory Views towards Women Education:

As Tagore was one of the greatest supporters of women education and empowerment, he observed that man and woman would be complimentary to each other regarding the concept of mutual respect and need. He placed his views regarding different aspects to woman education. He wanted to bring harmony between man and nature and man and God in his educational thoughts. He felt harmonious development of women's personality which leads to the physical, mental, moral and spiritual development of women through education. He also wanted that woman should be economically independent. He believed in freedom of mind and give importance to individual and social development of woman. Being an internationalist, Tagore tried to develop international understanding and world citizenship among men and women. Besides this, he also recommended that education could also bring about cultural and character development of woman and wanted equality between men and women in each and every aspects. He expressed

definite opinion towards women education. He understood that a country must not be enriched without its women's enrichment. Tagore wanted to implement same curriculum for both girls and boys. He used to continue his educational process through dance, drama and travelling without neglecting any section of the system. He wanted that girls should be taught different sciences like natural science, social sciences and especially domestic science and so on. To expand thinking levelof pupils, he wanted to include mathematics in curriculum. Tagore was the worshipper of aesthetic beauty. So he also introduced music, painting, dance and craft in curriculum.   To make girls financially independent, Tagore also recommended vocational education through agriculture and technical education. Regarding medium of instruction he wanted that mother tongue should be adopted but he also did not deny the importance of foreign language. He was fond of religious education that should be given to girls for their spiritual development. To meet the aims of education for girls, Tagore introduced different methods of teaching. He adopted realistic approach with pragmatic and aesthetic views keeping an idealistic outlook. He also suggested some teaching methods to teach girls, for example, he laid stress on discussion and questioning methods. Therefore, his methods of teaching were activity as well as craft centered like weaving, gardening etc. In spite of all these aspects, Tagore also wanted that girls should be aware of their democratic rights. He wanted to educate girls so that they could gather knowledge about their rights which are equal to men.

Gandhi's contributory views towards Women Education:

Gandhi was also a staunch supporter of women education. In order to improve the status of women in the country, he viewed that needs and aptitude of women should be the basis of their education. As Tagore, he also considered the different aspects of women education. He realized that integrated development of women's personality is possible only through education, hence, he stressed on physical, mental, moral and spiritual development of women. He felt the value of education to the girls which leads to salvation i.e. freedom of mind. He was also aware of both the individual and social development of girls. Gandhi emphasized upon character building and he regarded that character is the embodiment of the whole personality. He gave equal importance to cultural development of girls to the fullest of their growth in multiple realms. Regarding curriculum, Gandhi suggested identical curriculum for boys and girls up to fifth class. The curriculum must contain natural sciences, social sciences and Mathematics. At the elementary level he included, domestic science in schools especially for girls to teach them how to handle domestic problems. He also gave importance to music

and drawing. He introduced craft centered education for girls to make them economically independent. Gandhi was a great supporter of native language and he also wanted to include religious education for girls in curriculum. Gandhi wanted to see women in such a way that they can perform their separate responsibilities which are as important as that of men. In fact, both women and men are complimentary to each other none is superior to any other. So, women also should be given education as per their needs in life. The Wardha Scheme was so planned as to be consistent with Gandhi's basic ideas regarding women education. As Gandhi was very much worried about the deplorable condition of women in the country, he wanted to raise their social status. He desired that women should be given education according to their needs and aptitudes. He was of the view that as far as possible women teachers should be appointed for girls. He realized that if married women were appointed as teacher for girls instead of unmarried women, it would be better one, because of their vast ocean of knowledge which could be beneficial for the girl students. For effective teaching, Gandhi advocated different principles for women education. He wanted to correlate all subjects with craft. With pragmatic view he also believed in learning by doing and learning on the basis of self-experience. He introduced craft as a medium of imparting education for both girls and boys. He also advocated lecturing, questioning and project methods to teach boys and girls. Gandhi wanted that girls should realize about their own rights.

Findings of the Study:

Here the researcher introduced some similarities and dissimilarities in the findings of the study. They are:

The Similarities

1. Tagore and Gandhi both advocated for harmonious development with spiritual aspects of women's personality through education.
2. They both believed on creating self- confidence among women through education.
3. They both recommended individual status and social upliftment of woman through education.
4. Tagore and Gandhi both wanted that domestic sciences should be included in the curriculum of woman's education.
5. Both Tagore and Gandhi both supported pragmatic views on education with naturalistic setting.
6. Tagore and Gandhi both recommended craft centric education.
7. Tagore and Gandhi both liked mother tongue asthe medium of instruction in schools.

8. Tagore and Gandhi both were conscious about deplorable condition of women in country.

The Dissimilarities

1. 1 Gandhi's educational views are strictly based on Indian context whereas Tagore's views claim a harmony between the east and the west.

2. Tagore recommends similar and identical education to boys and girls but Gandhi laid stress that woman should be given education according to her needs.

3. Gandhi's view is more spiritual in nature as compared to Tagore

4. Gandhi wants earning while learning to meet with expenditure of education but Tagore does not agree with it.

5. Tagore stressed upon imparting both technical and craft centered education whereas Gandhi favored mainly craft-based education.

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THE RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS WITH SPECIAL REFERENCE TO KAMRUP METRO, ASSAM, INDIA

Sudeshna Nath
Research Scholar, Deptt. of Education, Gauhati University
Gauhati, Assam, India
Email: sudeshnaghy@gmail.com
&
Professor Dr. Polee Saikia
Deptt. of Education, Gauhati University
Gauhati, Assam, India

ABSTRACT

One of the important pillars of education is "Learning to be" which means self-realization through spiritual awakening. Spirituality puts our life in bigger context. It is the inner journey of becoming more aware of the big picture, of ourselves, the universe and our place and purpose in it. The purpose of the current study was to examine the gender difference in Spiritual Intelligence and academic performance among college going undergraduate students (Male=50, Female=50) ranging from 18-21 years. The participants of the study were randomly selected. The Roqan Spiritual Intelligence test was administered to the students and their performance scores in the semester examinations were collected. A significant gender difference was not found in the Spiritual Intelligence. However mean scores suggested that females (Mean=283.6 and SD=33.82) showed higher Spiritual Intelligence than males (Mean=275.62 and SD=44.96). The p value of 0.0001 showed significant gender difference in Academic performance between both the groups. Again the correlations between Spiritual Intelligence and Academic Performance on the basis of gender were not found to be significant. Except for the male gender, there is a positive and significant correlation between SI and AP scores.

Key words: Spiritual Intelligence, Academic Performance and Gender

Introduction:

Spirituality is an element of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals. Therefore those who have spiritual intelligence: have the capacity for transcendence; have heightened consciousness, have the capacity to use spiritual resources on solving of practical problems (Emmons 2000).

Certain people face identity crisis in the adolescent stage of life and are unaware about the direction of life and uncertain future. Such unpredictability in life occurs in absence of any kind of spiritual force in life. Spiritual intelligence helps the person in proper self- understanding and development of personality to meet challenges creatively (Erikson 1950).

Spirituality may give good direction in developing both self and universal awareness, self as well as spiritual mastery. (Dr. Richa Rani Yadav 2016). It provides us meaning and purpose in life and allows us to create new possibilities. Human beings are essentially spiritual in nature because we are driven to ask fundamental questions about life, for example; what is my purpose on earth? What is the meaning of my life? Self-concept and identity provides answers to this quest of "Who am I?".

An individual acquires the capacity to use trans-logical thinking to solve problems and create products and performances. It is a thinking which is beyond logical thinking. It involves some or all of the following – playful imagination, extreme creativity or thinking outside the boundaries (Zohar and Marshall 1999). Such a quality helps in improving classroom performance among students, which have been also substantiated by a study by Sabbal Patel et al (2016), where they have emphasized on a positive relationship existing between Spiritual Intelligence and Academic achievement. Various commissions and educational policies have given recommendations to impart value education specially spiritual and emotional values to students for better academic progress.

Delimitation of The Study:

A study needs to be delimited for its intensive study. The present study has been delimited as follows:

1. The present study has been undertaken in Kamrup district (Metro) only.

2. Only Government Provincialised Undergraduate colleges under Gauhati University have been considered for the present study.

3. Only Arts students of undergraduate colleges have been selected as sample for the present study.

4. The student participants were between 18-21 years of age.

5. The academic performances of the students were assessed using the final marks of the first semester examination.

Objectives:

1. To examine the Spiritual Intelligence of undergraduate students.

2. To study the Academic Performance of undergraduate students.

3. To find out the difference in the Spiritual Intelligence of undergraduate Students on the basis of gender.

4. To find out the difference in the Academic Performance of undergraduate students on the basis of gender.

5. To find out the relationship between Spiritual Intelligence and Academic Performance of undergraduate Students on the basis of gender.

HYPOTHESES:

Ho1 There is no significant gender difference in relation to Spiritual Intelligence of Undergraduate students.

Ho2 There is no significant gender difference in Academic performance of Undergraduate students.

Ho3 There is no significant correlation between Spiritual Intelligence and Academic performance of Undergraduate students on the basis of location.

Methodology:

Method: The present study was conducted using the Descriptive Survey method.

Sample:

The sampling technique used for the study was Simple Random sampling. The sample consisted of undergraduate students, selected from the colleges affiliated to Gauhati University. The total size of the sample selected was 100, which consisted of 50 male and 50 female undergraduate students (only Arts stream). Students of both gender, aged between 18-21 and those willing to give consent were included.

Decription of the tools used:

1. Roqan Spiritual Intelligence test:

The test was developed by Prof. Roquiya Zainuddin and Anjum Ahmed. It's purpose is to assess the Spiritual Quotient of people which is a sum of one's intuition and emotions. It has a total of 78 items measuring 6 dimensions.

2. Academic Performance data sheet:

A data sheet consisting of the personal profile and test scores of first semester examinations of individual students was developed.

Procedure for data collection:

Prior permission was taken from the principals of different colleges before data collection. The primary data for the study was collected with the help of socio-demographic data sheet. The purpose of the data sheet was to get first-hand information about the sample selected for the study. To assess the status of Spiritual Intelligence and Academic Performance respectively, appropriate tests were administered on the students.

While data collection, the right and dignity of the participants were taken into consideration.

- Full consent of the principal of the college and the participants were obtained.
- Precautions were taken so that the participants did not have to compromise on any ground while tested.
- Confidentiality of each participant was maintained.
- Participants were allowed to withdraw at any time during the session, if they wanted to do so.

Statistical Method adopted:

Descriptive statistics i.e. Mean and Standard Deviation was applied to describe the basic feature of the data by providing simple summary about the sample and measures.

The t test was applied to check the significant gender differences between Spiritual Intelligence and Academic performance of the students. The correlation co-efficient was calculated and its significance was checked in order to draw inferences about the relationship between the two variables.

Results:

Table 1: Gender Distribution

Variables		N=100	Percentage
Gender	Male	50	50
	Female	50	50

Table 2: Gender wise Mean and Standard Deviation of Spiritual Intelligence

Variable	Category	N	Mean	SD
Gender	Male	50	275.62	44.96
	Female	50	283.6	33.82

Table 3: Gender wise Mean and Standard Deviation of Academic Performance

Variable	Category	N	Mean	SD
Gender	Male	50	65.02	12.05
	Female	50	55.74	11.77

Table 4: Significance of mean difference in the SI scores of the undergraduate students on the basis of gender

Gender	N	Mean	SD	p value	Level of significance
Male	50	275.62	44.96	0.32**	0.05
Female	50	283.6	33.82		

**p>0.05

Table 5: Significance of mean difference in the AP scores of the undergraduate students on the basis of gender

Gender	N	Mean	SD	p value	Level of significance
Male	50	65.02	12.05	0.0001**	0.05
Female	50	55.74	11.77		

**p<0.05

Table 6: Correlation among total scores of SI and AP on the basis of gender

TOTAL	SI	AP
SI	1	
AP	0.0571842	1

**correlation is not significant at 0.05 level (2 tailed) for 98 df.

Table 7: Correlation among male scores of SI and AP

	SI M	AP M
SI M	1	
AP M	0.3062295	1

**correlation is significant at 0.05 level (2 tailed) for 48 df.

Table 8: Correlation among female scores of SI and AP

		SI F	AP F
SI F		1	
AP F	-	0.174821	1

**correlation is not significant at 0.05 level (2 tailed) for 48 df

Findings:

From table 1, we have observed that:

- 50 males and 50 females have been considered for the study.
- Males account for 50% of the participants while females account for remaining 50%.

From Table 2, we have observed that:

- The mean of spiritual intelligence in males is 275.62 and SD is 44.96.
- The mean of spiritual intelligence in females is 283.6 and SD is 33.82.

From Table 3, we have observed that:

- The mean of Academic Performance in males is 65.02 and SD is 12.08.
- The mean of Academic Performance in females is 55.74 and SD is 11.77.

From Table 4, we have observed that:

- The mean difference in the SI scores of the undergraduate students on the basis of gender was not found to be significant as seen from the p value of 0.32.
- However the mean performances of females have found to be slightly higher than that of their male counterparts. Therefore the SI of females was found to be more than the SI of males.

From Table 5, we have observed that:

- The mean difference in the AP scores of the undergraduate students on the basis of gender was found to be significant as seen from the p value of 0.0001.
- The mean performances of males have found to be slightly higher than that of their female counterparts. Therefore the AP of males was found to be more than the AP of females

From Table 6, we have observed that:

- Correlation among total scores of SI and AP on the basis of gender was found to be positive and insignificant with correlation coefficient of 0.05 for 98 df.

From Table 7, we have observed that:

- Correlation among male scores of SI and AP was found to be positive and significant with correlation coefficient of 0.36 for 48 df.

From Table 8, we have observed that:

- Correlation among female scores of SI and APwas found to be negative and not significant with correlation coefficient of -0.17 for 48 df.

Analysis and Discussion:

Descriptive analysis:

The mean of females was higher than the mean of males in the Spiritual Intelligence Test. Whereas, the mean academic performance of males was found to be higher than females.

Analysis based on hypotheses:

Ho1 There is no significant gender difference in relation to Spiritual Intelligence of Undergraduate students.

It is inferred from the table that the mean difference in the SI scores of the undergraduate students on the basis of gender was not found to be statistically significant. However the mean performances of females have found to be slightly higher than that of their male counterparts. Therefore the SI of females was found to be more than the SI of males. Research in gender differences conducted by Ananda Nair et al. (2017), also revealed that there was no significant gender differences in the level of Spiritual Intelligence among higher secondary boys and girls. Another study conducted by R. Saranya et al. (2017) revealed similar inferences of no significant gender differences in Spiritual Intelligence of Coimbatore boys and girls.

Ho2 There is no significant gender difference in Academic performance of Undergraduate students.

From the table, it can be inferred that the mean difference in the AP scores of the undergraduate students on the basis of gender was found to be significant. The mean performances of males have found to be slightly higher than that of their female counterparts. Therefore the AP of males was found to be more than the AP of females. Zhang and Manon (2000) reported that males had a larger variance in

academic scores than females. Organization for Economic Co-operation and Development, OECD (2001) analyzes gender differences in mathematics and science achievement, where it favour males than females.

Ho3 There is no significant correlation between Spiritual Intelligence and Academic performance of Undergraduate students on the basis of location.

Correlation among total scores of SI and AP on the basis of gender was found to be positive and insignificant. However, correlation co-efficient in malesbetween the scores of SI and AP was found to be positive and significant; on the other hand, female scores of SI and AP was found to be negative and not significant. Overall, the correlation scores were found to be positive, even if not significant which indicates a positive relationship between Spiritual Intelligence and Academic achievement. It can be further substantiated with the study of Salovey and Mayer (2000) revealing positive correlation between spiritual intelligence and academic achievement. Bhalla, R. (2017) investigated a similar hypothesis and observed a positive and significant relationship between Spiritual Intelligence and academic performance of pupil teachers.

Conclusion:

Education is modification of a person in a desirable direction. The spiritual side of a man's personality is found to be quite interlinked with the functional aspect of the self. There is greater systematization between power of the mind and the spiritual force of nature. Positive self-concept strengthens the ability of reasoning, problem solving and efficiency of manifestation something original. Spirituality thus strengthens the ability to organize the self and its behavior towards endless academic possibilities.

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IDENTITY POLITICS IN ASSAM: A STUDY OF TAI AHOM COMMUNITY

Mr. Basanta Handique
Research Scholar, Assam University, Silchar, Assam, India
Email: handiquebasanta@gmail.com
&
Dr. K. C. Das
Associate Professor, Assam University, Diphu Campus, Assam, India

Introduction:

Identity politics is one of the most influencing aspects of political development in India after independence. At the time of independence, people all over the nation had a great faith on the national leaders for improving their worse conditions. But, as the time progress, the national leaders gradually lost their popularity in different parts of the country due to futile in fulfilling their expectation. In the process of finding an alternative, a tendency had grown among the people to mobilize themselves in the name of protecting their identity in respect of race, religion, caste, community, culture and region. They began to believe that only their organized effort could protect the interest of their distinct identity. Political parties were also become more conscious on these issues at the time of their activities to gain the support from the people. So, gradually identity politics have begun to play a significant role in the politics of India. In this aspect, the political scenario of Assam is also not exceptional.

Assam has been a homeland of various religious, ethnic, linguistic and cultural groups with their distinct identity. After independence, these groups have become more conscious about to protect their group interest. For that, they have become more active in the field of politics and raised their demands for separate identity. Among the different ethnic groups, Tai Ahoms is one of the major communities in Assam who has been playing a vital role in the politics of the state since long back. Here an attempt is made to highlight the growth and development of identity consciousness among the Tai Ahoms in Assam and its impact on the politics of Assam.

The Tai Ahoms is an offshoot of Tai or Shan branch of South-East-Asia belongs to the great Mongoloid race. Under the leadership of Sukapha- a prince of Mau-Lung, they crossed the Patkai hills around 1228 A.D. and established a kingdom in Brahmaputra valley. At that time Assam was divided into some small

provinces, where the indigenous people of Morans, Borahies, Kacharis and Chutias were living and ruled by their respective kings. By dint of some skillful diplomatic steps, Sukapha was capable of bringing these provinces under one administrative unit and thus established a powerful kingdom named Mun-Dun-Sun-Kham, which means the state of golden crops. But the six hundred years long Ahom rule came to an end in 1826 with the Treaty of Yandaboo and Assam became a part of the British colonial regime. Simultaneously as a result of the historic Yandaboo Treaty, not only the Ahom rule collapsed but also the erstwhile Ahom royal members as well as the nobilities lost their power and prestige which they enjoyed for a long period. Gradually the Ahoms become backward politically, socially as well as economically during the colonial rule. The emerging Ahom elite organized themselves for protecting their community interest and to overcome their backwardness. The Ahom organisations have been struggling for redressing their manifold grievances and for all-round development of the community.

During the first part of British rule in Assam, a section of the Tai-Ahoms elite started rebellion against the British-Indian Company under the leadership of Gomdhar Konwer, Tai-Ahom prince, in order to overthrow their rule and restore the lost Tai-Ahom Kingdom. A host of other Tai-Ahom rebels i.e. Pioly Phukon, Jiuram Dulia Boruah, Pioly Borgohain, Tipomia Boruah, Hemanta Paniphukon, Dhanudhar Borgohain, Rupchand Konwar and many others also began anti-British activities. But like Gomdhar Konwar, they also failed in their pledged mission and got themselves put under rigorous imprisonment.

Later on, the emerging Tai-Ahom elite, increasingly began to feel that unless and until a novel mechanism was evolved, their community would continue to decline, so far as their overall backwardness was concerned. The Tai-Ahom elite, in fact, became conscious and organised on their distinct identity as an effective measure of removing backwardness. As a result of such a deep-rooted perception of identity preservation, a host of organisations among the Tai-Ahoms made appearance. Some of the prominent organisations include- Ahom Sabha, All Assam Ahom Association, All Assam Ahom Students' Federation, Tai Historical and Cultural Society of Assam, All Assam Mohan Deodhai Bailung Sanmilan, All Assam Tai Students' Association, Tai Ahom Mongoliya Rajya Parisad, Purbanchal Tai Sahitya Sabha, All Tai Ahom Students' Union, Tai Ahom Council, Lachit Sena and many others. All these Tai-Ahom organisations have been struggling eversince their inception till today in a democratic way for redressal their manifold grievances leading to maintenance their separate identity vis-à-vis the overall development.

Ahom Sabha, the first Tai-Ahom association in Assam was floated in 1893 under the leadership of Padmanath Gohain Boruah at Sivasagar. It was however, subsequently renamed as the All Assam Ahom Association in 1910. Initially the All Assam Ahom Association leadership raised the demands for the studentship, status of minority and reservation of seats for Tai-Ahom candidates while making appointment in the government services and local civic bodies.

The three Tai-Ahoms organisations viz. All Assam Ahom Association, Ahom Tai Rajya Parisad and, Mongoloid National Front got merged into a single whole that came to be known as the Ahom Tai Mongoloid Rajya Parisad in 1967. It raised the demand for the formation of a separate state for the Tai-Ahoms but perhaps failed to convince the Centre for which this demand has now been a utopia. It was renamed as Ujani Asom Rajya Parisad in 1971 and decided to contest the election and Janoki Nath Handique from Sonari constituency was elected for Srtate Legislative Assembly. In the subsequent elections the UARP unsuccessfully fought elections which and later on a section of UARP leader joined the Congress party and ultimately it was collapsed. With the collapse of the UARP, the demand of the Tai-Ahom State also automatically disappeared. Thus, an era of Tai-Ahom politics came to an end.

As the anti-colonial struggle was nearing to the threshold of independence, the Tai-Ahom community more especially their student community became conscious of the students problem as well as the problems of their society as a whole. As such they (the Tai-Ahom students) started to organise the Tai-Ahom students that culminated in the formation of the All Assam Tai Ahom Students Federation (AATASF) in 1944. But unfortunately this organisation became unsuccessful in generating consciousness among the Tai-Ahom students. Of course, following the legacy left by the AATASF after twenty years of its appearance, another students' outfit among the Tai Ahom students' organisation when the All Assam Tai Students Association (AATSA) came into existence by the year of 1964. The AATSA was not only concerned with the problems of the student community but also for the greater interests of the Tai-Ahom community as a whole. Unfortunately they began to lose credibility and popularity due to lack of popular base and efficient leadership that eventually led to collapse. Of late, a fresh batch of Tai-Ahom students appears to have come forward in the form of the real messiah of not only their students' community but also the Tai-Ahom community at large. The All Tai Ahom Students Union (ATASU) came into being on 14 July 1988 at Charaideo. The basic objectives of the ATASU are to fulfill the academic problems of the Tai-Ahom students – along with a variety of other problems which

encompass the educational, lingo-cultural and socio-economic and even political ones faced by their community. ATASU has been putting forward a galaxy of demands before the government of the centre as well as state for the cause of all-round development of their student community as a whole.

Ban Ok Pup Lik Mioung Tai (Purbanchal Tai Sahitya Sabha), is another literary organisation of Tai-Ahom, was formed in 1981in order to the revive and cultivate of Tai Language. This organisation has been playing a strong role to promote the Tai language and grow consciousness of it among the Tai-Ahom people as a whole.

Tai-Ahom elite formed an academic forum named Tai Historical and Cultural Society of Assam (THCSA) in 1955 in order to the growth and development of Tai language and culture. Initially the THCSA, as the first step, organized seminars, symposia and workshops with a view to generating a sense of consciousness of socio-cultural identity of the Tai-Ahoms in the state. Moreover, it used to publish research journals in order to popularize and promote research on Tai-Ahom history and culture. Tai journals viz Lik Phan Tai and Tai Sanskriti deserve mention in this connection.

The priestly classes of the Tai-Ahoms community organized a forum called the All Assam Mohan Deodhai Bailung Sanmilon (AAMDBS) in 1962 at Patsaku under Sivasagar district. Like other Tai-Ahom organisations, the AAMDBS too put forward a plethora of demands which basically included-(i) Protection of ancient monuments of Tai-Ahoms, (ii) Introduction of Tai language in educational institutions (iii) Establishment of Tai academy and many others. Thus, the Tai Ahom organizations has been working for the interest of Tai Ahom people in Assam.

CONCLUSION:

Growing consciousness among the different ethnic groups about their distinct identity has become determining factor in today's Indian politics. Tai Ahoms in Assam are also become conscious about their cultural, linguistic and religious identity. A number of Tai Ahom organizations have come forward in order to protect the interest of their community. They raised many demands in front of the Government for the development of their community. Some Tai Ahom Organizations has involved directly in the decision making process of the state and others has put pressure to the Government to take decisions in favour of their interest. Due to the growing importance of different Tai Ahom organizations, the Government has taken some steps to fulfill their demands. Government introduce

some schemes to protect the ancient monuments of Ahom rule. The Central Tai Academy set up in 1964 at Patsaku in Sivasagar District.   In the similar vein a two-year diploma course on Tai language was introduced in Dibrugargh University. Apart from these, a Tai museum was established on the bank of Sivasagar tank in 1992. Thus some demands of Tai Ahom community are fulfilled by the Government. But a big number of demands are not fulfilled by the Government till today. The Tai Ahom organization yet has to do a lot of work in order to protect the interest of Tai Ahom people.

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LEARNING DISABILITY-AN OVERVIEW FROM PSYCHO-SOCIOLOGICAL AND EDUCATIONAL VIEWPOINTS

Sraboni Chatterjee*

*Ph.D, Assistant Professor, Department of Psychology
Bijoy Krishna Girls' College, Howrah, West Bengal
Email: srabonichatterjee2107@gmail.com

ABSTRACT

Learning disability is nothing but a sort of handicap or helplessness that can be revealed by the sufferer in terms of his academic performance in the same way as experienced by physically handicapped person in terms of his physical and mental functioning. Characteristically they suffer from severely impaired learning inefficiency that requires special attention and guidance. Numerous genetic, physiological and environmental factors are playing the key role in the formation of such disorder. For adopting educational measures for the learning disabled, one should emphasize segregation in terms of separate schools or classes for them but try to provide further care and attention within the existing educational set-up by adopting special remedial and educational programmes and restructuring and improving environmental set-up to meet the special needs of these children. Assessment of Learning Disability is essential in today's world because it is the key pathway through which the parents and teachers can provide the sufferers a better life in future.

Keywords: Learning Disability, Genetic, Environmental, Organic, Special Education, Segregation

1. INTRODUCTION:

Learning disability or specific learning disability is a lifelong neuro-developmental disorder which manifest in childhood as persistent difficulties in learning to efficiently read, write or do simple mathematical calculations despite normal intelligence, conventional schooling, intact hearing and vision, adequate motivation and socio-cultural opportunity (David and Balakrishnan, 2013). It is proved that learning disability is not connected to mental retardation. During the past few decades, the understanding of learning disability has changed. However, it is a tremendous challenge to identify and diagnose and assist children with learning disability. In India, the learning disabled children are not identified

using reliable tests. However, at least 10% of children in India have a learning disability (David and Balakrishnan, 2012). We do not have a clear idea about incidence and prevalence of learning disability in India. These facts suggest that the early diagnosis of learning disability in children is critically important to identify and suggest remedial solutions to the parents and children to understand about the learning disability as stumbling blocks such as lack of awareness, indifference and apathy and hamper success.

The problems of Learning Disability affected children have been a cause of concern to parents and school authorities for some time. With the right help at right time, right assessment and remediation, children with Learning Disability can and do learn successfully and become winners in the society later. Since Learning Disability has distinctive symptoms in its early stage, diagnosis approaches have been improved noticeably over the past decades in many counties.

2. MAIN THEME:

2.1 Definitions of Learning Disability:

The term 'Learning Disabilities (LD)' is a relatively new one. It was first used by Dr. Samuel Kirk of Chicago, USA in 1963. The Children with Specific Learning Disabilities Act (USA) was passed in 1969. However, it was not until 1990s that the biological basis for LDs found support. Specific learning disability which includes dyslexia, dysgraphia, dyscalculia is commonly referred to as 'Learning Disability' or 'LD' in India.

In 2000, The US Depaertment of Education Office of Special Education Program (OSEP) appointed 18 special educators to reexamine the problems of learning disabilities with the purpose of providing a basis for future legislation. The central concept of Specilic Learning Disability involves disorders of learning and cognition that are intrinsic to the individual. Specific Learning Disability are important in the sense that these disorders each significantly affect a relatively narrow range of academic and performance outcomes. This may occur in combination with other diabiling conditions, but they are not primarily due to other conditions, such as mental retardation, behavioural disturbances, lack of opportunities to learn or primary sensory deficits" (Bradley et. al., 2002, page-782).

Considering all the above mentioned definitions the following points are enlisted for understanding the concept of the term learning disabilities and learning disabled.

1. Learning Disabilities refer to certain kinds of disorders in the basic psychological processes of an individual.

2. Intrinsic factors like central nervous dysfunction are the main cause of these disorders.

3. Although one or the other learning problems may be caused by extrinsic factors like mental retardation, sensory impairment, emotional disturbance, cultural differences, lack of education opportunities, poverty, etc., learning disability is not the direct result of such external factors.

4. Disorders associated with learning disabilities are usually manifested into some specific learning problems confined to one or two learning cognitive areas like inability to grasp or understand the things, difficukty in language related areas like communication, written language, written or acquiring mathematical problems or social skills.

5. Individuals with minor difficulties in learning are not termed as learning disables. Only those who shows severe disability in learning are included in this category.

6. The learning may allow an individual to have intelligence scores within the normal range but essentially makes them substially delayed in academic achievement. The child always lags behind his educational pregress in comparison to others.

7. The impaired learning infeeiciency coupled with serious learning problems in one or other cognitive areas leads to distinctive gap between an individual's potential and actual educational achievement as a result he/she becomes handicapped in one or the other learning areas.

2.2 Nature and Characteristics of Learning Disabled:

Researchers in the fields of Education and Psychology have brought into notice a number of significant behavioural and personality characteristics as well as general outcomes of the nature and characteristics of learning disabled children.

1. Learning disabled children essentially suffer from serious learning problems or disorders for a number of reasons.

2. Their problems and disorders are usually manifested by significant difficulties in acquisition and use of language (listening, speaking, reading and writing etc.), reasoning or mathematical ability or social skills.

3. They may exhibit symptoms of hyperactivity.

4. They may found to demonstrate the symptoms of impulsivity.

5. They demonstrate the symptoms of perceptual motor deficits in the shape of poor and erratic performance in writing, drawing, copying geometrical figures and handling instrument and appliances.

6. Most of them may suffer from emotional problems and demonstrate signs of anxiety, moodiness or ups and downs in their behaviour.

7. Thie learning disability is not appareny in the physical appearance or not can be understood through their IQ scores.

8. They essentially suffer from severely impaired learning disability.

9. All of them essentially exhibit a significant educational discrepancy, i.e. a wide gap between their learning potential and actual educational achievement.

10. Some of them may demonstrate soft neorological signs and EEG irregularities.

11. They may exhibit disorders of memory, thinking,, attention, general coordination, perception and motor functioning.

12. The most fundamental characteristics of these children are deficiency in at least one academic content area (like reading and writing etc) in the presence of adequate overall intelligence.

13. Their learning impairment is so severe that they essentially require special attention, care and remedial programmes for rectification of their learning problems and disbailities.

2.3 Basic Types of Learning Disabilities:

Learning disabilities tend to be diagnosed only when a child reach school age. This is because school focuses on the very things that may be difficult for the child — reading, writing and math, listening, speaking and reasoning. Teachers and parents notice that the child is not learning as expected. The school may ask to evaluate the child to see what is causing the problem. Parents can also ask for their child to be evaluated. With hard work and the proper help, children with learning disability can learn more easily and successfully. It's important to remember that a child may need help at home as well as in school.

A developmental lag might not be considered as a symptom of a Learning Disability until the child is older, but one can intervene early if he/she recognize it when the child is young. The activity of diagnosing the type of learning disability can be overwhelming and time consuming. Types of learning disabilities are often grouped by school area skill set or cognitive weakness. If the child is in school, it will probably be apparent if he or she is struggling with reading, writing, or math, and narrowing down the type will be easier.

The common types of Learning Disabilities are explained below;

2.3.1 Dyslexia: It is the most common type of Learning disability affecting in children. It refers to a specific difficulty in the area of reading. The terms generally used instead of dyslexia are severe reading disability, primary reading disability, specific reading disabilities and word blindness. It has been estimated that of the children who attend school, approximately 10% to 15% have some difficulty in reading and 85% to 90% percentage of all learning disabled children have reading problems. Boys with reading problem outnumber girls at the surprising rate of 4 to 1. In fact dyslexia has becomes synonymous with learning disability to such an extent that it has been suggested that dyslexia should be used as an umbrella term for all learning disability in general. All learning disabilities are not dyslexia and the same time dyslexia does not exemplify all learning disabilities. Dyslexia is a broad term describing a reading disability. The word dyslexia implies the meaning difficulty with words. It affects a child's ability to read. It is neurological in origin, likely to be present at birth and its effects are lifek long. It is characterized by difficulties with accurate and /or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction (David and Balakrishnan, 2010).

Learning disabilities in writing can involve the physical act of writing or the mental activity of comprehending and synthesizing information. Expressive writing disability indicates a struggle to organize thoughts on paper. Symptoms of a written language learning disability revolve around the act of writing and include. They include problems with neatness and consistency of writing, accurately copying letters and words, spelling consistency, writing organization and coherence. Signs of a language based learning disorder involve problems with verbal language skills, such as the ability to retell a story and the fluency of speech, as well as the ability to understand the meaning of words, parts of speech and directions.

2.3.2 Dyscalculia: In 1919 Henschen reported that number blindness could occur independently of specific reading disability (David and Balakrishnan, 2010). Some persons observed that memory and order disorders frequently occurred along with numerical problems. Dyscalculia may result from lesions in widely disparate regions of the brain. Dysfunctions associated within left temporal lobe were characterized by difficulties with complex operations

involving a sequence of steps or mental or oral calculation or reasoning. These disorders are termed as secondary arithmetic disturbance. Children with learning disabilities exhibit a variety of deficits in the area of mathematics. Shape discrimination, size discrimination, sets and numbers and counting are the different areas of dyscalculia.

Learning disabilities in math vary greatly depending on the child's other strengths and weaknesses. A child with a math based learning disorder may struggle with memorization and organization of numbers, operation signs, counting principles or have difficulty telling time.

2.3.3 Dysgraphia - Disorders of written language are referred to as dysgraphia and this include difficulties in three areas of handwriting, spelling, content (David and Balakrishnan, 2010). The key characteristic associated with dysgraphia includes the main areas of written language – spellings, handwritings and the content. Usually these are interlinked problems and it is expected that a child having difficulties in any one of these areas may experience a spill over in the others too. Most disabled children hate to write and avoid it wherever it possible. Lack of motivation becomes a real obstacle and a teacher needs to be at her creative best when encouraging learning disabled child to write.

2.3.4 Dyspraxia: Motor difficulty means problems with movement and coordination whether it is with fine motor skills like cutting, writing, etc. or gross motor skills like running, jumping etc. A motor disability relates to the output of information from the brain. In order to run, jump, write or cut something, the brain must be able to communicate with the necessary limbs to complete the action. Signs that the child might have a motor coordination disability include problems with physical abilities that require hand–eye coordination, like holding a pencil or buttoning a shirt.

2.3.5 Auditory Processing Disorder: The ability to hear things are greatly impacts the ability to read, write and spell, but an inability to distinguish slight differences in sound or hearing sounds at the wrong speed make it hard to explore words and understand the basic concepts of reading and writing. Problems in visual perception include missing slight differences in shapes, skipping lines, skipping words, reversing letters or numbers, misperceiving depth or distance or having problems with eye-hand coordination. In addition to the above, the other disorders that make learning difficulty are anxiety, stressful events, emotion, depression and other conditions affecting concentration make learning more of a challenge.

2.3.6 Visual Processing Disorder: Difficulty interpreting visual information-Problems with reading, math, maps, charts, symbols, pictures.

2.3.7 Attention Deficit Hyperactivity Disorder (ADHD): It is a neurobiological disorder that starts early in childhood and can continue into adulthood. The disorder is characterized by a delay or permanent inability to self-regulate behavior or to control behavioral responses.

2.3.8 Social And Emotional Difficulties:

Sometimes kids have trouble expressing their feelings, calming themselves down and reading nonverbal cues, which can lead to difficulty in the classroom and with their peers. Social and emotional skills are an area where the parent can have a huge impact. For all children, but especially those with learning disabilities, social and emotional skills are the most consistent indicators of success, outweighing everything else, including academic factors. Certain personal qualities and social relationships are very much needed by the learning disabled children to make a satisfactory adjustment to post school life.

2.4 Causes of Learning Disability: Depending on the types of learning disabilities found in children a number of researches have been conducted to find out the possible factors or causes of learning disabilities.

Generally the factors causing learning disabilities may be found to fall in the following three categories:

2.4.1Genetic or Heredity factors: In some cases, the genetic or heredity factor is found to be a major cause for generating learning disabilities among the children. Some of the common factors are as follows:

a) Nearly 20 to 25 percent of hyperactive or impulsive children have been found to have at least one parent of this nature.

b) Researchers have consistently found a greater degree of concordance for reading disabilities and speech and language disorders in monozygotic twins than in dizygotic twins.

c) There is growing evidence that heredity may account for all least some family linkage with dyslexia.

d) Emotional imbalances, disorders of memory and thinking, speech and learning have been found to have families.

2.4.2 Organic or Physiological Factors: Even then it has been widely noticed that many of the learning disabled children suffer from neurological dysfunction, malfunctioning or dysfunction of their central nervous system consisting of brain,

spinal cord and message carrying nerves etc. Some professionals believe that children with learning disabilities suffer from some types of brain injury or dysfunction of central nervous system. This dysfunction can be caused by some factors:

a) Brain damage caused by accident or by lack of oxygen before, during or after birth resulting in neurological difficulties that may affect their ability to learn.

b) Damage or injury caused to the spinal cord and message carrying nerves leading to their malfunctioning and subsequent learning difficulties.

c) Dysfunction in the central nervous system may be caused by bio-chemical imbalances generated by the factors like:

   i. Artificial colorings and flavorings in many of the food items consumed by the children may cause hyperactivity, impulsivity and emotional imbalance leading to malfunctioning of the central nervous system.

   ii. Vitamin deficiency may cause inability of a child's blood stream to synthesize a normal amount of vitamins essential for normal functioning of the central nervous system.

d) Intake of various teratogens by the pregnant mothers and infants may become a potent factor in causing neurological dysfunction to the growing foetus and children.

In short, it can be said that one's learning capacities are very much dependent on the proper functioning of central nervous system.

2.4.3 Environmental Factors: Although it is not labeled as primary or sole factors of learning disabilities, in many cases, learning disabilities may be generated by improper and uncongenial conditions and factors present in an individual's physical, social, cultural and educational environment. Some of these factors are as follows:

i) The poor nourishment and defective environment received in mother's womb.

ii) Premature delivery and improper environment settings at the time of birth or a defect in central nervous system.

iii) Diet deficiency in the early age, severe disease, accident and injuries may cause central nervous system dysfunction.

iv) Insufficient early experiences and simulation in terms of learning and acquisition received on account of defective educational set-up.

v) Poor or inadequate instructions received on account of their own family

set-up or lack of motivation, skill and ability on the part of teachers.

vi) Inadequate and improper development of language skills, lack of concentration and inadequate attention.

vii) Use of drugs like consumption of alcohol.

viii) Imitation and the company of defective learning models present in one's cultural, social and educational environment.

ix) Social and cultural deprivation.

2.5 Remedial Solution: All children can be both exhilarating and exhausting, but it may seem that the child with a learning disability is especially so. Parents and teachers may experience some frustration trying to work with the child, and it can seem like an uphill battle. After the parents learn what their specific learning disability is and how it is affecting their behavior, they will be able to start addressing the challenges in school and at home.

As a parent, discovering that something may stand in the way of the child's success can be unsettling and difficult. Whether or not the child has a learning disability, remember that the way the parents and teachers behave and what they do has the most impact on the child's chances of success. Everyone faces obstacles and the most important thing the parents and teachers can show the child, apart from the consistent love and support and is how to deal with obstacles. Parents often teach children to compensate for weaknesses, and gifted children learn compensation strategies more quickly than their less capable peers. What they neglect to tell the children is that compensation can break down under various conditions. It takes more energy to compensate and when one is fatigued, ill, stressed, dieting too strenuously, or adjusting to a new situation, there may not be sufficient energy to support the compensation strategy. So the individual is likely to experience good days when the compensations work well, and bad days when they fail. They need to understand that their high intelligence is revealed on their good days and that there will be bad days, when their compensations, like bad brakes, fail to support them.

Special education brings some solution to the problems of children affected with Learning disability (David and Balakrishnan, 2010). They have to be given special academic sessions in an integrated set up as their educational needs are different. Periodic evaluations of such individual children have to be done, to check for improvement, which will help them to integrate them into the mainstream society as soon as possible. Nowadays, meeting the challenges in schools, most of the school authorities are compelled to appoint resource

persons/counselors in Learning disability to diagnose the same and attain early detection and remedies to improve the school atmosphere and results.

3. CONCLUSION:

Learning disability is a classification including several disorders in which a child has difficulty learning in a typical manner, usually caused by an unknown factor or factors. The unknown factor is the disorder that affects the brain's ability to receive and process information. Individuals with learning disabilities can face unique challenges that are often persistent throughout the lifespan. Depending on the type and severity of the disability, interventions may be used to help the individual learn strategies that will foster future success. Some interventions can be quite simplistic, while others are intricate and complex. Teachers and parents will be a part of the intervention in terms of how they aid the individual in successfully completing different tasks. When a LD is suspected based on parent/teacher observations, a formal evaluation of the child is necessary. The purpose of any evaluation for LDs is to determine child's strengths and weaknesses and to understand how he or she best learns and where they have difficulty. The information gained from an evaluation is crucial for finding out how the parents and the school authorities can provide the best possible learning environment for the child.

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ACHIEVEMENT OF 9th STANDARD STUDENTS IN MATHEMATICS IN RELATION TO THEIR PROBLEM SOLVING ABILITY

Dr. Praveen, R.
Research Guide & Registrar, CMR University, Bangalore, Karnataka, India
&
Padmavathi, H.M.
Research Scholar, Department of Education, Dravidian University
Kuppam, Andhra Pradesh, India

ABSTRACT

The present study aims to find out the achievement of 9th standard students in mathematics in relation to their problem solving ability. Survey method was conducted on a stratified sample of 569 students of 9th standard in Bangalore urban district. Achievement Test in Mathematics constructed and developed by the researcher and Problem Solving Ability Test by L.N. Dubey (2008). Data was analyzed by r-value and t-test. Finding showed that problem solving ability has positive relationship with achievement in mathematics of 9th standard students.

Keywords: Achievement Test in Mathematics, Problem Solving Ability.

INTRODUCTION

Achievement means one's learning attainments, accomplishments, and proficiencies in the particular school subject. In secondary school level students achieving low in various subjects, but this variation in achievement found much side in some special subjects like mathematics.

Achievement in mathematics is influenced by school environment, problem solving ability, mathematical interest, gender, types of school and other factors. Problem solving is the maximum stage of learning in the hierarchy anticipated by Gagne. The purpose of problem solving is to stimulate reflective and creative thinking.

Problem solving has a unique importance in the learning of mathematics. The prime objective of mathematics teaching and learning is to extend the capacity to solve extensive variety of difficult mathematical problems. If it is properly employed in the class achievement in mathematics among students can be enhanced

effectively. The National Council of Teachers of Mathematics (NCTM, 1980) recommended that problem solving be the focus of mathematics teaching since it includes skills and functions, which are important parts of one's everyday life. The Council endorsed this recommendation (NCTM, 1989) with the statement that problem solving should underline all aspects of mathematics teaching.

Problem solving is insightful, for it involves the reorganization of relevant experiences into a complete solution, with particular reference to means end relations. Problem solving is directed by the goal and perception of the essential relationship in the situation. Problem solving is a widely investigated phenomenon in educational psychology.

Bruce W. Tuckman (1975) defines achievement as "the extent to which a person have achieved something, acquire certain information, demonstrated proficiency in certain skills usually as a result of instruction".

OBJECTIVES OF THE STUDY

- To study the relationship between achievement in mathematics and problem solving ability among 9th standard students.

- To study the relationship between achievement in mathematics and low and moderate group of problem solving ability among 9th standard students.

- To study the relationship between achievement in mathematics and low and high group of problem solving ability among 9th standard students.

- To study the relationship between achievement in mathematics and moderate and high group of problem solving ability among 9th standard students.

HYPOTHESES

1. There exists no relationship between achievement in mathematics and problem solving ability among 9th standard students.

2. 9th standard students belonging to low and moderate group of problem solving ability do not differ significantly in achievement in mathematics.

3. 9th standard students belonging to low and high group of problem solving ability do not differ significantly in achievement in mathematics.

4. 9th standard students belonging to moderate and high group of problem solving ability do not differ significantly in achievement in mathematics.

METHOD & SAMPLE

Survey method was adopted. A stratified random sample of 569 9th standard students was chosen from Bangalore urban district.

TOOLS

1. Achievement Test in Mathematics constructed and developed by the researcher.
2. Problem Solving Ability Test by L.N. Dubey (2008).

ANALYSIS OF DATA

Table 1: Relationship between Achievement in Mathematics and Problem Solving Ability among 9th Standard Students

Achievement in Mathematics vs. Problem Solving Ability	N	df	'r'	Remark
	569	567	0.418**	Significant at 0.01 level

Table-1 shows that the obtained r-value 0.418 is significant at 0.01 level. Hence, the hypothesis-1 is rejected. It means that there exists a relationship between achievement in mathematics and problem solving ability of 9th standard students studying in Bangalore urban district.

Table 2: N, Mean, SD and t-value of Achievement in Mathematics among 9th Standard Students belonging to Low and Moderate Group of Problem Solving Ability

Problem Solving Ability	N	Mean	SD	t-value	Level of Significance
Low	215	25.75	9.660	3.653**	0.01
Moderate	153	29.64	10.596		

Table-2 depicts that the obtained t-value 3.653 is significant at 0.01 level. Therefore the hypothesis-2 is rejected. It means that the obtained t-value is found to be significant. Hence, it is inferred that 9th standard students belonging to low and moderate group of problem solving ability differ significantly in achievement in mathematics. Thus it is concluded that 9th standard students belonging to moderate problem solving ability group are better in achievement in mathematics than the students belonging to low problem solving ability group.

Table 3: N, Mean, SD and t-value of Achievement in Mathematics among 9th Standard Students belonging to Low And High Group of Problem Solving Ability

Problem Solving Ability	N	Mean	SD	t-value	Level of Significance
Low	215	25.75	9.660	11.559[**]	0.01
High	201	37.25	10.622		

Table-3 shows that the obtained t-value 11.559 is significant at 0.01 level. Therefore the null hypothesis is rejected. It means that the obtained t-value is found to be significant. Hence, it is inferred that 9th standard students belonging to low and high group of problem solving ability differ significantly in achievement in mathematics. Thus it is concluded that, the 9th standard students belonging to high problem solving ability group are better in achievement in mathematics than the students belonging to low problem solving ability group.

Table 4: N, Mean, SD and t-value of Achievement In Mathematics among 9th Standard Students belonging to Moderate and High Group of Problem Solving Ability

Problem Solving Ability	N	Mean	SD	t-value	Level of Significance
Moderate	153	29.64	10.596	6.683[**]	0.01
High	201	37.25	10.622		

Table-4 reveals that the obtained t-value 6.683 is significant at 0.01 level. Therefore the null hypothesis is rejected. It means that the obtained t-value is found to be significant. Hence, it is inferred that 9th standard students belonging to moderate and high group of problem solving ability differ significantly in achievement in mathematics. Thus it is concluded that, the 9th standard students belonging to high problem solving ability group are better in achievement in mathematics than the students belonging to moderate problem solving ability group.

Fig. 1 Showing the Number and Mean Scores of Different Levels of Problem Solving Ability on Achievement in Mathematics of 9th Standard Students
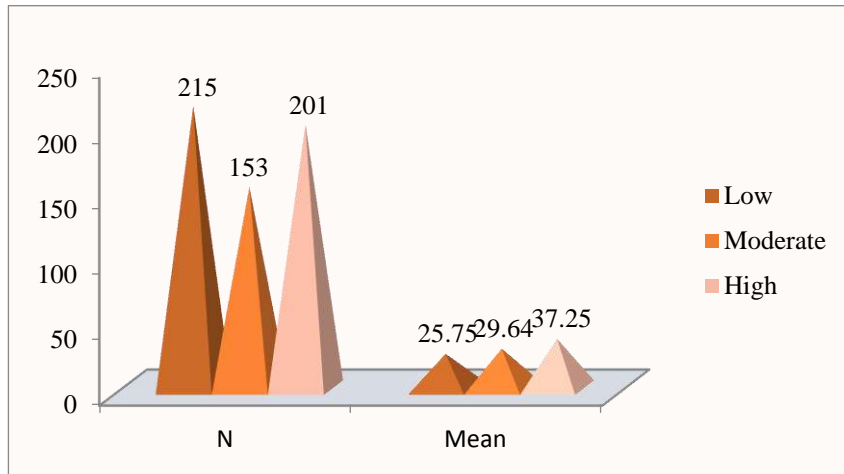
FINDINGS OF THE STUDY

- The achievement in mathematics and problem solving ability has positive and moderate relationship.

- Moderate problem solving ability group are better in achievement in mathematics than the students belonging to low problem solving ability group.

- High problem solving ability group are better in achievement in mathematics than the students belonging to low problem solving ability group.

- High problem solving ability group are better in achievement in mathematics than the students belonging to Moderate problem solving ability group.

CONCLUSION

Problem solving ability has positive relationship with achievement in mathematics of 9th standard students. In the case of problem solving ability, it was found that the students belonging to high problem solving ability group were significantly better in their achievement in mathematics than the students belonging to moderate and low problem solving ability groups. And also the students belonging to moderate problem solving ability group were significantly better in their achievement in mathematics than the students belonging to low problem solving ability group.

LIMITATIONS OF THE STUDY

1. The present study is confined to 9th standard students studying in government, aided and unaided English medium schools of Bangalore urban district.

2. Only achievement in mathematics is considered as dependent variable in the present study.

3. Only problem solving ability is considered as independent variable in the present study.

SUGGESTIONS FOR FURTHER STUDY

In view of the limitations, the following suggestions are offered for further study. They are as follows:

1. The study may be extendable to larger sample.

2. The study of achievement in mathematics may be undertaken by incorporating other variables like constructivism, creativity, style of thinking and learning, emotional intelligence etc.

3. A comparative study can be undertaken to study the rural and urban students of 9th standard with different standard and medium of instruction.

4. Experimental study can be undertaken to improve the achievement in mathematics among 9th standard students in specific and students studying in other standards in general.

EDUCATIONAL IMPLICATIONS

From the statistical analysis and findings of the study, it can be observed that problem solving ability have positive and moderate relationship with achievement in mathematics. If problem solving is dealt as "apply the procedure", then the students attempt to follow the rules in subsequent problems. Through problem solving the students can develop creativity in mathematics. Mathematics can be applied to develop the thinking skills and to solve problems, individual characteristics and values also. The abilities like creative thinking, fluency, flexibility, originality and elaboration can be developed through problem solving in mathematics.

The problem solving behaviour in mathematics requires a careful handle of deductive procedure, full alertness of related attributes of the necessary concepts and requirement for maximum information. Methodical dimension of intellectual style is helpful for solving problems.

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IMPACT OF PEER HARASSMENT ON SCHOOL CONNECTEDNESS OF SECONDARY SCHOOL STUDENTS IN SIKKIM

*Ranita Chakrabortty
Assistant Professor, Vidyasagar College of Education
Rupandighi, Phansidewa, Darjeeling, West Bengal
Email: ranitachakrabortty@yahoo.com
&
**Dr. Vimal Kishor
Associate Professor, Department of Education, Central University of Jharkhand
Brambe, Ranchi, Jharkhand
Email: vimalkishor88@yahoo.com

ABSTRACT

School environments are nowadays being constantly confronted with bullying, sexual harassment, and mean spirited teasing that have become a normative process poisoning the climates of schools (Sprague & Walker, 2005) depriving children of the right to be educated in an environment that is both physically and emotionally safe. Connection through proper interpersonal relationships is an important component for a safe school environment where learning takes place to the fullest and each and every student can develop their potentialities to the fullest. However, peer harassment in schools works against creating a healthy and safe learning environment. The following paper thus aim in studying the effect of peer harassment on school connectedness among secondary students belonging to East district of Sikkim.

Keywords: Peer Harassment, School Connectedness, Secondary School Students

Introduction

Peer harassment in schools is one of the most important factors which affect the psychosocial functioning of adolescents (Crosnoe, 2011). According to Rigby, 2005, "peer harassment is repeated aggression from one peer against another peer who is unable to protect himself/herself." Humiliation, taunts, threats and other forms of ostracism have now become quite common school experiences faced by students around the globe. Harassment that is faced by students in most cases usually reflect usually reflect certain common patterns which include: aggressive or

intended to harm; carried out repeatedly over time and occurs in an interpersonal relationship where a power imbalance exists (Eisenberg and Matthew, 2005). Although very few students are estimated to experience repeated or severe victimization yet, peer harassment is one of the most prevalent issues that cause academic and social problems for students which ultimately lead them to feeling isolated and are scared of going to their schools (Urbanski, 2007). Connection through proper interpersonal relationships serve as an important component for a safe school environment where learning takes place to the fullest and each and every student can develop their potentialities to the fullest. School connectedness therefore refers to student's relationship to school and is defined as an integral part of school climate which creates a feeling of belonging to the school and being accepted by others (Blum, 2005; Blum & Libbey, 2004). It includes students' experiences of caring at school and a sense of closeness to school personnel and environment (Smith, 2004). It involves the student's comfort level at school and comes from the feeling that adults there care about them. Although connectedness to friends is a component of school connectedness, it can have a different impact on student behavior. Gerler (2004) reports that a strong connectedness to friends paired with a low connectedness to school increases the student's risk for engaging in violence. Connection through proper interpersonal relationships is therefore an important component for a safe school environment where learning takes place to the fullest and each and every student can develop their potentialities to the fullest. When a child feels unsafe, they become more vulnerable to anxiety and lose interest to discover, to remember, and to find joy in the process of learning (Cohen, 1999).

Review of Literature

From the studies conducted by Li (2006) and Rigby (2016), it is concluded that peer harassment is a pertinent issue faced by students in schools nowadays. On the basis of the researches undertaken by Neupane (2014); Rezapour, Hamid & Khodakarim (2014)**;** Gea, Ruiz & Sanchez (2016) and Malik & Mehta (2016) significant gender differences were observed among students being harassed with male students being harassed more than female students. However according to various studies conducted by Eisenberg, Neumark & Perryl (2003), Popoola (2005) and Omerod, Collinsworth & Perry (2008) it was observed that female students experienced more harassment than male students. Gender difference did not play any significant role in peer harassment as seen among students (Urbanski, 2007). Locality of the school played a significant role in the harassment that students experienced and this was observed from the study undertaken by Olsen (2010). On the basis of the school's locale, students studying in urban schools experienced

more peer harassment as seen in the study conducted by Ahir, Singhal, Dhaked & Sharma (2015). On the contrary, according to the studies conducted by Rezapour, Hamid & Khodakarim (2014) and Uduma, Samuel & Agbaje (2015) rural school students exhibited more harassment by their peers. Locale of the school did not play any role in peer harassment as seen in the research undertaken by McCaskill (2013). Type of management of the school also played an important role in peer harassment seen among students according to Malhi, Bharti & Sidhu (2014). It was observed from the study conducted by Egbochuku (2007) that government school students showed higher peer harassment than private school students. With regard to school connectedness, gender difference affects the level of connectedness (AlMakadma & Mikler, 2015). Male students show less connectedness towards their school according to the studies conducted by Chung-Do, Goebert, Hamagani, Chang & Hishinuma, (2015). According to the study conducted by Kamau (2011) there was no influence of gender on school connectedness. Locale of the school played no significant effect upon school connectedness of students as seen from the studies conducted by McNeely, Nonnemaker & Blum (2002) and Klem & Connell (2004). Type of management of the school had a significant effect on the level of school connectedness among students according to AlMakadma & Mikler (2015). According to the studies conducted by Eisenberg, Neumark & Perryl (2003) and Skues, Cunnigham & Pokharel (2012) peer harassment has an impact on the level of school connectedness among students. Hence, sincere and scientific attempt has been made to find out impact of Peer Harassment on School Connectedness of Secondary School Students in Sikkim.

Operational Definition of Key Terms

The different key terms used in the title of the study and to be used in the body of study are operationally defined as follows:

1. **Peer Harassment:** It refers to bullying or harassment faced by students in schools and it was based upon the scores obtained by the students from the self-made tool on Peer Harassment constructed by the researcher across the dimensions of physical harassment, verbal harassment (direct & indirect), social harassment and cyber harassment.

2. **School Connectedness:** In the present study the term school connectedness refers to the positive connectedness of the students to their school and was obtained from the self-made tool on School Connectedness develop by the researcher.

3. Secondary School Students: It connotes the students studying in class 9th in government and private secondary schools of East district of Sikkim.

Objectives of the Study

The following objectives were laid down for the present study:

1. To compare the level of Peer Harassment of secondary school students with respect to gender, type of school and locality.

2. To compare the level of School Connectedness of secondary school students with respect to gender, type of school and locality.

3. To study the relationship if any, between the scores on the variables of Peer Harassment and School Connectedness for secondary school students.

Hypotheses of the Study

The following hypotheses were framed for testing in the present study:

H_{01}:   There is no significant difference among the level of Peer Harassment of secondary school students with respect to gender.

H_{02}:   There is no significant difference among the level of Peer Harassment of secondary school students with respect to type of school.

H_{03}:   There is no significant difference among the level of Peer Harassment of secondary school students with respect to locality.

H_{04}:   There is no significant difference among the level of School Connectedness of secondary school students with respect to gender.

H_{05}:   There is no significant difference among the level of School Connectedness of secondary school students with respect to type of school.

H_{06}:   There is no significant difference among the level of School Connectedness of secondary school students with respect to locality.

H_{07}:   There is no significant relationship between Peer Harassment and School Connectedness for secondary school students.

Research Method

The aim of present investigation was to study School Connectedness of Secondary School Students in relation to their Peer Harassment. Hence, it was decided to use descriptive survey method of research in the present case which was relevant and justified in view of the objectives of the study.

Sample

A population of approximately 4000 class IX secondary school students from the East district of Sikkim was chosen and from it 10% was selected as the sample for the study. Therefore, a sample of 400 (200 male and 200 female) secondary school students was drawn by adopting stratified random sampling technique from various government and private schools belonging to urban and rural areas from the East district of Sikkim.

Tools Used

To achieve the objectives of the present study the investigator used the following tools for secondary school students:

1. Peer Harassment Scale developed by the researcher. The tool included 40 questions based on the dimensions: Physical harassment, Verbal harassment (direct & indirect), Social harassment and Cyber harassment.

2. School connectedness Scale developed by the researcher. The tool will include a set of questions based on the dimensions like Self, Peer Group, Teachers, Administrators, School Atmosphere and Family/Parental Support.

Results and Discussion

The following were the findings of the study:

1. Result on testing of testing of hypothesis H_{01} revealed that there was a significant difference among secondary school students with respect to gender (t-value came out to be 0.48 which was not significant). However, the mean scores for peer harassment of boys were found to be higher than girls. The finding of the present study was supported by previous studies conducted by Neupane (2014); Rezapour, Hamid & Khodakarim (2014); Gea, Ruiz & Sanchez (2016) and Malik & Mehta (2016).

2. Testing of hypothesis H_{02} revealed that there was a significant difference among the level of peer harassment of secondary school students with respect to type of school (t-value came out to be 9.50 which was significant at 0.01 level of confidence). Government secondary school students exhibited significantly higher level of peer harassment in comparison to private secondary school students. This finding of the present study was supported by previous study conducted by Egbochuku (2007).

3. On testing of hypothesis $H_{03,}$ it was seen that there was a significant difference among the level of peer harassment of secondary school students with respect

to locality (t-value came out to be 7.02 which was significant at 0.01 level of confidence). Rural secondary school students exhibited significantly higher level of peer harassment in comparison to urban secondary school students. The finding of the present study was in favour of the previous study conducted by Zaborskis, Cirtautiene and Zemaitiene (2005).

4.   Result of the testing of hypothesis H_{04} revealed that there was a significant difference among the level of school connectedness of secondary school students with respect to gender (t-value came out to be 5.03 which was significant at 0.01 level of confidence). Girl students exhibited higher level of school connectedness than boys. The finding of the present study was supported by previous study conducted by Chung-Do, Goebert, Hamagani, Chang & Hishinuma (2015).

5.   Result on testing of hypothesis H_{05} revealed that there was there was a significant difference among the level of school connectedness of secondary school students with respect to type of school (t-value came out to be 2.89 which was significant at 0.01 level of confidence). Private secondary school students exhibited significantly higher level of school connectedness in comparison to government secondary school students. This finding is contradictory with the finding of the study conducted by Adeyemi, Akin & Oluwafemi (2016).

6.   It was observed through the testing of hypothesis H_{06} that there was a significant difference among the level of school connectedness of secondary school students with respect to locality (t-value came out to be 1.74 which was not significant). Since, the mean score on School Connectedness was higher for urban secondary school students as compared to rural secondary school students, it may be inferred that urban secondary school students exhibit higher level of school connectedness in comparison to rural secondary school students. This finding of the present study is contradictory with the finding of the study conducted by McNeely, Nonnemaker & Blum (2002) and Klem & Connell (2004).

7. It was revealed through the testing of hypothesis H_{07} that there was a negative relationship between peer harassment and school connectedness among the secondary school girl students (coefficient of correlation using Product Moment Correlation came out to be -0.47 which was significant at 0.01 level of confidence). The finding of the present study was supported by previous study

conducted by Eisenberg, Neumark and Perryl (2003) and; Skues, Cunnigham and Pokharel (2012).

Conclusion

Bullying behaviour in schools has always been ignored or viewed as a normal rite of passage that all children must go through; however there is evidence to show that bullying can have serious consequences for all involved (Florida Office of Safe and Healthy Schools, 2005). Research over the past decade shows that low level, underlying violence in schools may not be as overtly threatening as weapons but occurs with greater frequency and has a profound impact on a student's emotional health and school performance (Dupper & Adams, 2002). It is imperative that school authorities pay attention to the social and emotional needs of the students. Therefore in order to promote school connectedness it is essential to curb peer harassment which will ultimately help students to flourish their capabilities in an efficient manner both academically as well as non-academically.

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NEPALESE IN ELECTORAL POLITICS OF ASSAM: A STUDY OF MARGHERITA SUB-DIVISION.

Jitu Borah
Assistant Professor, Dept. of Political Science, Digboi College
Digboi Tinsukia, Assam, India
E-mail-jitubora2010@rediffmail.com
&
Dr. K. C. Das
Associate Professor & Head
Dept. of Political Science, Assam University Diphu Campus
Diphu, Karbi Anglong, Assam – 782462, India
E-mail- kcdas2@gmail.com

ABSTRACT

There has been a continuous flow of population into Assam from different parts of India and neighboring countries having wide diversity in respect of language and culture. The Nepalese have also been coming to Assam since a long time. Even prior to the British colonial rule, the Nepalese came to this part of the country and maintained socio-cultural relationship with the peoples of this region. The British colonial masters also encouraged Nepalese migration to the state as they were in need of service of Nepalese to run the colonial administration smoothly and effectively. Thus, in course of time, the Nepalese become capable of constituting a sizable section of Assam's total population. After independence, under the leadership of emerging educated elite the Nepalese became increasingly articulate and organized in a bid to maintain their distinct identity in Assam. Consequently the Nepalese became assertive of their rights and acquired a considerable amount of capacity to bargain with the ruling elite for a legitimate share in administration of the state. Moreover, they thought that the interest of Nepali can be protected only through the active participation of electoral politics. The present study is carried out to understand the reason behind it. It is based on secondary source of information and descriptive in nature.

Key words: Nepalese, electoral politics, Assam, Margherita.

INTRODUCTION:

The Nepalese started to make durable settlement in Margherita sub-division ever since the days of British Company rule. After decolonization of the country the process of Nepalese settlement got expedited than ever before. There are different historical factors which have a contribution to it. Among them the discovery of natural resources such as oil and coal and subsequently their exploration invariably required workforce which was met by the people not only from the neighbouring localities but also outside the present Margherita sub-division. A good number of the Nepali people came in and got employed in Digboi oil refinery and Ledo coalmines and after their retirement from services they have settled down in the surrounding areas of Margherita and Digboi town. Bhakta Bahadur Pradhan and Tutu Thapa were the glaring example of the fact. Secondly, the historic earthquake erupted in 1950 displaced a huge number of people especially in Saikhowa, Dholla and Sadiya area under the present Tinsukia district. Among the earthquake victims the highest number happened to be the Nepalese families. They were officially given eventually permanent settlement in various areas nearby the frontier areas of Margherita town attached to Arunachal Pradesh. Thirdly, a substantial number of retired Gorkha soldiers also preferred the different places of Margherita sub-division to other areas for perennial settlement. Possibly they were of deep-rooted conviction that concentration of the Nepalese in a same place might ensure the security and prosperity for themselves and their upcoming posterity. Moreover, the ex-Gorkha soldiers also believed that growth of Nepalese in Margherita sub-division might make them free from being marginalized unlike that of a microscopic minority group. Fourthly a number of Nepalese families were forced to flee Burma (now Myanmar) to Assam. Most of them came from Myanmar during World War II and henceforth they have been living here in Joyrampur between Assam and Arunachal Pradesh as permanent citizens of India. Thus during World War II a sizeable number of Nepali families reportedly decided to stay in the present Margherita sub-division. The Nepalese perhaps were initially belief that consolidation of their people in a same area would enable them to develop and conserve their tradition, distinctive lingo-cultural identity in Assam. But in their journey of life interacting with other ethnic communities the Nepalese consciously or unconsciously have come under the influence of their culture, language and so on. In such a way they became a part of the greater Assamese society by adopting and cultivating language and culture. They have also made a remarkable contribution in the time of national crisis in India. For instances, Bhakta Bahadur Pradhan of Digboi happened to be a leading figure from the Nepali community who

took initiative for opening the Digboi Oil Company Labour Union to protest against the British Oil Company. Along with pradhan other Nepalese like Aimon Thapa, Tutu Thapa, and many others made sacrifice in life for the noble cause of the country's salvation.

After independence, under the leadership of emerging educated elite the Nepalese became increasingly articulate and organized in a bid to maintain their distinct identity in Assam. Consequently the Nepalese became assertive of their rights and acquired a considerable amount of capacity to bargain with the ruling elite for a legitimate share in administration of the state. Moreover, they thought that the interest of Nepali can be protected only through the active participation of electoral politics. Thus the Nepalese of Assam started getting involved in the electoral politics of the state. In view of this the present paper is intended to examine the role of the Nepalese in the electoral politics of Assam. But while doing so it is confined to the Margherita sub-division of Assam in which a substantial number of Nepalese are found to have settled down permanently from the days of colonial master's rule.

OBJECTIVES:

1. To examine the role of the Nepalese in the electoral politics of Assam.
2. To study the involvement of Nepalese in the electoral politics of Margherita sub-division.

METHODOLOGY:

The present study is a theoretical work and is based on secondary source of information's. It is descriptive in nature.

SIGNIFICANCE OF THE STUDY:

The study is basically related with the electoral politics of Nepalese in Assam general and Margherita in particular. From it people will know the political dimensions of Nepalese which have a great socio-political and inter-disciplinary relevance. It has also significance in the present socio-political scenario of the region.

DISCUSSION:

Active participation of the Nepali leaders in the electoral politics ever since the maiden election in the post-colonial Assam is one of the remarkable dynamics of the indigenised Nepalese. For example, Dalbirsingh Lohar- a Nepali leader of Dibrugarh town contested from the Saikhowa constituency as nominated from the INC, 1952 and got elected. He got an opportunity to serve the Assamese society at

large by ventilating multiple grievances on the floor of the Assam Legislative Assembly. Like any other nationalist leader, Dalbirsingh Lohar was supposed to represent the interests of the Assamese society as a whole inclusive of indigenised Nepali people. Despite being a Nepali leader, he established himself as a symbol of the greater Assamese society. It becomes evident when he came forward to embolden and console the people not to leave own places at the time of Chinese aggression in 1962 despite Jawaharlal Nehru who bade good bye to Assam. Similarly on the floor of the ALA Dalbirsingh Lohar outsponkenly lamented that if we fail to serve the genuine grievances of people unitedly, it would be better to relinquish from the seats ALA and left the deserving/ selfless people come and occupy them so as to enable them to look after the peoples' real needs. Such unequivocal call made by a Nepalese leader for the greater cause of the Assamese society has definitely reflected his selfless psychological make-up of being true Assamese nationalist by heart and soul. In a sense, the magnitude of Dalbirsingh Lohar's love and affection for Assam and Assamese society cannot be underestimated and hence needs to be testified too. Such sincere and heartfelt efforts made by the Nepalese leaders for the greater cause of Assam and Assamese nation have obviously inculcated a deep sense of impression among the then upcoming generations of different places of the state.

Like Dalbirsingh Lahor, other Nepali elite also increasingly played a significant role in the electoral politics of Assam. In order to serve the community as a whole they involved themselves in the electoral politics and became a part of the decision making process of the state. A large number of the Nepali elite fought in the elections of Assam as the nominees of different political parties and as independent candidates. A clear picture of elected Nepali leaders can be obtained from the table given below.

Table.1: NEPALI LEADERS ELECTED TO ALA (1952-2016)

Sl. No	Candidate	Election	Constituency	Pol. Party	Result
01.	Dalbir Singh Lohar	1952	Saikhowa	INC	Elected
02.	Bishnulal Upadhyaya	1962	Grohpur	INC	Elected
03.	Bishnulal Upadhyaya	1967	Grohpur	INC	Elected
04.	Chandra Bahadur Chetry	1972	Digboi	INC	Elected
05.	Ram Chandra Sharma	1972	Grohpur	PSP	Elected
06.	Bishnulal Upadhyaya	1978	Behali	INC	Elected
07.	Kul Bahadur Chetry	1978	Margherita	Janata party	Elected

08.	Ram Sharma	1978	Grohpur	Janata Party	Elected
09.	Padam Bahadur Chetry	1978	Tamulpur	Janata Party	Elected
10.	Padam Bahadur Chetry	1983	Tamulpur	INC	Elected
11.	Kul Bahadur Chetry	1983	Margherita	INC	Elected
12.	Swarup Upadhyaya	1985	Behali	INC	Elected
13.	Kul Bahadur Chetry	1985	Margherita	INC	Elected
14.	Rudra Parajuli	1991	Borsola	INC	Elected
15.	Moni Kumar Subba	1991	Naoboicha	INC	Elected
16.	Kul Bahadur Chetry	1991	Margherita	INC	Elected
17.	Moni Kumar Subba	1996	Naoboicha	INC	Elected
18.	Tanka Bahadur Rai	2001	Borsola	INC	Elected
19.	Tanka Bahadur Rai	2006	Borsola	INC	Elected
20.	Sanjay Raj Subba	2006	Naoboicha	IND	Elected
21.	Sanjay Raj Subba	2011	Naoboicha	INC	Elected
22.	Tanka Bahadur Rai	2011	Borsola	INC	Elected
23.	Bhaskar Sarma	2016	Margherita	BJP	Elected
24.	Ganesh Kumar Limbu	2016	Borchalla	BJP	Elected

Source: Statistical report on general election to ALA &Election Commission of India website.

The above table indicates that there was the continuation of an identical trend of involvement of Nepalese in the electoral politics of Assam. Indeed with the growing political awareness, the Nepali elite tended to involved in the electoral politics in a greater way.

Margherita and Digboi ALA falling under the Margherita sub-division are not exception in this direction. For instance, Bhakta Bahadur Pradhan, a freedom fighter fought the ALA election from Digboi constituency in 1952 as an independent candidate but lost the same. Likewise Kul Bahadur Chetri(Janata Party), Chandra Bahadur Chetri(INC) and Karna Bahadur Thapa contested the ALA election in 1978 from Margherita constituency. Out of three from the same constituency Kul Bahadur Chetri won the election. In the 1983 controversial election too Kul Bahadur Chetri got elected to the ALA as the INC candidate. Thus, Kul Bahadur Chetri emerged as the undisputed and unbridled leader from being elected to the ALA thrice-1983, 1985, 1991 and once 1978 as the INC and Janata Party nominee respectively. Apart from Chetri, a host of other Nepalese leaders

were also fielded by various political parties from Margherita constituency that principally included Khilanath Upadhyay (Independent, 1985), Chandra Bahadur Chetri (Independent 1978), Pradip Upadhyay and Chandra Bahadur Chetri (AGP and Independent, 1991 respectively. Of course Chandra Bahadur Chetri won the ALA election, 1972 as the INC nominee from the Margherita Constituency for the first time. But subsequently he was superseded thrice by Kul Bahadur Chetri, a veteran INC leader. In 2016 Margherita legislative assembly constituency BJP candidate Bhaskar Sharma who belongs to the Nepali Community won the election and became MLA in this constituency. The Nepali leaders also offered their candidature from different national and regional political parties as well as independently in the local self governance also.   They were constitutionally supposed to represent the entire population of their constituency irrespective of caste, colour, religion, profession etc.

ELECTED MEMBERS TO PRI (2016-2018):

SL.NO	ELECTION	CONTESTED	ELECTED	%
01.	2016-2017	50	41	82
02.	2017-2018	54	45	83

Source: official record.

FINDINGS:

1. The Nepalese elite participated in the electoral politics of Assam even in the pre-independence period. After independence, with the democratization of political process the involvement of Nepalese in the political process has been increased.

2. The growing involvement of the indigenized Nepalese into the electoral politics of the state can be characterized as one of the healthy growth of the Nepalese society in Margherita sub-division.

3. The Nepalese elite were played a significant role in the electoral politics of Assam. They reflected their selfless psychological make-up of being true nationalist by heart and soul.

4. It was found that political mobilization has taken place among the Nepalese in the Margherita sub-division.

5. There was a changed party allegiance among the Nepalese of Margherita sub-division for their interest as well as the interest of the entire community.

CONCLUSION:

Thus it is clear that Nepalese leadership has been accorded recognition in terms of voting support and getting elected to the active politics to serve the interests of the Assamese society at large including the Nepali community of the Margherita sub-division. This is really a fair opportunity for the thriving Nepalese leadership to get the horizon of their mindset widened to be identified themselves as an inextricable segment of the greater Assamese society. Development of such a conviction has invariably brought about a monumental dynamics among the Nepalese of aforesaid sub-division which has got and will get manifested in this way or that in the days ahead.

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INVOLVEMENT OF SCHOOL MANAGEMENT COMMITTEE (SMC) IN THE LINKAGE BETWEEN SCHOOLAND SOCIETY

Vikram Kumar
Lecturer, SCERT Delhi, India
Email:vik_ramkumar@hotmail.com

Background:

In ancient India, Gurukuls were schools that had one teacher and were run by Brahmins who had taken up teaching profession. Many of the Gurukuls were residential schools wherein the Guru considered his pupils as his own sons. The students lived together and regarded the Guru as father and served their teacher with utmost sincerity. The schools in this era were operated as community establishments. Guru was not only engaged in the school premises as teacher but also acted like "a friend, philosopher and guide to the community".

The relationship between the schools and society continued to grow throughout the growth of Buddhism in India. During this period the activities related to education were held in the Buddhist monasteries named as "Viharas". Local Communities remained connected and helped viharas" teacher named "Bhikshu". During the reign of emperor Ashoka the Viharas developed into famous Universities of learning such as "Nalanda, Takshila, Vallabhi, Vikramasila, Jagadala, Odantpuri, Mithila and Nadia".

With the downfall of British Raj in India, in 1921, another story was created in the antiquity of Indian Education system by two great personalities namely Ravindra Nath Tagore (1861- 1941) and Mahatma Gandhi (1869-1948). They emphasized on developing an indigenous education system with community support for its empowerment.

Hence, the above historical traces postulates that, community participation in education is in no way a contemporary concept to the Indian society. Beginning from ancient to medieval period, schools had continued to evolve in the form of "Gurukuls" and "Madrasas" which were regarded as community establishments. The society imparted education under these establishments. However, with growing modernization and privatization in the education sector, the connection betwixt community establishments and schools have witnessed a decline that created a widening-gap between the community and educational institutions. This gap arose due to the implementation of modern education system in the institutions governed by the British administrators without any participation of the community members

in education. Therefore, post-independence, the community participation in Indian system of education has been the major fact of consideration for the policy makers.

The lack of community participation in the educational activities would obviously have its adverse effect on the resource availability, participation of weaker sections and the accountability of the schools towards the community and society. Moreover, in schools where the government is not able to supply essential resources and support for the schools" functioning due to varied financial and or administrative challenges, it would be quite worthwhile to collaborate with different institutions in education delivery (Bray, 1996:5).[8]

The participation of community may be well thought of in the following manner through which communities are expected to contribute in the education related activities as envisaged in RTE act and implemented through SSA. Thus, Community participation would ensure:-

- Identifying the out of school children in the neighbourhood areas
- 100% enrolment of children from the neighbourhood areas
- Reducing drop-out rates in schools.
- Public awareness programmes for increasing enrolment and promoting the core benefits   of education.
- Raising money/funds for schools by the way of donations
- Ensuring students' regular attendance in schools
- Ensuring completion of elementary education of all children
- Meeting/improving infrastructural requirements in schools
- Hiring and supporting teachers in schools
- Finalizing schedule of school activities
- Monitoring and follow-up with teachers' attendance/punctuality
- Establishment of sub-committees for effective management of schools.
- Attending school meetings to learn about children's academic achievements and overall   behaviour
- Facilitating children in their academics
- Promoting Girls' education
- Preparing calendars related to school activities.

- Handling budget and auditing the schools' expenditures.

- Establishing connectivity among the block, district and the school.

It has already been indicated that, "the parents and communities are powerful resources which can contribute not only in the improvement of educational services but can also act as a core agent of the education services" (Uemura 1999:4).

In the early years of post-independence, community participation in education was viewed as part of the liberation eloquence wherein, "Gandhi's education for life", "Rabindra Nath Tagore"s education for self- development" and "Dr. Zakir Hussain's Nayee Taleem" created a base for future interventions in schools. In the background of Gandhi's emphasis on "swawalamban" (self-reliance), the founders the Indian Constitution visualized "universalisation of elementary education" as a critical source in the way of creating an enlightened nation having an edge over others with respect to the social and economic progress. Henceforth, on the eve of independence, India took a pledge to provide "free and compulsory education to all children up to the age of 6-14 years". In the above view, the Constitutional provision of "free and compulsory education", numerous states in India had passed legislations to facilitate children in completing their elementary education and toachieve a larger goal of universalisation of elementary education.

The suggestions of the "B.G Kher Committee, and Balwant Rai Mehta Committee" were the landmark developments towards decentralizing the primary education and community participation in the management and administration of school related activities. The NPE 1968 recommended for onerous efforts to seek for free and compulsory education for all children upto the age of 14 years. The policy stressed upon providing education of equal standards by removing regional imbalances across India to support equality of educational opportunities in rural and other backward areas. The Policy also recommended "Common school system" in order to promote social inclusion and national unification. It is pertinent to mention that, the report of the Reddy's committee provided a base to the revision in the NPE 1986. The revised Policy 1992 assigned major role to local communities, to get involved in the programmes related to the school management. Later CABE stressed on the implementation of community based education in India. Therefore RTE Act 2009 enforced the formation of SMCs in the all government and government aided schools. So the involvement of SMC is in the school affairs. The SMCs school also has solved the problem of poor maintenance of school building

and class room facilities.

SMC is a management committee in the schools whose main aim is to focus upon the school, its quality and students. Therefore, as prescribed under the Section 21 of the RTE Act 2009, 75% of members should be parents. In addition to the above, one third from the remaining members, 25% members should be elected members of local authorities, one third, teachers and one third, educationists. In case of unavailability of educationists, students can replace them. Moreover, about 50% of the members should comprise of women, therefore empowering women to get involved in their child's education.

Aims of the Study and Research Design:

This paper aims to study the involvement of SMC in the linkage between school and society. The reconstitution of SMCs as per the specified norms under RTE Act 2009 is not an easy task. Major challenges faced by SMC members with regard to its functioning in schools

This research paper is derived from my Ph.D thesis on "School Management Committee: A Study of Delhi School" in which the data has been collected from 20 govt. school of Delhi. 01 parents, 01 Head Teacher, 01 local authority, 01 social worker and 01 teacher from each SMC were selected through random sampling technique. Hence a total of 100 SMC members were selected as respondents. The tools comprised of semi-structured interview schedule and observation schedule for gathering data along with field notes and government circulars related to SMC were also used for data interpretation. Basically the research paper focuses on Co-ordination among the SMCs, Society and School, Suggestion made by General Public/Parents towards School Development, SMC carried out activities for improving Community Partnership and SMC Members arranged for Funds/Donations for Schools. Mention above is moreover try to elaborate the involvement of SMC in the linkage between School and Society in this study.

Analysis of data and its interpretation:

3.1 Co-ordination among the SMCs, Society and School

Fig. 3.1 Co-ordination among the SMCs, Society and School

Legend:
- Programme organised by SMC to establishing a linkage between the school and society, SMC members…
- Does SMC intervene as a link between the school and the society?
- Does SMC intervene as a link between the school and the society?
- Programme organised by SMC to establishing a linkage between the school and society
- Programme organised by SMC to establishing a linkage between the school and society
- Programme organised by SMC to establishing a linkage between the school and society

41 % of the SMC members agreed that SMC had intervened as a link between the school and the society. The programme organised by SMC to establishing a linkage between the school and society included:-

1. Community awareness programme, Cultural programme,
2. Parents and Student activities on the new sessions of 6th class,
3. SMC discussed the problems of schools with community leaders,
4. Regarding organizing Reading Mela,
5. Organizing Parents Teacher Meetings,
6. Workshops for parents and student's competitions, prize distributions,
7. Community awareness programmes, and
8. Awareness programmes for rights of SC/ST, minorities

As per the observations made by the researcher during SMC meetings, some people from community were found to be attached with the schools who helped in distribution of refreshments and stationary to the students. Such members get encouragement from the kind of initiatives being carried out by the community members and the continuous efforts of chairpersons and other members also motivates them.

It was also revealed in an interview with the Vice-chairperson that, the members were organising Saraswati Puja and the whole arrangement and expenditure was incurred by the SMC members. One of the member reported that, it is a worthwhile opportunity that, on such occasions the SMC members and other parents interacts with each other and share their experiences.

3.2 Suggestion made by General Public/Parents towards School Development

Fig 3.2:Suggestion made by general public/parents towards school development

Legend:
- No suggestion, SMC members Percentage (%), 56
- Facilities , SMC members Percentage (%), 21
- Academic, SMC members Percentage (%), 5
- Infrastructure, SMC members Percentage (%), 14

■ Infrastructure ■ Facilities ■ Academic ■ Others ■ No suggestion
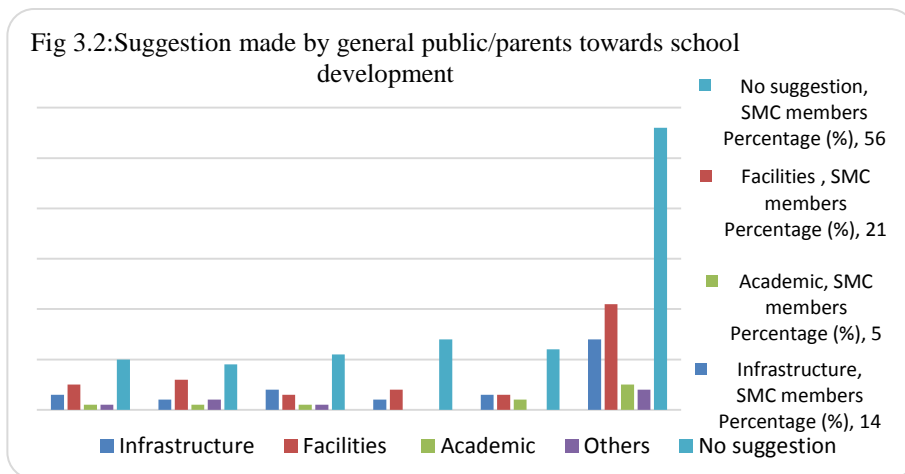
The above table reflects that, 56% of the members reported that, they did not receive any suggestion from general public/parents towards school development. However, 21% stated that, people gave suggestion on issues like facilities in school like hygiene, sanitation, fan, playground, etc. whereas, 14 % were concerned with infrastructure of school.

While interviewing with SMC members following suggestions were also received from the parents:-

1. Govt. should give us SMC training so that we can easily interact with public to strengthen our roles and responsibilities.

2. SMC parent members stated that, we should be given smart mobile phones with WhatsApp feature so that we can easily connect to HoS, Teachers and other members at ease.

3. The free plot area in schools was suggested to be developed into a big public library or to start nursery classes.

4. Public transport arrangements should be made for students, since students in some schools come from far flung areas.

5. Removing Juggi encroachments from outside the school campus and cleanliness outside school premises.

6. Ensuring adequate security, sanitation facilities in schools for staff and children, etc.

3.3 SMC carried out activities for improving Community Partnership

Fig. 3.3(a): SMC carried out activities for improving Community partnership

The above figure reveals that, 95% members reported that they carried out activities for improving community partnership. Almost 70% of the members got engaged in door to door discussions with the community members whereas, 48% of the SMC members discussed with social leaders about school issues.58% members had organised cultural programmes/game.

While researcher conducted interview, one of the Vice-chairperson said that, "we often talk to our MLA representative regarding the water lockage and regularity of students" which concludes that, members are active in taking initiatives against the issues related to the functioning of SMC.

Fig. 3.3(b): SMC carried out activities for improving Community partnership
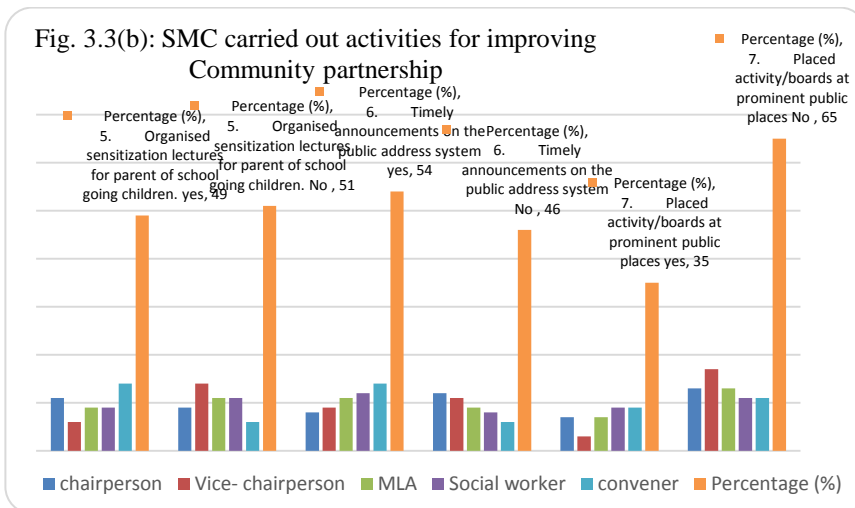
It is evident from the above table, 49 % of the members organised sensitization lectures for parents of school going children. 54% of the members ensured timely announcements on the public address system. Only 35% of the members reported that school placed activity/boards at prominent public places. So there are activities where SMC tried to improve community partnership.

While observing the SMC meetings, the researcher found that, the convener had announced the "shawchata trophy" in the memory of an old SMC member who showed exemplary performance in the SMC. Furthermore, prizes were also distributed to the classes which kept their surroundings clean throughout the year.

3.4 SMC Members arranged for Funds/Donations for Schools

Fig 3.4: SMC member arrange for funds/donations for schools
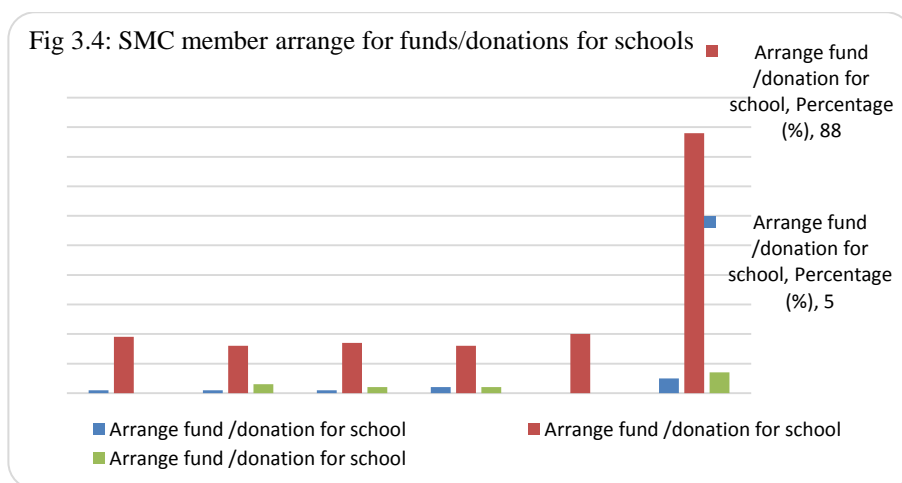
Almost 90% of the members did not arrange funds/donation for schools. However, 5% members reported arrangement of funds/donation for the school development which included:-

1. The NGO Shikhar donated water cooler to school.

2. An amount of Rs. 11,000/- was received in cash for making proper seating arrangements for children in classrooms.

3. Wheelchair was donated by a member for sick student.

4. RO water cooler was also received from State Bank of India in school.

An interview with MLA member confirmed that, they had donated 11000/- for making proper seating arrangements for children in classrooms. One of the Vice-chairperson also said that, "yes, we had received donations to improve school facilities from time to time but it wasn't fixed from any particular entity. However, NGO like Shikhar, Shakshi, etc. do help us in general."

Findings:

Strengths

- 41 % of the SMC members agreed that SMCs intervened as a link between the school and the society on several occasions by the way of organizing community awareness programmes, cultural programmes, reading mela, discussing the problem of school with neighbourhood, etc.

- 21% stated that, suggestion was received from the general public on issues w.r.t. the facilities in school like hygiene, sanitation, fans, playground, etc. whereas,

- 95% of the members reported that they carried out activities for improving community partnership.

- Almost 70% of the members got engaged in door to door discussions with the community members whereas, 48% of the SMC members discussed social issues with social leaders.

- 58% of the members organized cultural programmes/games in schools.

- 49 % of the members organized sensitization lectures for parents of school going children on topics like girl child education, health and hygiene etc.

- 54% of the members ensured timely announcements on the public address system regarding school activities.

- Only 35% of the members reported that schools placed activity/boards at prominent public places to create awareness among public regarding school activities.

- 5% members reported arrangement of funds/donation for the school development which include cash amount for seating arrangement, wheelchair for sick students, water coolers, etc.

Constraints

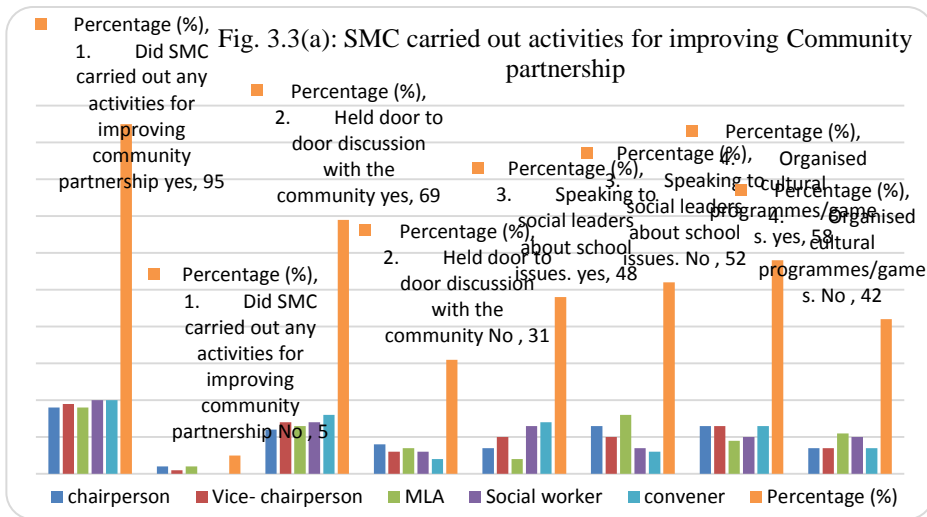- 56% of the members reported that they did not receive any suggestions from general public/parents towards school development.

- 65% of the SMC members reported that school did not placed activity/boards at prominent public places.

- 14 % members reported that they were concerned only with infrastructure of the school.

- Almost 88% of the members did not arrange any funds/donation for schools.

Conclusion:

As RTE mandate the constitution of SMC in every govt. and govt. aided school and in their composition should have parents, teacher, HoS, social worker, local authority. The moto behind this inclusive composition is to sustainable involvement of the society in school so that school can solve their problem in stipulated time. SMC are more active in activities foe improving community partnership and engaged in door to door discussion but still more than 50%of the SMC member did not received any suggestion from general public/parents towards school development that mean SMC member just do their work assigned in the meeting or they need more training to convince people involved in school work, while just 20% of the suggestion was received on facilities in school like hygiene, sanitation, fans, playground,etc.

Moreover, more than 50% member are involved in organising cultural programme, sensitization lectures, public address system regarding school activities; and donation of things which is used in school. As discuss with SMC embers, they said after the constitution of SMC, "society is more involved in school and now we are also understanding the functioning of school which we are not aware at earlier" but still people are more concern about infrastructure rather academic. As per the arrangement of fund and donation is concern, just 5% of the SMC member are successful while, the main moto of inclusion of local authority (i. e. MLA representative) is to contribute financially in the work of school from MLA fund. So above all facts and discussion shows, there is need to develop sprit of belongingness to improve the condition of school, not only in infrastructure but also in academic. After all SMC members done very well in all areas except fund donation and academic.

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AWARENESS OF RIGHT TO INFORMATION ACT (2005) AMONG B.ED. PUPIL-TEACHERS IN KANGRA DISTRICT

Dr. Pallvi Pandit
Principal & Sr. Assistant Professor, RGIs, Ropar Campus, Railmajra, Punjab, India
&
Dr. Dharam Pal
Assistant Regional Director, IGNOU Regional Center, Karnal, Haryana, India

ABSTRACT

The study examined the awareness of Right to Information (RTI) Act, 2005 among B.Ed. Pupil-Teachers of District Kangra of Himachal Pradesh. The sample for study consists of 400 B.Ed. Pupil-Teachers chosen from 2 B.Ed. colleges of District Hamirpur. Results indicated that the awareness level of RTI Act, 2005 is very low among B.Ed. Pupil-Teachers.

Key words: Right to Information (RTI), Awareness and Pupil-Teachers.

INTRODUCTION

The Right to Information (RTI) Act (2005) is supposed as the 2nd freedom of India. RTI Act allows Indian citizens to access public information and gives rights to raise questions about the government and bureaucracy in many ways. The RTI Act helps Indian citizens in moving towards the knowledgeable society. The RTI Act puts pressure on government to ensure transparency, access to information not only to promote openness, transparency and accountability in administration but also facilitates active participation of people in democratic governance. The implementation of this Act decreases the gap between the government and citizens leads to true democracy.

Journey of RTI Act

Worldwide, every citizen has rights to get information about government policies, principles, procedures etc. from the government. It is the symbol of good democracy because of this only more than 102 nation implements the RTI Act to sustain of democracy today. Sweden is the birth place of the RTI Act. There are so many countries that have enacted RTI Act already. The RTI Act came into force from 2005 in India. But the birth of RTI Act faced many difficulties in our nation. Disclosure of information held by public authorities in India was governed by the

Official Secrets Act (1923) enacted during the British Rule. But in 1982, the Supreme Court ruled that the RTI Act is a fundamentals right. In1989, an election promise was made by the new coalition Government to bring in a transparency law. But within one year, the Government fell before the transparency law can be introduced. In starting of nineties' the revolutionary Mazdoor Kishan Shakti Sangathan formed in Rajasthan and launched a movement demanding village level information. Mazdoor Kishan Sangathan took bold initiative to arouse the people in Block and Tehsil to assert their right to information by asking copies of bill and vouchers and names of persons who have paid wages in the construction of school, Dispensaries, Small Check- Dams and Community Centers. After getting information, the villagers came to know that most of the public funds were misused as most of the school buildings were roofless, dispensaries were without wall, check dams were left incomplete and community centers had no doors and windows. Mazdoor Kishan Sangthan raised famous salogons like 'Hamare Paisa, Hamara Hisha' and 'Hum janege, Hum Jiyenge'. The movement spread to various parts of Rajasthan, leading to a nationwide movement for the RTI Act and related state Legislations. This is the important movement which helped to implement the RTI Act in India.

Tamil Nadu was the first state to introduce the RTI Act bill in 1997 in the legislative assembly. In 2000, due to the efficient and mass campaign of Mazdoor Kishan Sagnthan, the Government enforced the RTI Act, 2005 on dated 12th October 2005. After that, many states like: Karnataka (2000), Delhi (2001), Maharashtra (2002), Madhya Pradesh (2003) and Assam (2002) implemented the RTI Act. During that time, the government of India took necessary steps to enforce this Act by forming committees, discussing with social parties and activities, gathering public opinion etc. Finally, in December 2004, the RTI bill was introduced in the parliament and was immediately referred to a parliamentary Committee. Later on in May 2005, the RTI bill was passed by both houses of parliament and in June 2005; RTI bill got the assent of the President of India. At last, the RTI Act came into force on 12th October 2005.

IMPORTANCE FOR THE STUDY

Information is very important to human beings. It is a wealth to a person. We need information to think, talk, write, do and communicate. Without adequate information, it is very difficult to survive in the current situation. Modern technological world simplifies our lifestyle and shortens the world into our palm. Inventions in science and technology have brought information at the doors of people across the world. In our country, before 2005, the people were not able to

collect proper information regarding different aspects of the government functions and due to this they suffered a lot. This is one of the biggest reasons for corruption in India. Transparency is the basic characteristics of good governance. Transparency of information is the real boon for the citizens. To attain this state, our government introduced RTI Act, 2005. This Act ensures that all government information is the property of people.

Our Government launched many schemes for the welfare of the public. But people are not aware of these schemes. Without being aware of the RTI Act, one can't get necessary information from the government departments. A teacher is the most responsible person who can create social awareness, next to government. So, it is very important to know about the RTI Act among youngsters especially those who are going to enter into the teaching profession. Being a member of the teacher community, the researcher decided to study the awareness about RTI Act 2005 among B.Ed. pupil-teachers with respect to different demographical variables.

Objectives of the Study

- To study the awareness levels of RTI Act, 2005 among the B.Ed. pupil-teachers.

- To analysis the significant difference, if any, in the awareness of RTI Act, 2005 among B.Ed. pupil-teachers based on demographical variables.

Hypotheses

1. The awareness level of RTI Act, 2005 among the B.Ed. pupil-teachers in District Kangra is above the average level.

2. There is no significant difference in pupil-teachers with respect to the awareness of the RTI Act, 2005 on the basis of following variables:

   a. Gender

   b. Localty

   c. Education status

   d. Type of family

   e. marital status

   f. Residential status

   g. Medium of instruction

3. There is no significant difference in pupil-teachers with respect to the awareness of the RTI Act, 2005 on the basis of following variables:

   a. Educational status of parents

     b.   Socioeconomic status of parents

Methodology

The investigator adopted survey method to study the problem. A sample of total 400 pupil from two B.Ed. colleges affiliated to Himachal Pradesh University was taken in which 300 pupil- teachers were from Dronacharya Post Graduate College of Education, Rait, Kangra, Himachal Pradesh and 100 pupil-teachers from Gyan Jyoti College of Education, Rajol, Kangra, Himachal Pradesh were selected by using simple random sampling technique for the study.

Tool

The present study was carried out with the help of a questionnaire based on multiple choice items developed by the investigator. The tool consists of 30 items covering the different aspects of RTI Act, 2005. The investigator established the reliability and validity of the tool. The tool was administered and subsequently data was gathered from the sample.

Statistical Techniques

The collected data analyzed both in descriptive and inferential ways. The following specific statistical techniques were used to analysis data.

1. Mean
2. Standard Deviation.
3. t-test.

Results and Interpretations

The collected data analyzed by using appropriate statistical techniques and the results presented in the following manner:

Table 1: Awareness Level of RTI Act among B.Ed. Pupil-Teachers

Variable	N	Average
RTI Act awareness	400	8.465

From Table-1, it can be concluded that the average of 400 pupil-teachers is 8.465 which is very less than the real average of 50%.

Table-2

Variable	N	Low		Average		High	
		N	%	N	%	N	%
RTI Act awareness	400	275	68.75	125	31.25	Nil	Nil

Table-2 depicts that the 31.25% of B.Ed. pupil-teachers fall under the average category and 68.75% B.Ed. pupil-teachers fall under the low category for the awareness for RTI Act. No one falls in the high level of awareness. Thus, from Tables-1 & 2, the hypothesis- 1 is rejected.

Table-3

Variable	Group	N	Mean	SD	t-value	Result
Gender	Boys	100	6.756	4.012	0.356	Not Significant
	Girls	300	7.263	3.206		
Locality	Rural	350	7.123	4.023	0.265	Not Significant
	Urban	50	7.356	3.251		
Educational Status	UG	275	7.653	2.986	2.456	Significant at 0.0l level
	PG	125	6.531	3.465		
Family Types	Nuclear	360	7.103	4.230	0.356	Not Significant
	Joint	40	6.546	3.562		
Residence	Hostel	60	6.849	4.236	0.561	Not Significant
	Day Scholar	340	7.553	3.204		
Marital Status	Married	70	6.564	3.561	0.246	Not Significant
	Unmarried	330	7.256	3.542		
Medium of instruction	Hindi	285	7.230	3.684	0.423	Not Significant
	English	115	7.532	2.986		

Table-3 Shows that the calculated t-value among the B.Ed. pupil-teachers with respect to their educational status is 2.456, have a statistical significant difference at 0.01 level and can be noticed between pupil-teachers with respect to educational status. Therefore, the hypothesis-2(c) is rejected.

On the other hand, the calculated t-values among the pupil-teachers with respect to the variables namely gender, locality, family type, residence, marital status and medium of instruction are 0.356, 0.265, 0.356, 0.561, 0.246 and 0.423 respectively. The values are less than the table value and no significant difference could be noticed between the pupil-teachers with respect to the variables gender, locality, family type, residence, marital status and medium of instruction. Therefore, the hypothesis-2(a), (b), (d), (e) (f) and (g) are accepted.

Table 4: RTI, Act Awareness based on Education and Socio-Economic Status of the Parents

Variable	Group	Source of variance	SS	Df	MS	F	Result
Educational Status of Parents	Illiterate	Between group	13.236	2	6.128	0.569	Not significant
	School Education						
	College Education	Within group	1536.231	397	3.869		
Socio Economic Status	>10000	Between group	48.231	2	24.115	3.956	Significant 0.05 level
	10000 to25000	Within group	1623.564	397	4.089		
	25000<						

Table-4 reveals that the calculated F-value among the pupil-teachers with respect to educational status is 0.569. The statistical significant difference cannot be noticed among pupil-teachers with respect to educational status of parents. Therefore, the hypothesis-3(a) is accepted.

On the other side, the calculated F-values among pupil-teachers with respect to socio economic status of parents is 3.956. A statistically significant difference at 0.05 level can be noticed among the pupil-teachers with respect to the socio-economic status of parents. Therefore, the hypothesis-3(b) is rejected.

MAJOR FINDINGS

- A majority of B.Ed. pupil-teachers (approximately 68%) are highly aware of RTI 2005.

- The Post Graduate B.Ed. pupil-teachers had better awareness than the Under Graduate B.Ed. pupil-teachers.

- It was found that the B.Ed. pupil-teachers whose parents' income is above 25000 had more awareness about RTI Act than other.

Suggestion for the Further Research

Finding of the present study influenced the researcher to suggest the main points for the further research:

o A study can be conducted to more than two B. Ed. and other Colleges of Himachal Pradesh regarding RTI Act, 2005.

o   A study can be conducted to all districts of the Himachal Pradesh and India.

o   A study may be extended to the Teachers, Principals and Management authorities of the colleges.

o   The present study was only for pupil- teacher; it may be extended to the Engineering, Pharmacy, law, Management students etc.

o   A study may be conducted to explore the problems encountered by the people while using the RTI Act, 2005

o   A study may be conducted to find out the effects of RTI Act, 2005 in different States of India.

Recommendations

The recommendations based on the results of the study are as follows:

o   The study revealed that the awareness about RTI Act, 2005 of pupil-teachers in District Kangra is very low. Hence, it is recommended that the institutions may provide proper motivation and orientation to the pupil-teachers to enhance their knowledge of contemporary affairs and also may bring some experts in the field of RTI Act for pupils' knowledge enhancement.

o   The study is relevant to the post graduate pupil- teachers had better awareness as comparison to under graduate pupil-teacher. Hence, it is recommended that the institution may motivate the under graduate pupil-teachers to create interest towards social issues and activities with learning.

o   The pupil-teachers whose parents' income is above Rs. 25000 had better RTI Act, 2005 awareness than other pupil- teachers. Hence, it is recommended that the institution may provide proper motivation, library facility and internet facility to the pupil- teachers to enhance their knowledge to update and improve their current knowledge.

Conclusion

The study finds out that the pupil- teachers awareness regarding RTI Act, 2005 in District Kangra of Himachal Pradesh. It revealed that the awareness regarding the RTI Act, 2005 among the pupil- teachers is very low. Thus, it's the duty of the Professor Teachers, Management and the Government to disseminate the awareness about the RTI Act, 2005 in the society and try to make a corruption free India.

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THE ROLE OF SOCIAL SUPPORT IN THE ASSOCIATION BETWEEN LONELINESS AND DEPRESSION IN OLD AGE

Dr. Jayashri Roy

Asst. Prof. of Geography in Vidyasagar Teacher's Training College
Paschim Medinipore, West Bengal, India
Email:jayashriroy2018@gmail.com

ABSTRACT

The aim of this paper is to describe the role of social support in the association between loneliness and depression. Aging is a series of processes that begin with life and continue throughout the life cycle. Loneliness may lead to serious health-related consequences. Depression or the occurrence of depressive symptomatology is a prominent condition amongst older people, with a significant impact on the well-being and quality of life.

INTRODUCTION

Elderly people with high levels of loneliness experience more depressive symptoms. Loneliness has long been identified as one of the risk factors for depression (Cacioppo et al., 2006). Buchman et al. (2010) found that loneliness was associated with inflammation process and cardiovascular disease that can contribute to motor decline. Loneliness may also lead to fear, grief and anxiety along with loss of independence in elderly people (Aylaz et al., 2012). Social support, coping style, economic status, marital status and religious belief were all significant factors in predicting depression in the elderly (Xie et al., 2010). A recent study by Aylaz et al. (2012) also recommended that future study should focus on the relationship between loneliness and depression in the elderly because data in this area is rather scarce. As humans, we strive to live healthily and pursue success and happiness. There needs to be a balance between physical and mental well being. When think about senior wellness, it's usually associated with physical health or dementia-prevention, but we often forget that seniors also might struggle with loneliness and depression (Singh and Mishra:2009).

OBJECTIVES

1. To examine the relationships among loneliness, depression and sociability in old age persons

2. T o find out Causes of loneliness and Depression

METHODOLOGY

The sample comprised of 55 elderly persons (35 men and 20 women) in the age group of 60-85 years. The mean age of the sample population was 67 years. The subjects for the sample were selected from the older adults of a Asansol-based region residing in the housing societies. These elderly persons were contacted personally, and the questionnaires were administered to them. The cross-sectional data was collected by means of interviews or interviews and self-response during 2018-2019, among a sample of 40 not demented individuals aged 60–85 years living in Asansol-Durgapur Area.

SOCIAL SUPPORT AND LONELINESS

Loneliness is a major problem affecting about 50% of old age persons. Adequate social support may cause loneliness. Social support has a strong impact on individuals, not least on older individuals with health problems. A lack of support network and poor family or social relations may be crucial in later life, and represent risk factors for elder abuse. Social isolation and a low level of social support may be crucial risk factors for elder abuse, besides older age, chronic health conditions and cognitive deficits. Also, if the old person is economically dependent this can add to the burden and stresses experienced by family caregivers of older relatives and play a role in elder abuse.

LONELINESS AND DEPRESSION

Loneliness is also a huge reason depression is common amongst seniors. Social contact decreases as people age, often due to lack of mobility, retirement and other reasons leading to higher rates of senior social isolation. Loneliness is a huge risk factor for depression, heightening the sense of unhappiness. Some symptoms of depression are:

- loss of interest in normal activities
- feeling sad, unhappy, or empty
- changes in appetite
- feeling worthless or guilty
- anxiety or restlessness
- difficulty sleeping, insomnia, or sleeping too much
- irrational reactions or angry outbursts
- difficulty concentrating or making decisions
- thoughts of suicide or death
- unexplained pain(Green *et al*., 1992)

LONELINESS AND EFFECT ON HEALTH

Older people are especially vulnerable to loneliness and social isolation – and it can have a serious effect on health. But there are ways to overcome loneliness, even if you live alone and find it hard to get out. People can become socially isolated for a variety of reasons, such as getting older or weaker, no longer being the hub of their family, leaving the workplace, the deaths of spouses and friends, or through disability or illness.

Depression psychological problems

Depression has a causal link to numerous social, physical and psychological problems. These difficulties often emerge in older adulthood, increasing the likelihood of depression; yet depression is not a normal consequence of these problems. Depression that first develops in later life is more likely to bear some relationship to physical health problems. An older person in good physical health has a relatively low risk of depression. Physical health is indeed the major cause of depression in late life. Loneliness is a subjective, negative feeling related to the person's own experience of deficient social relations. (Green *et al*., 1992)

Living alone

As people grow old, the likelihood of experiencing age-related losses increases. Such losses may impede the maintenance or acquisition of desired relationships, resulting in a higher incidence of loneliness. Many people experience loneliness either as a result of living alone, a lack of close family ties, reduced connections with their culture of origin or an inability to actively participate in the local community activities. The death of spouse and friends and social disengagement after leaving work or a familiar neighborhood are some of the ubiquitous life-changing events contributing to loneliness in older people. Those in the oldest age cohort are most likely to report the highest rates of loneliness, reflecting their increased probability of such losses. (Heikkinen *et al*., 1995).

Sociability plays an important role in protecting people

Sociability plays an important role in protecting people from the experience of psychological distress and in enhancing well-being. increasing age, minority racial or ethnic status, lower socioeconomic status and reduced quantity or quality of social relations are all associated with increased depressive symptom levels. Social isolation is a major risk factor for functional difficulties in older persons. Loss of important relationships can lead to feelings of emptiness and depression. "Persons involved with a positive relationship tend to be less affected by everyday problems and to have a greater sense of control and independence. Those without

relationships often become isolated, ignored, and depressed. Those caught in poor relationships tend to develop and maintain negative perceptions of self, find life less satisfying and often lack the motivation to change" (Hanson and Carpenter, 1994).

Sample survey and result

Table: 1 Means and standard deviations for gender differences for loneliness, depression and sociability

Variables	Men ($n = 35$) M (SD)	Women ($n = 20$) M (SD)	T	Sig (2 tailed)
Loneliness	47.43 (7.54)	45.75 (9.33)	0.73	0.47
Depression	18.74 (11.35)	22.6 (8.59)	−1.32	0.19
Sociability	8.91 (3.30)	7.20 (1.70)	2.16	0.036[**]
**$P < .01$				

Source: Questionnaire survey 2018-2019

Table 1 Shown above reveals that there are no significant gender differences in elderly men and women with respect to loneliness and depression. Elderly men, however, were found to be more sociable as compared to elderly women.

Results in Table 1 reveal that there are no significant gender differences in the elderly persons with respect to loneliness and depression, that is both the male and female elderly persons equally experience feelings of loneliness and depression. Loneliness and Sociability of men is higher than women. Depressions of men are less then than women.

Table: 2 Service of Elder people

Work	Male	Female	AGE(NOW AGE)
COAL INDIA	9	1	60-70
IISCO	6		66-84
SCHOOL	12	5	65-67
BANK	3		60-80
BUSINESS	5		65-85
HOUSEWIVES		14	60-85
TOTAL	35	20	

Source: Questionnaire survey, 2018-2019

Results in **Table 2** reveal that all the women were nonworking ladies before they attained 60 years of age. Hence for them, the transition into old age was less

associated with a change in life style associated with a break in ties with others or a sudden loss of power and status. The transition was very gradual, which prevented any abrupt change in mood states. Most of men were engaged in Govt. Service. Most of the Women were engaged in housewives.

Table 3: Causes of loneliness and Depression

causes of loneliness/depression	male	female
Loss of important relationships	28	13
declining health	19	15
retirement	30	6
lack of social support	21	14
death of a spouse	13	8

Source: Questionnaire survey, 2018-2019

Results in Table **3, r**eveal that This may have been due to the fact that all the elderly men belonged to the working group, that is they were employed in government jobs before retirement and were less hesitant in socializing as compared to their female counterparts who were housewives and were spending their lives at home and finding pleasures by engaging in daily chores. Depression is multi causal that is it arises due to a host of factors, like declining health, significant loss due to death of a spouse, lack of social support. Social support is very important for decrease the loneninees and depression.

CONCLUSION

High levels of social support may represent a protective factor in reducing both the vulnerability of older people and risk of elder mistreatment. On the basis of these results, policy makers, clinicians and researchers could act by developing intervention programmes that facilitate friendships and social activities in old age.

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A CRITICAL APPRAISAL OF CONTINUOUS AND COMPREHENSIVE EVALUATION IN THE LIGHT OF PRESENT SYSTEMIC EXAMINATION REFORMS

Dr. Shazli Hasan Khan

Sr. Assistant Professor, Department of Education and Training, MANUU
Sambhal, Uttar Pradesh, India

ABSTRACT

Emotions, attitudes and values are an integral part of cognitive development of an individual, and are linked to the development of language, mental representations, concepts and reasoning. As children's meta-cognitive capabilities develop, they become aware of their own beliefs and are capable of regulating their won learning. Accordingly, the National Curriculum Framework (2005) points out the need for plurality and standards pf education in order to cover a growing variety of children. It also proposes changes within the examination system (examinations for classes X and XII) allowing reasoning creative abilities to replace memorization. Even though, the programmes of examination reform in India have made considerable progress, we have still a long way to go. In the present education system, teachers, instead of assisting learning, spend most of their time in assessing the learning. Instead of enabling and equipping students to learn, schools have taken on the function of examining and screening out on the basis of those examinations. Keeping all this in mind and to reform the existing examination system at school level, Continuous and Comprehensive Evaluation is a term currently being used in the context of educational reforms, particularly reforms in assessment and evaluation. Central Board of Secondary Education (CBSE) had introduced and implemented CCE in primary classes (I to V) doing away with the terminal examinations in the year 2004 and decided to extend CCE to classes VI to VIII in 2006. India's then HRD Minster introduced CCCE methodology for CBSE schools while making class X board examinations optional in 2008, but it took almost a year to get rolled out, and was actually implemented from September 2009 for students in IX standard and extended to class X while making board exams optional in 2010. The present paper examines the concept of continuous and comprehensive evaluation highlights its historical perspectives, its need and importance, its features and the role of the teacher in implementing continuous and comprehensive evaluation in the landscape of Indian schools.

Keywords: Curriculum, Examination System, Evaluation, Teaching-Learning Process.

Introduction

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students' development. It is a developmental process of assessment of broad based learning and behavioural outcomes on the other. The concept of CCE has been embraced by the Indian educational system in the eighties after a consistent deliberation and discussion with a view to improve the quality of education. Prior to this, the emphasis was on "access and retention" so as to expand the quantity in education. However, the expansion only in number did not ensure the quality of education. The drawbacks of our examination system especially the falling standards of our achievement and the lack of development and assessment of co-scholastic areas of learning have given rise to serious concern in the educational field in last decades. Subsequently, falling standards made educational experts to analyze the situation and it was revealed that evaluation is a missing link of educational process

In this scheme the term "continuous" is meant to emphasize that evaluation of identified aspects of students' 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and for their self evaluation.

The second term "comprehensive" means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of student's growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other then the written word, the term refers to application of a variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning. The scheme is thus a curricular initiative, attempting to shift emphasis from testing in holistic learning. It aims at creating good citizens possessing sound health, appropriate skills and desirable qualities besides academic excellence. It is hoped that his will equip the learners to meet the challenges of life with confidence and success.

CCE is a boost to students. It helps in reducing stress of students by identifying learning progress of students at regular time intervals on small portions of content. Employing a variety of remedial measures of teaching based on learning needs and potential of different students. Avoiding from using negative comments on the learners' performance. Encouraging learning through employment of a variety of teaching aids and techniques. Involving learners actively in the learning

process. Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas. The CCE and grading works to realize the following objectives in order to bring about reforms in the existing system of school education.

- To help n developing cognitive, affective and psychomotor skills in students.

- To lay emphasis on thought process and de-emphasize practice of memorization.

- To link evaluation as an integral part of teaching and learning process.

- To use evaluation for improvement of students' achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instruction.

- To enforce evaluation as a quality control device to maintain desired standard of performance in students.

- To ensure evaluation to determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment.

- To excel and accelerate the process of teaching and learning in rhetoric classrooms and laid emphasis on truly student centered practices of evaluation.

Historical Perspectives of Continuous and Comprehensive Evaluation

Examination is an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning process and their internalization by learners. After India became an independent nation, the University Education Commission (1948) was equivocal in its criticism of examinations, stating that, "if members were asked to make just one recommendation for reforming education, they would identify the area of examinations as the one where greatest priority and urgency for introducing reforms should be applied." Even before this, the Calcutta University Commission (1917-19) also identified several shortcomings in the examination system and specifically indicated its unhappiness about alternative questions, the mechanical system of marking, grace marks, frequency of examinations, and so on.

In 1948, the United Provinces (nowadays Uttar Pradesh) Government appointed a Committee on the Reorganization of Primary and Secondary Education. In the same year, a Committee on the Reorganization of Secondary Education was

also appointed by the Government of Central Provinces and Berar. Both committees deliberated on the problems of examinations in the context of education and suggested immediate action for reforming them. Soon afterwards, a Secondary Education Reorganization Committee (1953) was appointed in Uttar Pradesh. This committee made the positive suggestions that external examinations might be replaced by an assessment made by the teacher, and that continuous evaluation could be the main basis for a final assessment of a student. We are still working to forward these aims (Srivastava, 1979). The Secondary Education Commission, popularly known as the Mudaliar Commission (1952-53) made the following specific recommendations with regard to examination reforms:

1. The number of external examinations should be reduced, and the element of subjectivity in the essay-type tests should be minimized by introducing objective tests and also by changing the type of questions.

2. In order to assess the pupil's all-round progress and to determine his future, a proper system of school records should be maintained for every pupil. These would indicate the work done by him during successive periods, and his attainments in each of the different spheres.

3. In the final assessment of the pupils, due credit should be given to the internal in-school) tests and the school records of the pupils.

4. A system of symbolic rather than numerical marking should be adopted for evaluating and grading the work of the pupils in external and internal examinations, and in maintaining the school records.

5. There should be only one public examination at the completion of the secondary school course.

6. The certificate awarded should contain, besides the results of the public examination in different subjects, results of the school tests in subjects not included in the public examination; as well as the gist of the school records.

7. The final public examination should be transformed into a system of compartmental examinations. These were conceived as supplementary to the main pubic examination. They provided an opportunity for students who had secured the minimum qualifying marks in most subjects, but had failed in one or two subjects by a small margin, to retake the examinations in the deficient subjects.

Further, Kothari Commission (1964) established by the Govt. of India was different from the earlier ones as its terms of reference extended to all stages of

education. It could, therefore, study India's education system as a whole and, inter alia, give concrete recommendations on examination reforms for all stages of education - the new approach to evaluation will attempt: (i) To improve the written examination so that it becomes a valid and reliable measure of educational achievement; and (ii) to devise techniques for measuring those important aspects of the student's growth that cannot be measured by written examinations. Internal assessment by the schools should be comprehensive enough to evaluate all aspects of student's growth that cannot be measured by written examinations. Internal assessment by the schools should be comprehensive enough to evaluate all aspects of student growth, including those not measured by the external examinations. It should be descriptive as well as quantified. Written examinations conducted by schools should be improved, and teachers trained appropriately. The internal assessment should be shown separately from the external examination marks. Assessment of students' learning has always been an important concern, featuring centrally in almost all policy documents. Committees and policies such as the Kothari Commission 1966 and the National Policy on Education (NPE, 1986) have in the past caused stress for students and essentially tested their ability to rote memorize the content of prescribed textbooks. In a study prepared for the International Educational Reporting Service on Experiments and Innovations in Education: Examination Reforms in India for Internal Bureau of Education, Srivastava (1979) urged that-

"Continuous evaluation of the development of the pupils in all aspects should be a regular procedure. In fact, there should not be any pass or fail in any examination. What is important is to use evaluation for the furtherance of learning. School's cumulative assessment in each subject/unit should be placed on record and given to each student. A record of such assessment should cover both scholastic and non-scholastic areas, and be without any aggregate. Thus, there should be no pass or fail in the final school-leaving certificate. This certificate should give only the letter grades (A, B, C, D, E…..) of each student in the school. Gradually, as the system of internal assessment takes root and a system of checking any biases (which lower standards) is evolved, the external public examination at the end of class X will become redundant and can be abolished. It would be necessary for each board/state to evolve a phased programme in order to accomplish this".

Learning without Burden, popularly known as the Yashpal Committee Report (Department of Education, 1993) pointed out ways in which a skewed examination system aggravated the academic load on school children, burdened as they already were with the incomprehensibility and joylessness of learning

situations that the formal schools placed them in. This not only converted testing into a screening device for eliminating students but also made it textbook-centric. It took away teachers' autonomy assessing students, placing them instead in the hands of anonymous examiners. Attitudes, emotions and values are an integral part of cognitive development of an individual, and are linked to the developemnt of language, mental representations, concepts and reasoning. As children's meta-cognitive capabilities develop, they become more aware of their own beliefs and capable of regulating their own learning. Accordingly, National Curriculum Framework (2005) while proposing Examination Reforms has stated:

"Indeed Boards should consider as a long-term measure, making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a board certificate) to take an internal school examination instead."

Further, The National Curriculum Framework (2005) points out the need for plurality and flexibility within education while maintaining the standards of education in order to cover a growing variety of children. The Framework recommends that learning shifts away from rote methods and that the curriculum reduces and updates textbooks. It also proposes changes within the examination system (examinations for classes X and XII) allowing reasoning and creative abilities to replace memorization. The more recent National Council of Educational Research and Training (NCERT) position paper on examination reforms (2005) also criticized the short comings of the present system of examination, particularly the boards. It further noted that besides failing to test higher-order skills like reasoning and analysis, the system was inflexible and unjust and did not make any allowance for different types of learners and learning environments. Prominent among these shortcomings are: emphasis on memorization; subjectivity; poor content coverage; and administrative shortcomings. Until quite recently memorization occupied a dominant place in all written examinations, which almost completely overlooked the testing, of higher objectives like understanding, and the application of knowledge and skills. This, in turn, reflected very badly on the instructional programmes where the development of these higher abilities on the part of the students was also invariably overlooked. Whatever their limitations may be, examinations have come to occupy a very dominant position in our education system. The modern reform point of view asserts that they should, as part of sound educational strategy, be wisely employed to bring about qualitative improvements in education.

According to the National Focus Group on Examination Reforms constituted by NCERT (2005), school-based CCE system be established in order to:

(i) reduce stress on children, (ii) Make evaluation comprehensive and regular, (iii) Provide space for the teacher for creative teaching, (iv) Provide a tool for diagnosis and for producing learners with greater skills. The CCE implementable in any type of school from the elite one to school located in rural or tribal areas. Keeping in view the broad principles of the scheme, involving its teachers, and owned by the teachers. It is a very well known fact that the evaluation practices carried out in schools aim to measure the knowledge and understanding outcomes of learners, neglecting the evaluation of skills and higher mental abilities.

Concept of Continuous and Comprehensive Evaluation

Continuous and comprehensive evaluation refers to a particular process of evaluation which is school based and aims at all round development of the student. This process includes continuity of testing with reasonable intervals and covering different aspects of curricular and co-curricular areas so as to help the students.

Continuous and Comprehensive Evaluation has three key words which need explanation. The term continuous refers to continuity and regularity of assessment during the whole session. The frequency of class tests, unit tests and terminal tests can make the evaluation regular. The tests may be followed by the diagnosis of the hard spots of learners and remedial interventions to correct them. Retesting a getting the feedback may help the teachers and learners for their self-evaluation. Besides periodicity of tests, the continuity of the evaluation can be achieved by making evaluation as an integral part of teaching-learning process. This continuity can be made feasible by employing both formal and informal methods of assessment. It may be pertinent to add the traditional system hardly adherers to the concept of regularity of testing and continuous assessment.

The second key word is comprehensive. This refers to the areas of assessment which includes both scholastic and co-scholastic aspects of pupils growth helping the all round development of the child. In scholastic aspect, cognitive growth in affective and psychomotor areas is covered. The scholastic areas are meant for intellectual growth whereas co-scholastic areas are required to develop physical growth, development of social personal qualities, interests, attitudes and values. The term comprehensive also includes the variety of evaluation tools and techniques to be employed for the assessment of scholastic and co-scholastic areas. It may be mentioned here that the evaluation tools and techniques used for scholastic areas are different in comparison to the tools and techniques employed for the assessment of co-scholastic areas as these areas are entirely different in nature. For instance, the scholastic areas can be tested through written

and oral tests, whereas co-scholastic areas can be assessed basically through observation and similar techniques. The CCE is multi-dimensional as it involves multiple-techniques and different person like teacher, pupil, peer, parent and community, etc.

The third important component is evaluation. Evaluation is the process that deals with the collection of evidences regarding the changes which occur in the pupil's behaviour during the instruction. On the basis of these evidences, interpretation and judgments regarding the progress of the child are made and decisions are taken. Thus, evaluation involves for main sub-processes, i.e., gathering information, interpretation of information, making judgments and taking decisions. Gathering information is the first sub-process of evaluation for which evaluation tools and techniques are needed. The tools and techniques are required to be valid, reliable and usable to give the correct assessment of the pupil's growth. Selection of appropriate tools and using them for gathering desired information regarding progress of the child is an important activity. Second sub-process is interpretation of gathered information. In case the information is given in the form of numerical scores it has to interpret in qualitative terms. Next sub-process is passing judgment on pupil's performance based on the gathered information in curricular subjects and co-curricular areas. But this cannot be done in isolation. The total learning environment of school has also to be taken into account for this process. Physical facilities, personnel, curriculum and the whole instruction setting all put together help the pupils to grow. Therefore, the judgment should be formed keeping all these in mind. On the basis of the judgment the level of attainment is determined and the grades are awarded. The last sub-process involves taking a decision with regard to student's promotion to the next class or detention in the existing class, etc.

Evaluation is used for interpretation of attainment at three levels. First is with reference to the student himself/herself i.e. what is his/her current status of progress as compared to his/her previous one? What are his/her hard spots and learning gaps where he/she needs help to improve? The second level is in reference to his/her peer group i.e., where does he/she stand in the class? What is his/her performance in comparison to other students of his/her class? The third level is with reference to criteria. The criteria mean the expected level of learning keeping in view the required competencies. In this evaluation it is ascertained whether the student has achieved that level or not. Under this, the evaluation is considered as an integral part of the teaching-learning process and supposed to be employed to bring about qualitative improvement in education. The evaluation based on CCE has been

accepted as school-based evaluation wherein the teachers are given the right to evaluate their pupils on the premise that a teacher can be a better judge of children's performance than an outsider. Therefore, full faith is reposed in the capability and competency of the teachers. It is also believed that predominance of external examination can be reduced by introducing school-based evaluation.

Objectives of Continuous and Comprehensive Evaluation

The CBSE Manual (2010) in one of its appended circulars asserts that the objective of this exercise is to shift the focus of academic activities towards enrichment of the total personality of the learners and to facilitate learners to address the various facets of learning encompassing the cognitive, affective and psychomotor domains. Overemphasis on examination marks that focus on only the scholastic aspects in turn makes students assume that assessment is different from learning. Besides in 'learn and forget' syndrome. Besides encouraging unhealthy competition, it also produces enormous stress and anxiety among the learners. The multiple modes of assessment proposed are supposed to reduce the emphasis on recall-type questions and enhance emphasis on questions which test higher order thinking skills of students.

Further, CCE has several objectives which are as following:

- To make evaluation an integral part of the teaching-learning process.
- To use evaluation for improvement of students achievement through diagnosis and remediation.
- To make sound judgment and take timely decisions for learner's growth, learning process, learning pace and learning environment.
- To maintain desired standard of attainment.
- To provide scope for self- evaluation.

Principles of Continuous and Comprehensive Evaluation

For putting this kind of evaluation into practice, it is necessary that a well planned scheme of evaluation must be prepared. There are certain principles on which the continuous and comprehensive evaluation scheme has to be based and developed. These principles are flexibility, functionality, accountability, economy and illumination.

Flexibility stands for the freedom of the school with respect to time schedule, needs, convenience to organize assessment, diagnosis and remediation. For functionality, it provides that the scheme should not be too technical and ambitious. It should be workable in the existing situations of the school. Regarding

teacher's accountability it is inbuilt process. He is the one who is involved in assessment, diagnosis and remediation and, therefore his commitment is of utmost importance. Economy covers both the time devoted for assessment as well as teaching. Generally, there is an apprehension that where continuous assessment is done there will be very little time left for teaching. However, this evaluation procedure doer not hampers the teaching process as it is the integral part of teaching-learning process. Of course more time is demanded for the process of evaluation. For this comparison of inter-schools and intra-schools performance may also be made part of the process. Lastly, illumination which implies taking into account all the conditions, persons and resources which throw light on pupil's learning. It should include both descriptive and participative evaluation. Instructional setting and learning environment should also be considered for passing judgment on the pupil's performance.

Process of Continuous and Comprehensive Evaluation

CCE refers to a system of school-based evaluation of a student that covers all aspects of a student development. It was designed to reduce the student stress related to board exams, and to introduce a uniform and comprehensive pattern for student evaluation across the country. It is a developmental process of student which emphasis on two-fold objectives: (a) Continuity in Evaluation and (b) Assessment of broad based learning and behavioural outcomes o the other. Clearly, it attempts to shift emphasis from 'testing' to 'holistic learning' with an aim of creating young adults, possessing appropriate skills and desirable qualities in addition to academic excellence. there is also an implication that an assessment of this kind is not only about assessing learning as an end in itself, but also as a means for improving teaching-learning processes in schools and assisting students to optimally develop their potential in both scholastic and co-scholastic domains.

CCE has scholastic and co-scholastic activities. The scholastic domains are to be assessed on a five-point scale, grades for which vary from A (9.1 to 10) to E (0 to 1.0). Assessment in Scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. There are two types of Assessments, in an academic year, to test the Scholastic areas: Formative Assessment (FA) and Summative Assessment (SA). Formative assessments (FA) and summative assessments (SA) are to be used for assessing the scholastic components.

Formative Assessment

It is carried out as a part of the instruction methodology and provides continuous feedback to both the teachers and the learners. It comprises of assignments, quizzes, projects, debates, elocution, group discussions, class work, Homework, oral questions, etc. Main features of Formative Assessment are (CBSE, 2010):

- It is diagnostic and remedial.

- It makes the provision for effective feedback.

- It provides a platform for the active involvement of students in their own learning process.

- It enables teachers to adjust teaching to take account of the results of the assessment and to incorporate varied learning styles in deciding what and how to teach.

- It recognizes the influence of the assessment on the motivation and self-esteem of students.

- It offers an opportunity to the students to improve their performance post the feedback is given.

Summative Assessment

It is carried out at the end of a term. It measures how much a student has learnt from the course and is usually a graded test i.e. Examination. Summative assessment might not be able to yield a valid measure of the growth and development of the child. It might only certify the level of achievement only at a given point of time. An academic year is divided into 2 terms and in each term there will be 2 FAs and 1 SA and weightage is allotted to ach in the following manner: FA1 and FA2 carries 10% each in Term1 and Term 2 and 40% in the Final Assessment, while SA1 and SA2 carries 30% each in Term1 and Term2 and 60% in the Final SA. Therefore, Continuous and Comprehensive Evaluation is designed to measure continuous assessment in the form of Formative Assessment, along with the Summative Assessment.

The co-scholastic domains are to be assessed on a five point scale, grades for which vary from A1- (91-100) through E2-(0-20). Co-scholastic areas of evaluation include:

- Life Skills i.e. Thinking, Social & Emotional Skills.

- Attitude & Values i.e. towards teachers, School-mates, School Programmes, Environment and the Value System.

- Co-curricular Activities which are further divided into activities like Literary & Creative Skills, Scientific Skills, Visual and Performing Arts, Leadership & Organization Skills etc.

- Health and Physical Education, that includes areas like Sports, NCC, Gardening etc.

Each of these domains has descriptive indicators against which the students are to be continuously observed and allotted marks. An average then needs to be calculated by dividing the total score obtained by a student by the number of items in that component. Finally, the average score in each domain has to be converted into its corresponding grade (CBSE, 2010). The role and importance of co-scholastic areas of evaluation has been further emphasized by an up-gradation policy of CBSE that allows students to upgrade their Scholastic grades depending on performance in co-scholastic areas.

Conventional System of Evaluation versus Continuous and Comprehensive Evaluation

Difference between the conventional system of assessment and the CCE as articulated by CBSE (2010) is given as outlined in Table-1.

Table 1: Differences between Conventional Assessment of System an CCE

S. No.	Conventional Assessment	CCE
1.	Assessment on a quarterly, half-yearly and annual basis, with disproportionate weightage to annual exams.	Continuous and periodic (multiple ways and occasions of assessment) with even weightage across them.
2.	Scholastic abilities	Scholastic and non-scholastic
3.	Limited tools of assessment	Multiple tools of assessment
4.	Marks allotted	Grades awarded
5.	Assessment of what has been achieved over a period of time (essentially summative)	Assessment of an ongoing process of growth (includes summative but is largely formative)
6.	Stressful for students	Stress free for students
7.	Assessment is an end in itself	Assessment is used to both improve one's teaching and enhance support given to students.
8.	Skewed development of scholastic abilities, limited to rote memorizing	Overall growth and personality development.

Challenges in Implementing Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation was implemented in a hurry, thus teachers are still very much on the starting block in terms of comprehension and adoption of CCE. There several challenges in the implementation of CCE which are as following:

➢ The success of CCE is largely hinged on the adoption of the model by the teachers.

➢ So far, our teachers have been conditioned to the traditional system of evaluation and will take time to understand, apply and realize the value of CCE.

➢ It is an evolving methodology which implies that teachers need to be continually educated so as to ensure that they are equipped with necessary knowledge and skills.

➢ Due to hasty implementation of CCE students are facing increased stress and pressure in the form of project work.

➢ Implementation ambiguity at teacher's level has resulted into an overdose of project work for students, resulting in lesser time for self study.

➢ A typical report card runs into 6-7 pages.

➢ Manual generation of report cards can take more time.

➢ Although the entire process of student evaluation is decentralized, CBSE holds control on issuing the final certificate of assessment to Class X students which requires schools to send student's performance data for Classes IX and X electronically to the board at the end of the academic session that further calls for maintenance of performance data in different formats by the school, resulting in duplication of effort. Result in increased stress for teachers.

➢ No uniform model of recording the assessment has been followed anywhere so far.

➢ Personal attention for the students by the teaches, which is important for the success of CCE, is not possible in many schools as the student-teacher ration is widely skewed, ranging form 40 to 60, this resulting in 'efficiency and effectiveness' related issues.

➢ The CCE scheme does create the additional pressure of constantly requiring teachers to be on the lookout for those proposed indicators against which relevant information on students has to be collected and the extra task of filling up those elaborate formats.

The entire CCE evaluative framework is quite exhaustive and elaborate. The various steps outlined for assessing the co-scholastic aspects of a student by teachers include identifying qualities, specifying behaviours/indicators, collecting evidence, and recording, analyzing reporting, converting marks into grades, averaging them and finally putting them into grades, averaging them and finally putting them in a report card. Teachers are expected to keep a "watchful eye" (CBSE, 2010) on their students and record any significant behaviour that may shed light on the various descriptors under different domains. Very clearly, all this has implications for not just the workload of teachers but also their perceived role as skilled technicians capable of implementing the reformatory scheme with finesse.

Impediments in Implementing Continuous and Comprehensive Evaluation

In spite of a number of advantages mentioned in preceding paragraph entangled with number of obstacles, working as a shackle in its effective implementation. The major and visible obstacles are pointed out as following.

- Poor/No readiness of the teachers as they have either aversion of any new innovation or change or they feel it as long route which makes burdensome the work of evaluation and teaching.

- Teachers are not properly trained to shift from cozy and comfortable one time traditional evaluation to CCE which needs more devotion and dedication.

- Inadequate infrastructure and spared enough time on the part of teachers are also blocking the bright prospects of CCE in schools.

- The teachers, along with the huge teaching loads in secondary schools, equally overloaded by keeping and maintaining the records of CCE throughout the session and pinpointing the remedial measures to individual learners.

- Curriculum is not designed as per the technicalities of CCE which work as one of the great bottleneck in the way of CCE implementation.

- Poor student's presence in their classroom and inadequate resources in school, are two major impediments in implementation of CCE.

- The institutions are having no/poor autonomy which put breaks on its effective implementation.

- CCE requires minute observation and well integrated planning to covert it not grading system. It is also the hectic role to be assumed by the routine teachers as a Continuous and Comprehensive Evaluation Grading (CCEG) mentor.

- The problem of diagnosis and remediation in CCE pattern has also increased the liability of the teacher to deliver it on individual's basis.

- The lack of poor innovations in the burgeoning class of the teachers, and those having burn out attitude in their last lap of service cycle, is also a great obstacle in the implementation of CCE.

Impact of Continuous and Comprehensive Evaluation on Present Evaluation System

Dramatic increase in record keeping and documentation duties are a common lament of CCE's formative assessment which covers evaluation of non-scholastic attainments, teachers have to maintain assessment sheets on each student's co-curricular and extra-curricular activities as well as records in the from of anecdotes or achievement for proof of life skills, team work and attitudes towards teachers and peers. According to Joshi (2013), the difference in standards of schools, roadblocks in communication with stakeholders and diversity of socio-economic backgrounds has been the biggest challenge in implementing CCE. The results of the research study of Singhal (2012) revealed that currently the perception of government school teachers about CCE is average which indicates moderate acceptability of CCE by the teachers. The teachers are not adequately prepared for the effective execution of CCCE in government schools. Further the study of Rao (2001) revealed that the large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE. Lack of ser4iousness among the students towards academics was also reported as a serious concern of the teachers (Anuradha, 2014a).

Since implementation of CCE in CBSE schools countrywide, there's been a steady increase in the number of students clearing the class X board examination, and an unprecedented rise in the number of 90-plus percenters. In the very first year of CCE in 2011, the percentage of students passing CBSE's class X exam rose to 98.6% (91.1% in 2010), with the number of students averaging 90 percent plus recording an all-time high. Of the 1 million students countrywide certified by CBSE in 2011, 3.8% (38,377) scored a perfect cumulative grade point average (CGPA) of 10 (91-100%) and 76,900 students got perfect CGPA of 10 this year i.e. in 2014. Assessment liberalization has clearly set in. The National pass percentage in the CBSE class X examination of 2012 rose to 98.19% and 98.94% in 2013. CCE has prompted grades inflation. In many schools marks are given liberally or tests made simple so as to boost institutional reputation. Also after the introduction of CCE,

academic syllabuses have been diluted especially for science subjects, and standards have fallen.

Some CBSE officials admit that the implementation of CCE inn the board's affiliated schools is far from satisfactory. For instance, in the first-ever internal study (2013) of proof of assessments submitted by schools, CBSE found only 31.57% of schools following CCE "in randomly selected schools to show the evidence of assessments they made for the frost term of 2012-13 academic year. After examining the evidence for over a month, CBSE found most schools had turned the formative assessment under which teachers are advised to evaluate student performance through assessment of project work and practical rather than paper-pencil tests, into just "another test". While 31.57% of schools were categorized as "good" for having successfully implemented CCE, nearly half were rated "average". According to the feedback report prepared by the board, 18.28% of schools needed to radically improve existing CCEC practices.

Conceptual Framework of Grading System

It seems as though they have been around forever. But formal testing and evaluation systems in education, and their grading practices, are a very recent educational phenomenon. The British Society of Apothecaries instituted the first professional qualifying examination in 1817 to ensure that doctors were adequately trained. In the 1870s, when the upper ranks of the mushrooming British civil service could no longer be filled through nomination and patronage, the first "public examination" system was instituted. With the onset of compulsory education, the practice spread quickly to the schools and universities.

In North America, as the population shift to large urban centers spelled the demise of the one-room school house in the early 1900s, one of the "efficiencies" created by the new administrative bureaucracies was the neatly printed uniform report card. In 1911, researchers testing the reliability of the marks entered on the cards showed that the same material could be assigned widely different marks, depending on the markers. But those findings changed nothing because the graded report card had taken firm root.

In the years from 1911 to 1960, school systems experimented with various letter and number reporting conventions. Percentage grading was the most popular system during the later half of the 19th and the 20th century. In that system, the teacher assigned each student a number between 0 and 100 supposedly reflecting the percentage of the material that the students had learned. The full scale was rarely used, because marks below 50 were rarely assigned and the difficulties of

narrowing down to a single percentage point led to the grouping of scores in multiples of five. During the 1930s and 1940s, most educational institutions switched from numerical to letter grades, which represented groups of percentages. In the 1960s, the struggle to humanize schools pushed some institutions to move to simple pass/fail options and written evaluation. However recent surveys have shown that letter grades A, B, C, D and F). Remain the most common grading practiced in elementary and secondary schools.

Determining the proportion of students to receive each letter in a common set of letter grades has been the subject of intense debate among experts in educational measurement. One well-known system, which evenly distributes the grade on either side of a bell-shaped curve, would automatically fail a certain proportion of any given group-even in group composed of known high achievers. Research has shown that rigid adherence to such practice can be very damaging to students. Student evaluation is a very complex process that should take many factors into account. Recognizing the limits of various grading practices and balancing them with common sense and good judgment is an important part of the work of professional teachers.

Advantages of Continuous and Comprehensive Evaluation

The main advantages of Continuous and Comprehensive Evaluation can be summarized in the following points:

- Continuous and Comprehensive Evaluation gives the complete picture of the learner and envisaging the spirit of holistic development.

- CCE gives an opportunity to cooperating learning instead of competitive learning, injuring the emotional apparatus of the learner.

- CCE clubs the extreme ends through grading bands that save learners from complexes.

- CCE always keeps ready the learners for examination and testing thus it becomes the routine classroom practice instead of stressful and phobic drill of examination after certain time-limit.

- CCE makes smooth learning, teaching and testing by keeping on track the learners as well teachers.

- CCE is not comprehensive in terms of broad indexing of the content/curriculum but focus on micro-details of the content to be absorbed and assimilated by the learners. Thus, it leads to in depth learning process as well as evaluation.

- CCE permits the regular screening of the learner and can be prepared as a progressive chart of performance so as to design student's exhaustive profile in school.

- CCE reduces the bullying exercise by the teachers or peer groups on his/her performance levels which hurt them, emotionally to a get extent.

- CCE promotes new avenues to class teachers to apply pedagogic innovations and aids in classroom.

- CCE keeps learners alert, punctual and physically and mentally prepared for advance, joyful learning.

- CCE upkeep the potentialities and capacities of the learners in all fields, physical, mental, moral and social. Sometimes it also helps in promoting/compensating their curricular and co-curricular performances.

- CCE works as a stimulating agent not only for learners but catalyzing teacher's teaching plans and strategies.

Thus in a nutshell it can be claimed that CCE works as a reformative exercise and streamlined the evaluative process in well integrated fashion with the curriculum and teaching-learning process.

Disadvantages of CCE and Grading System of Evaluation

Continuous Comprehensive Evaluation and Grading System has a number of disadvantages first and foremost, the "Continuous and Comprehensive Evaluation" of students often leads to the said students feeling under pressure and stressed out throughout their school years. The tests themselves will be set using a limited syllabus, meaning students do not receive a broad and varied education in the classroom. This can stunt learning development in later school years and result in pupils that are not well rounded. Teachers will focus more on encouraging students to do well in examinations, rather than teaching them about various subject areas with interest.

Pupils themselves will become focused on tests rather than the actual learning, and may struggle to become interested in various academic subjects later in life, causing them to drop out of the education system. Those students who achieve low grades may become saddened and discouraged. They will feel undervalued and worthless, which could lead to feelings of isolation. Pupils could be classed as stupid or unintelligent from a very early; age, which is unfair as children develop at different rates. This will lead to many students focusing les on their studies, as they feel that can never succeed in the academic world, and more on

the other aspects of life such as being social and having fun. Some pupils may even become disruptive and misbehave in the classroom, which negatively impacts all students n a school. As well as making all parties aware of the stage of development a child is at, the grading system could promote healthy competition between the more intelligent students in a class. These students will strive to achieve the best results possible in order to outperform the peers. Although this has many negative implications, it does improve the results of some students-so the CCE system is not all bad.

Suggestions for Implementation of Continuous and Comprehensive Evaluation

For successful integration & implementation of CCE, in the schools and in classrooms, following strategies are to be adopted:

- The principle and the teachers should develop action plan indicating the scheme of evaluation, identifying the task and role of different teachers, different activities and their time schedule, mode of implementation and feedback mechanism along with remediation strategies.

- Orientation should be given in the conceptual and practical aspects of the scheme to all the principals and teachers and to all those who are involved in the process of evaluation, so as to give them a clear understanding as to how to go about CCE scheme.

- Pool of items and question banks may be developed so as to assist the teachers in making tests for frequent testing.

- The intuitions like DIET, SCERTs, NCERT, NUEPA and NCTE may prepare diagnostic, remedial and criterion-reference test for different classes with the help of experienced teachers and evaluation experts. These institutions may thus; help the teachers as all the teachers cannot shoulder the responsibility of preparing such kind of tests.

- Proper monitoring and supervision is needed to manage this evaluation in schools, therefore it is essential that all the heads of the schools and Principals should be conversant with philosophy of CCE and try to implement it in schools by providing congenial learning atmosphere and physical facilities to the teacher and learners.

Initially, the scheme of CCE has to be nurtured patiently because the teachers may face certain difficulties in implementing it. But overcome when the management and administration of schools take keen enthusiasm and interest and give directions to this effect through which the teachers will get motivated to

implement CCE in the schools. It will also be a step forward in the direction of better examination reforms. CCE will thus help in drifting from banal and hackneyed approach of evaluation to a more progressive modern and trendy approach, if it is handled with proper planning, care and implemented with a missionary zeal.

Conclusion

Continuous and Comprehensive Evaluation facilitates students' effective learning as well as their all round development of personality with its multiple evaluation tools and techniques and corrective measures. By using this particular evaluation technique the teacher can turn ordinary students into active learners. By facilitating all round development of students, providing all the students the same opportunity to display their individual potential, helping other teacher to realize the effectiveness of teaching learning process, continuous of teaching technique proves itself as a boost to student. Thus, it is utmost important to make continuous and comprehensive evaluation an in integral part of teaching and learning process to promote students of school education.

The implementation of CCE is a curricular initiative, attempting to shift emphasis from memorizing to holistic learning. It aims at creating citizens possessing sound values, appropriate skills and desirable qualities besides academic excellence. It is hoped that this will equip the learners to meet the challenges of life with confidence and success. It is taken of school based co-scholastic assessment to focus on holistic development that will lead to lifelong learning. TO make the process more comprehensive in nature, it is important that assessment of learning be dome in a wider range of situations and environments both in and out of the classroom. The assessment process should provi8de information and feedback on the extent to which the school and teachers have been successful in realizing the expected outcomes of education.

Before looking at how assessment is to be undertaken, teachers need to determine objectives for achievement at various levels. The need to look at what education should develop in children, not only in cognitive domain, but also psychomotor and affective domains. Along with these attributes, they need to incorporate different age related indices and behaviours into the assessment criteria and practices. They also need to determine what their expectations are form the leaner as the end of each stage, and what kind of profile report is required in relation to different aspects and learning areas, that reflect the child's personal development.

CCE is an examination reform initiative which has the potential of removing almost all the ills of examinations improving learning through continuous feedback and brings in qualitative improvement in education in school level. The CCE model can be of immense significance in creating and in institutionalizing a leaner centric education system in India. The operational and implementation challenges need to be taken care of by the provision of adequate teaching resources and training facilities. The new teaching-learning patterns envisaged by CCE will reap benefits in the long run by initiating Indian education into stress free education.

In successfully implementing CCE, Indian schools need reasonable teacher-student ratios and changes in the nature of the teacher-student relationship, from an unequal, hierarchical relationship to that of co-participants in a joint process of knowledge construction. So also the creation of adequate resources and opportunities in schools for the development of the multiple facets of students' personalities, involving students and parents both in understanding the aims of assessment and ways of achieving it. It is critical to resist the tendency to sue assessment results for teachers and schools. most importantly, the key is not simply training teachers to implement the framework, but empowering them by involving assessing and having a realistic understanding of the conditions under which they work.

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EDUCATIONAL FINANCE: AN AREA UNDER STUDY

Suman Kalyan Roy

Assistant Professor, Department of M.Ed, Sammilani Teachers' Training College
Kolakata, West Bengal
&
Research Scholar, Ramakrishna Mission Sikshanamandira
Belur Math, Howrah, West Bengal, 711202
Email: roy.suman50@gmail.com

ABSTRACT

Education finance refers to governmental and organizational processes by which revenues are generated (through taxation, tuition, fees, and philanthropy), distributed, and expended for the operational and capital support of formal schooling. Scholars and professionals knowledgeable regarding economics, public finance, school finance, budgeting, management, accounting, education law, and intergovernmental relations typically participate in this field. It is the financing of educational institutions and, depending on their ownership, they can be either privately or publicly financed. Education financing should not be considered exclusively as a technical field dominated by matters of arcane financial formulas and budget categories. Rather, it also involves public policy issues at the dynamic core of any society regarding equity, efficiency, and freedom of choice. The citations included in this entry lead a user to works that encompass the operation of education financing and the many issue that characterize this field. They have been selected because of their comprehensive nature or because of their significance in influencing the field generally or a particular policy direction within the historical evolution of education finance.

Key Words: Educational finance, Budget, Policy

Introduction

Educational finance is the financing of educational institutions and, depending on their ownership, they can be either privately or publicly financed. Privately owned institutions receive funding from tuition fees, sponsors' contributions, private donations and grants, while Governments directly allocate funds to public institutions. Financing provided by the Governments is especially

common in developing countries therefore it is subject to the economic situation of the country and its fiscal resources. Investment in education, in turn, boosts economic growth and employment and affects the future prosperity of the nation as a whole. By investing in human capital each country aims at increasing individual productivity and thus raises students' future earnings which will result in higher tax payments.

Educational institutions are mainly funded by students and their parents, employers from the private sector, government tax revenue or they rely mostly on private donors. Funding can be direct, that is through recurrent grants, capital grants and taxes or through student tuition fees and other charges which are the main source of revenue for institutions. A small no. of institutions are funded through loans. A school or university can choose between one or more of those funding sources.

Principles of Educational Finance:

1. The process by which financial consumers/investors improve their understanding of financial products, concepts and risks and, through information, instruction and/or objective advice, develop the skills and confidence to become more aware of financial risks and opportunities, to make informed choices, to know where to go for help and to make other effective actions to improve their financial well-being.

2. Education programmes should focus on high priority issues, which depending on national circumstances, may include important aspects of financial life planning such as basic savings, private debt management or insurance as well as pre-requisites for financial awareness such as elementary financial mathematics and economics.

3. Education should be taken into account in the regulatory and administrative framework and considered as a tool to promote economic growth, confidence and stability, together with regulation of financial institutions and consumer protection.

4. Appropriate measures should be taken when financial capacity is essential but deficiencies are observed. Other policy tools to consider are consumer protection and financial institution regulation. Without limiting the freedom to contract, default mechanisms, which take into consideration inadequate financial education or passive/inert behaviour, should be considered.

5. The role of financial institutions in financial education should be promoted and become part of their good governance with respect to their financial

clients. Financial institutions' accountability and responsibility should be encouraged not only in providing information and advice on financial issues, but also in promoting financial awareness clients, especially for long-term commitments and commitments which represent a substantial proportion of current and future income.

6. Financial education programmes should be designed to meet the needs and the financial literacy level of their target audience, as well as reflect how their target audience prefers to receive financial information. Financial education should be regarded as a life-time, on-going and continuous process, in particular in order to take account of the increased complexity of markets, varying needs at different life stages and increasingly complex information.

Significance of Educational Finance

- All allocation of funds to education should be determined by the educational budget and priorities to various sectors should be made within the sphere of education itself.

- Improvement of education should be made within the financial and human resources available in the country.

- Education can't be purchased like a commodity according to the desire of the individuals, who can pay the full cost. Attempts should be made to provide education free or at a much lower cost than the real one to help the young and immature member of the society to develop.

- Education should be duly financed to provide equality of opportunity for the development of the individuals. It can develop their capacities and talents and leaders can spring up from all ranks and conditions of life.

- For demoralization of educational opportunities in our country, a large number of scholarships, stipends and free studentship should be given to the students.

- Through careful analysis, trends in economy, allocations should be made to important educational sectors in accordance with the projected manpower requirements. As a result of which maximum returns will be ensured and the wastage of human and physical resources of the country will be eliminated.

Demand for Education

Education industry is one of the fastest developing sector worldwide, generating large scale revenues and employment. The Global education industry is the second-largest industry after healthcare. In India, private professional institutes are expending with a strong growth rate which has opened the doors for foreign universities. These days coaching classes are gaining popularity due to rising competition and heavy load of studies. Also there is an opportunity in the test preparation market in India, though institutes are expanding with a continuous growth rate but still there is high potential of growth. Both enrolments and no. of institutions for higher education in India have grown rapidly over the past 60 years since independence. With the proliferation of institutions, growth picked up in the past two decades and enrolment grew about 5% annually almost two-and-a half times the population growth rate.

Private institutions continue to grow at a frantic pace. While hundreds of new institutions come up every year, the established players are consolidating their positions and gain scale by setting up new campuses, establishing new programs and expanding into new geographies. As a result, chains of private institutions are emerging and the Indian private sector is becoming more vibrant.

Growing private spending due to rising prosperity is giving a further boost to private higher education. Despite the global slowdown, the Indian economy saw a robust growth that is likely to pick up and overtake China's growth in the next 5 years. With accelerated economic growth, there is a rapid increase in the middle and higher income households; more than half of the people would come from such households by 2015. At the same time, there is a large increase in government spending on higher education. As a mark of policy shift, there has been a historic nine-fold increase in government appropriations for higher education from US$2 billion to $18 billion for the 2007-2012 Plan.

With increased govt spending, both the no. and capacity fo govt. institutions, stagnant since the early 1980s, have begun to grow. Thus, both govt. and private institutions have a robust growth now, even though the main growth driver for Indian higher education would continue to be the private sector. Additional govt. money is mainly targeted at setting up new high-end institutions, correcting regional imbalances and spreading higher education facilities.

Increase in capacity is unlikely to match the huge appetite for higher education in the country. Although India will be the world's most populous country only by 2028, it is already home to the largest no. of young people (0-14 years)- six

times that fo the US and 38% more than China. Thus, demand for higher education would continue tom grow.

It is well known that with the exception of the Indian Institutes of Technology, Indian Institutes of Management and a few reputable universities and colleges, the bulk of India's universities and colleges are in a bad shape. Despite its large size, the country is a laggard in research publications and patenting and investment in scientific research has risen rather slowly.

According to the recent Global Research Report, although 30,000 papers produced in 2007 represents only 3% of world output and in absolute volume, it is still only about half the number produced by China, Germany, Japan or the UK, if the trajectory continues, India's productivity will be on par with most G8 countries within 7 to 8 years and will overtake them by 2020. The report describes India as a, "sleeping giant that seems to be waking". At the same time, there is considerable growth in patenting activity.

Supply of Education

Even though only 2 or 3 Indian Institutions appear in the world rankings of universities at present, there are 15 to 20 other institutions that are equally good if not better. These do not appear in the rankings due to information gap. Some of the new institutions with good location, energetic leadership and liberal funding have potential to reach high-quality levels much earlier than expected. With brilliant students and dedicated teachers, they have an intellectual life comparable to the best in the world. In recent years, graduate and research programs have also improved significantly. With large recent investments in infrastructure and facilities, several institutions have physical facilities and electronic resources as good as the global best. Getting quality faculty remains a concern, yet with downturn and efforts to get Indian faculty abroad back, the outlook is positive.

Apart from this, several private institutions are also coming of age. In addition to investments in physical infrastructure, they now focus on getting good faculty regardless of the cost involved. Large corporate sector interest in graduate education and research and the setting up of high-end universities like the NIIT University near Delhi by IT training major NIIT and Vedanta University by aluminium major Vedanta group, augur well for Indian higher education. This suggests emergence of an elite private sector at least in the national context.

Educational Equity

Equity concerns are highlighted during the discussion on policy trade-offs, because the main objective of public provision of education is to ensure equitable

educational opportunities to all citizens in a country. Data on education financing are needed for decision making on issues related to equity- identifying the extent to which some population groups receive more public financial resources than others and then designing policies to redress all or some of these inequities. Inequity in the provision of financial resources can be calculated in terms of per student expenditure by region, by urban-rural breakdowns and by different socio-economic backgrounds and levels of educational attainment of students. Due to limited publicly available resources, policy decisions about encouraging private and household expenditure for education must take into account equity issues at each level of education.

Constitutional Responsibility for Providing Education

It contains 412 Articles and 12 schedules and is undoubtedly one of the largest constitutions in the world. Every article of the constitution aims to provide happiness and peaceful living to each one of us.

Preamble:

Preamble epitomizes the collective will and aspirations of all Indians. It describes the fundamental objective of the constitution. The preamble provides for all citizens justice, liberty, equality and fraternity.

Salient features of Indian Constitution

- Universalization of Education, Article: Directive Principles: 41, 45, 21A, 46

- Equality of Opportunities in Education, Articles: 28, 29, 350, 351

- Education & Fundamental Rights & Duties. Articles: 14, 15, 16, 30 & Duties: 51A (a to b).

The Indian Approach to Fiscal Federalism

India's Constitution recognizes that the states are unable adequately to perform the functions assigned to them without additional funds. State Governments fund about 60% of their expenditure from their own tax and nontax sources.

The principle of revenue-sharing underpins the non-discretionary system of federal financing, for which the main sources are specified shares of particular taxes and grants-in-aid. Revenue shares are determined by a finance commission every five years. A second source of centre-state transfers is the Planning Commission, which allocates non-statutory transfers that are largely formula-based, partially conditional and a mix of grants and loans.

The distribution of transfers among states is an important political economy issue in India. The Finance Commission has based its awards for non plan or maintenance expenditure on states' population, per capita income and tax revenues, although the exact criteria have changed from one commission to the next. Although per capita transfers from the Finance Commission have been higher for lower-income states, the equity affect has been somewhat neutralized by the Planning Commission's distribution of transfers, which has favoured states with higher per capita income (World Bank 1995a).

State governments dominate education finances, with the central govt. providing only about 11% of all govt. financing for education. The central govt's direct involvement in education is limited to a small set of institutions such as regional colleges of education and centres for advanced university studies and to activities such as promoting Sanskrit and Hindi in non Hindi speaking states and educating the handicapped. It is expected that local governments will take over the management, though not necessarily the financing, of primary and secondary schools. The details of this transfer of responsibility have not yet been laid out. Nor have the financial arrangements, although it is expected that state finance commissions analogous to the national finance commission will eventually be established to determine transfer from state to local govt.

Fiscal Federalism around the World

There are two potential kinds of imbalance between resources and responsibilities in a federation- vertical imbalance and horizontal imbalance. A vertical imbalance implies that a level of government can't command sufficient resources to carry out its constitutional obligations at an acceptable level and that welfare would be improved by fiscal adjustment or the reallocation of obligations. Countries have responded in different ways- continually adjusting the redistributive mechanisms, increasing non-statutory grants, shifting administrative responsibilities to higher levels of government, or using some combination of these strategies. The variety of responses across countries, such as Australia, Brazil, Canada, Indonesia, Nigeria and the United States and the continual fine-tuning of arrangements suggest that the solutions are not simple and that those in place are not particularly stable.

For vertical imbalances in education financing, the central issue is the level of education at which additional direct or indirect federal funding should be provided and through which fiscal mechanism. None of the industrial countries with a well-established federal system of government assigns constitutional responsibility for education to the federal government.

Countries with a federal system of government tend to be large, with wide disparity in wealth among states. This disparity is often particularly wide in the federal developing countries. Differences in states' economic bases lead to differences in their ability to raise tax revenues. If federal transfers do not offset these differences, the services provided to citizens in different states will vary enormously. The second fiscal issue in a federal system, then, is how transferred revenues should be divided among the state governments to reduce the horizontal imbalance.

Conclusion

Declining public expenditure in the education sector, increasing cost per student without the support from credit markets and dominance of private sector in higher education worsens the problem of finance in higher education. While on one hand, we argue that Government of India should play a pivotal role in financing higher education, on the other hand, heavy public subsidization of higher education could lead to unequal distribution of welfare, since public expenditure on higher education is made out of general taxes, which essentially means transfer of resources from poor to rich. Therefore, an ideal situation is that of a public-private partnership, where Government acts as an anchor to the sector and aims to provide equitable access to education. Efforts are also being made for revision of curricula with more emphasis on vocalisation and employment-oriented courses, expansion and diversification of open learning system, re-organization of teacher training as well as greater usage of new information and communication technologies, like computers. Thus, there exist ample opportunities for growth, diversification and investment in the education sector. It can be concluded that education is the ultimate guarantee of achieving national self-reliance on all fronts in an economy.

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TRIBAL WOMEN'S BACKWARDNESS: A CASE STUDY OF PURULIA DISTRICT

Dr. Jayashri Roy

Asst. Prof. of Geography in Vidyasagar Teacher's Training College
Paschim Medinipore, West Bengal, India
Email: jayashriroy2018@gmail.com

&

Jayanta Mete

Prof. of Education Dept. Kalyani University, West Bengal, India

ABSTRACT

Tribal's are considered to be the most backward and deprived section of the Indian society. Socio-economic development of these tribal people has been neglected from British period to the present age of globalization. Purulia is located in the western most part of the state of West Bengal and part of Chhota Nagpur plateau. Most of the tribes of Purulia belong to Proto Australoid race with dark skin, sunken nose and lower forehead. Here St Population are most backward and deprived. This research paper investigates how tribal people deprived section in the society and their socio-economic status in puruliya district.

Key words: socio-economic status of women, educational Level, lifestyle

INTRODUCTION

Purulia is the westernmost district of the state of West Bengal, India. It has some peculiarity in comparison to all other districts of the State regarding its location, origin, population, topography, river system and water resources, languages, life and culture of the tribal peoples which are occupied about 19.22% of the total population of this district etc. Its latitude N and its longitude 0′42° N to 23″35′42°extends from 22°E. The Tropic of 37′54° E to 86″25′49°extends from 85 Cancer passes over the district. As a result, the heat of this district is too much. It is well known as a drought prone district and falls within the semi-arid region of the state of West Bengal and is characterized by high evaporation and low precipitation. The district has a sub-tropical climate. The climate of this district is characterized by a hot summer and well distributed seasonal rainfall. In cold season, due to the influence of Northern wind, cold becomes too much.

Purulia is the westernmost district of West Bengal with all-India significance because of its tropical location, its shape as well as function like a funnel. It is an ideal place for the tourists. The soil here is red coloured and rocky in nature. Though rich in mineral, the district is backward both economically and socially. The district is also inhabitants of tribes like Santal, Munda etc. Though ignored by most of us, there are many things to learn from these tribes. Tribals are untouched by cities. We don't believe in integration of tribal's into the mainstream. And what have the tribal's gained by the so-called development. They still have barter system, they are liberal with women. Tribals are the most sophisticated of human beings. No girl child is killed in their society. No dowry is asked for at the time of marriage, a girl can live in with a man before deciding whether to marry him. Marriage follows pregnancy. Widow marriage is almost mandatory. Women can give divorce. Among the tribes of Purulia, a boy and a girl meet, marry in the presence of stone. They don't live in joint families, they live jointly. Everybody earns till the old age. It is fashionable to talk of declining male-female ratio in urban India. Kherioia Shavars of Purulia, there are more girls than boys. Also, in tribes there is no hierarchy. At least there is no caste hierarchy. So how can they be Hindus? They are much more civilized and advanced than the so-called civilized world. They are carrying on their own tradition. They are the mainstream.

OBJECTIVES

o   To study the socioeconomic status of Tribal people in Purulia district.
o   To find out the educational Level of Tribal people in the study area.
o   To examine the factor influencing on the socioeconomic status of tribal women in study area.

METHODOLOGY

The present study is based on primary data collected from 120 sample respondents from 10 Tribal settlements of Purulia district. Following the purposive sampling method. A schedule is used to collect the demography, social and economic status of the tribal women and also used Interview, observation, group discussion, case study methods.

SOCIO-ECONOMIC STATUS

Family is the basic unit of society, which assigns social status, roles and social responsibilities to every individual. Family is the most powerful medium through which value system can develop over the period of time and Individual behavior and attitude are determined by the family which he/she belongs to. In the sense, whether the family is joint or nuclear family and it also determines the status

and role of Tribal women. Occupation is considered as the main source of income it represents the socio-economic status of people. Tribal women in Purulia contribute positively to the local economy and participate along with men in subsistence activities. In reality, women do more work than men. In the study area carry out all types of work at home as well as outside that are demand of mixed agro-pastoral economy. Apart from looking after the house, children and cattle major portion of the agriculture is done by women who do weeding, hoeing, harvesting and threshing. Women also work as labourers, Role of women is not only of importance in economic activities, but her role in non-economic activities is equally important. The income of a person in general, is an indicator of his economic status. The economic status of a person will impact on their attitude. Therefore, the study assumes that, the attitude of women belonging to the families with higher income differs from that of the attitude of women who are in middle or lower level of the income group. The economic status of the family also plays an important role in the attitude, ideas and values of family members and their decision-making.

Table: 1, Type of family

Type of Family	Frequency	Percentage
Nuclear family	105	87.5
Join family	11	9.2
Extended family	4	3.3
Total	120	100

Source: Respondent of households, 2018

Table 1 shows that 87.5% of the respondents belongs to Nuclear families and 9.2 % of the respondents belongs to Joint family and remaining only 3.3% of the respondents are living in the extended family. Thus, the data indicate that the nuclear families more than the Joint families and extended family. Table: 4 reveals that 40.8% of respondents were observed to be illiterates followed by Lower primary (27.5%), higher primary (15.0%), High school (8.3%), Pre University (5.0), under graduate and above (1.7%) and only 1.7% women are studied Professional courses. This is mainly because the tribal women are more prone to their traditions and they do not come forward to upgrade their educational standards. Among this community school dropout is very common both boy and girls. Table:2 shows that out of 120 respondents 44.2% are working as an agriculture labour, 16.7% engaged in agriculture, 24.1% in collection of minor forest product, 3.3 % in government service, and 11.7% respondents are engaged other occupation like business, tailoring, selling in livestock product, gazing cattle, handicraft etc. Table

3 indicates that 28.4% of the respondents have annual income of up to Rs. 10,000, 47.5% respondents annual income is from Rs.10, 001-20,000, 15.8% of the respondents annual earning is Rs.20, 001-30,000, 5.0% of the respondents are earning is 30,001 to 40,000 and only 3.3% respondent annual income of above Rs. 40,000.

Table: 2, Type of Occupation

Type of Occupation	Frequency	Percentage
Agricultural	20	16.7
Agriculture labour	53	44.2
Collection of minor forest product	29	24.1
Govt. service	4	3.3
Any Other	14	11.7
Total	120	100

Source: Respondent of households, 2018

Table: 3, Annual family income

Income in RS	Frequency	Percentage
Up to 10000	34	28.4
10,001-20,000	57	47.5
20,001-30,000	19	15.8
30,001-40,000	6	5
Above 40,000	4	3.3
total	120	100

Source: Respondent of households, 2018

Table: 4, Educational status of respondent

Level of Education	Frequency	Percentage
Illiterate	49	40.8
Lower Primary	33	27.5
Higher Primary	18	15
High school	10	8.3
PUC	6	5
UG and Above	2	1.7
Professional Course	2	1.7
total	120	10

Source: Respondent of households, 2018

Low Socio-economic Status of Respondents

Asked some questions to know opinion of the respondents about the main reason of tribal women's backwardness of their status. In the study area, the higher percentage of respondents reported that the main cause of backwardness of women's low socio-economic status, lack of education, patriarchal system is the cause of their low status, and also inferiority complex, culture constraints, lack of awareness are the causes of their low socio-economic status.

OCCUPATIONAL PATTERN AND LIFE STYLE

Tribal societies in Purulia have unique characteristics of their own. They basically live in forested mountaineous areas and plateau areas of the district. They have distinct culture, tradition, religion, festivals, language and strong ethnic identity. Most of the tribals of Purulia district being of Proto Australoid group, speak in Santhali, Gond, and Kheria language. 5 major tribal communities in Purulia are Santhal (60%), Bhumij (18%), Sabar (7%), Munda (6%), Bihor (1%).On the basis of the ecology, occupational pattern and life style, tribes of this district can be classified into four categories as follows:-

1. Primitive tribe: these tribal groups completely depend on nature for their survival, main occupation of these groups being hunting, fishing, gathering, collecting woods from forest etc. These tribal groups prefer to keep themselves isolated from modern civilized world.

2. Semi Tribal: this tribal community has settled down in small villages and agriculture is their main occupation to sustain.

3. Semi- Integrated: this group is found in rural and semi urban areas and is engaged in small and cottage industries. 4. Completely Integrated: this group of tribal people live in urban areas and have adopted the modern culture and values in their life.

Problem of the tribals purulia

Purulia is a drought prone region of West Bengal. These regions get more affected in drought than other regions of West Bengal. The tribal's mainly live in Purulia, Saturia police station and Neturia police station, in the south Kayra, Maanbazaar has 7 regions, kurbandh Jamteria, Borgoria, Borokhari, Aakro, Dighi etc. and east of east of Burrabazar, Hura and Prishna. Other than this, some tribes also live in the west. The communication system is very poor in South Purulia. The undivided region of Malbhum came under West Bengal in 1974. Bidhan Chandra Roy by the request of TATA, seven miles of road in Purulia have come under

Bihar. Since it is of no use to the Bihar government, they neglect it. The government of West Bengal does not want to build the road from Bundwan to Purulia. So a traveler needs to walk 3 miles to go from Bundwan to Purulia. If someone has to go to Jaanbazar, then he has to take a bus to Purulia. Other than this there are many rivers but there are no bridges on those rivers. It is not possible to say where the ration's wheat, sugar, rice goes. There is problem in transport communication. In the Jamrai village of Maanbazaar police station; Ananta Soren has taken a patta on someone else's land. They want to show the legal documents in the different places of Purulia. If they cannot take care of them, then the land has been distributed among the tribal's.

CONCLUSION

The literacy rate of tribal women is low. They are deprived from acquiring the education due to the various social, personal, economic factors which are directly related them is not getting outside job. But the decision-making role of men is superior in most of the variables. Only few activities have equal contribution of men and women in household decision making. Thus, it can be concluded that the socio-economic status of women is low. Informal education classes should be extended for the illiterate women with some incentives. Efforts are necessary to be made to develop women's social prestige, self-confidence and feeling of equalities by educating them. Poverty is the most threatening constraint on the improvement of women's socio-economic status. Various programmers such as vegetable farming, goat farming etc. should launch to increase the living standard of community, for, this government should make female base programs such as education, free health, and incentives for higher and employment based programs etc.

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IMPORTANCE AND MEANINGS OF ENVIRONMENTAL MANAGEMENT SYSTEMS IN THE LEARNING INSTITUTIONS

Dr. Mridula Das

Associate Professor in Chemistry, B.Ed Department
Kalna College, Kalna, Burdwan, 713409, West Bengal, India

ABSTRACT

An environmental management system (EMS) is an information technology solution for tracking environmental data for a Learning Institution as part of their overall environmental management system. Environmental management system (EMS) refers to the management of an organization's environmental programs in a comprehensive, systematic, planned and documented manner. It includes the organizational structure, planning and resources for developing, implementing and maintaining policy for environmental protection.

Learning Institutions are no longer confined to its four walls rather they are developing as big cities inside that area. Academic blocks, libraries, hostels, cafeterias, administration blocks, dispensary, shopping area, schools etc. are becoming major part of such institution. Every part of the campus is using environmental resources. It can both teach and demonstrate environmental principles by taking actions to understand and reduce the impact of its activities on the environment. An environmental management system (EMS) is a framework for understanding an organization's "environmental footprint," complying with environmental regulations, and implementing proactive pollution prevention strategies.

An EMS provides the structure to ensure that we identify and meet all environmental legal requirements. In the short term, this helps you avoid violations and all the repercussions they can bring. Longer term, an EMS can help us make important decisions about the timing and size of investments needed to comply with future regulations. An environmental management system (EMS) addresses the environmental impact of an institution's activities and establishes goals and procedures that will improve the impact it has on the environment and human health.

Introduction:

Environmental management systems (EMS) is an effective way to organize, plan, make decisions and evaluate progress in order to decrease a Institutions' negative impact on the environment. Different standards have been developed in order to enable well structured and comparable EMSs that aim to help organisations reduce energy consumption, waste and the use of ozone depleting substances and make more environmentally friendly choices in its purchasing in order to improve its environmental impact and prevention of pollution. All the EMSs include the concept of sustainable development by stressing the need for continuous improvement in order to protect the environment, not only for ourselves but also for future generations.

An Environmental Management System (EMS) is a structured system or management tool which, once implemented, helps an organisation to identify the environmental impacts resulting from its business activities and to improve its environmental performance. The system aims to provide a methodical approach to planning, implementing and reviewing an organisation's environmental management.

Most organisations will have systems for managing their human resources, business objectives and finances as well as occupational health and safety, and security. An Environmental Management System will work more effectively if it is designed to operate in line with an organisation's existing systems and processes, such as the planning cycle, the setting of targets and improvement programs, corrective and preventive action and management review.

The environmental aspects of an organisation are those activities, products and services of an organisation that have or can have an impact on the environment. An EMS enables an organisation to identify its environmental aspects and determines which of them can have a significant impact on the environment. This helps an organisation understand how it interacts with the environment. This in turn guides an organisation in determining where environmental controls or improvements are needed, and in the setting of priorities for action to improve environmental performanc

With increasing environmental degradation and depletion of natural resource base, the idea of using environmental management system (EMS) as an instrument for improvement of environmental performance has emerged as a strong trend. Importance of the impact of universities in terms of environmental pollution and degradation is being realized the world over and universities are adopting

environmental management plans and strategies. A number of research publications have been reported in this field.

A higher educational institution, as a whole or as part, that addresses, involves and promotes, on a regional or global level, the minimization of negative environmental, social, economic, and health effects, generated in the use of their resources, in order to fulfill its functions of teaching, research, outreach, partnership and stewardship in ways to help society make the transition to sustainable lifestyles.

Successful, all-inclusive programmes have often started with small, grassroots beginning and the initiative of university EMS too has had a small beginning. In fact, in many cases, the students have been instrumental in demanding and bringing about a change. Several models have been proposed specifically for colleges and universities including the Osnabruck Management Model for Universities and the EMS Implementation Model for US Colleges and Universities. The approach for creation and strategic implementation of environment management system vary amongst universities, depending upon the key environmental aspects and impacts that the universities identify internally. The primary field of focus for most universities can be broadly identified as reduction of energy use/energy efficiency, waste management, pollution prevention, and resource and energy conservation.

Objectives:

- To prevent and solve environmental problems
- To study the general environmental awareness in industrial pollution and environmental practices among the school students.
- To know the types and goal of EMS.
- To know the steps and general elements of EM
- To know the features and model of EMS.
- To know the planning and results of EMS.
- To know the benefits and disadvantages of EMS.
- Identification and implementation of opportunities for reducing hazardous substance use and hazardous waste generation.

Materials and Methods

We used theoretical methods that have served us in analysing benefits from environmental management system implementation. We gathered data from the literature, but also from standards and another environmental management system in practice. All these collected information has been processed into this paper.

Steps:

Implementation of an EMS requires the following steps to be completed by an institution.

- ☐ Development of an environmental policy that reflects its commitments.
- ☐ Appointment of a person(s) responsible for the coordination
- ☐ Identification of how the organisation interacts with the environment.
- ☐ Identification of actual and potential environmental impacts.
- ☐ Establishment of environmental objectives, target and programs.
- ☐ Monitoring and measurement of the progress to achieve its objectives
- ☐ Reviewing the system and environmental performance and
- ☐ Continuous improvement of the institution environmental performance

General Elements of EMS:

Environmental policy — Develop a statement of institution's commitment to the environment. Use this policy as a framework for planning and action.

- **Environmental aspects** — Identify environmental attributes of products, activities and services. Determine those that could have significant impacts on the environment.

- **Legal and other requirements** — Identify and ensure access to relevant laws and regulations.

- **Objectives and targets** — Establish environmental goals for institutions, in line with policy, environmental impacts, views of interested parties and other factors.

- **Environmental management program** — Plan actions to achieve objectives and targets.

- **Structure and responsibility** — Establish roles and responsibilities and provide resources.

- **Training, awareness and competence** — the employees are trained and capable of carrying out their environmental responsibilities.

- **Communication** — Establish processes for internal and external communications on environmental management issues.

- **EMS documentation** — Maintain information on EMS and related documents.

- **Document control** — Ensure effective management of procedures and other system documents.

- **Operational control** — Identify, plan and manage operations and activities in line with policy, objectives and targets.

- **Emergency preparedness and response** — Identify potential emergencies and develop procedures for preventing and responding to them.

- **Monitoring and measurement** — Monitor key activities and track performance.

- **Nonconformance and corrective and preventive action —** Identify and correct problems and prevent recurrences.

- **Records** — Keep adequate records of EMS performance.

- **EMS audit** — periodically verify that EMS is operating as intended.

- **Management review** — periodically reviews EMS with an eye to continual improvement.

Types of EMS:

1	Acorn BS8555	It is a phased approach to the development of an environmental management system (EMS). BS8555 was developed and piloted through the Acorn Trust and is now managed by the Institute of Environmental Management & Assessment (IEMA). IEMA is currently developing a scheme to provide inspections against each of the phases BS8555.
2	EMAS	The EU Eco-Management and Audit Scheme (EMAS) is a premium management instrument developed by the European Commission for companies and the other organisations to evaluate report and improve their environmental performance. EMAS is open to every type of organization eager to improve its environmental performance. It spans all economic and service sectors and its applicable worldwide.
3	ISO 14001	ISO is an internationality agreed standard that sets out the requirements for an environmental management system. It helps organizations improve their environmental performance through more efficient use of resources and reduction of waste, gaining a competitive advantage and the trust stakeholders. Almost all institutions implementing ISO 14001 are aware the legal requirements are the foundation and basic requirement of ISO 14001.

4	ISO 19011	is an international standard that sets forth guidelines for management systems auditing. The current version is ISO 19011:2018. It is developed by the international organization for standardization. ISO 19011 standard explains how to combine this with quality management. The standard offers four resources to organization to save, time, effort and money

Examples of EMS:

- EtQ work flow based environmental management software
- NEMS environmental management suite
- Emisoft's environmental management, reporting and compliance platform.
- Medgate environmental management system
- EsDat environmental data management system

Goals of EMS:

- **Compliance** is the act of reaching and maintaining minimal legal standards. By not being compliant, companies may face fines, government intervention or may not be able to operate.

- **Waste reduction** goes beyond compliance to reduce environmental impact. The EMS helps to develop, implement, manage, coordinate and monitor environmental policies. Waste reduction begins at the design phase through pollution prevention and waste minimization. At the end of the life cycle, waste is reduced by recycling.

Basic Elements of EMS:

- Reviewing the company's environmental goals
- Analyzing its environmental impacts and legal requirements
- Setting environmental objectives and targets to reduce legal requirements
- Establishing programs to meet these objectives and targets
- Monitoring and measuring progress in achieving the objectives
- Ensuring employees' environmental awareness and competence
- Reviewing the progress of the EMS and making improvements

Requirements of EMS:

- Identification of clear goals, supported by management, with respect to the environment.

☐ Development and implementation of ways to measure and progress toward the goals.

☐ Periodic and episodic review and improvement.

Features of Environmental Management System:

☐ Serves as a tool, or process, to improve environmental performance and information mainly "design, pollution control and waste minimization, training, reporting to top management, and the setting of goals"

☐ Provides a systematic way of managing an organization's environmental affairs

☐ EMS assists with planning, controlling and monitoring policies in an organization.

☐ Gives order and consistency for organizations to address environmental concerns through the allocation of resources, assignment of responsibility and ongoing evaluation of practices, procedures and processes

☐ Creates environmental buy-in from management and employees and assigns accountability and responsibility.

☐ Sets framework for training to achieve objectives and desired performance.

☐ Helps understand legislative requirements to better determine a product or service's impact, significance, priorities and objectives.

☐ Focuses on continual improvement of the system and a way to implement policies and objectives to meet a desired result. This also helps with reviewing and auditing the EMS to find future opportunities.

☐ Encourages contractors and suppliers to establish their own EMS.

EMS Model:

An EMS follows a Plan-Do-Check-Act, or PDCA, Cycle. The diagram shows the process of first developing an environmental policy, planning the EMS, and then implementing it. The process also includes checking the system and acting on it. The model is continuous because an EMS is a process of continual improvement in which an organization is constantly reviewing and revising the system. This is a model that can be used by a wide range of organizations — from manufacturing facilities to service industries to government agencies.

Documentation

Documentation is mentioned throughout the EMS elements. In order to know what's happening and to be able to prove it, things need to be documented. Documentation is a way to measure results.

☐ locate EMS documents

☐ periodically review documents by appropriate personnel

☐ keep current versions available for personnel that need them

☐ promptly remove obsolete documents or otherwise guard against their unintended use

☐ clearly identify any obsolete documents that must be retained for legal or historical reasons so they are

☐ followed for current operations

Achievement of EMS

☐ Cost savings through reduced resource consumption

☐ Increased operational efficiency

☐ Improved environmental performance

☐ Compliance with legal and regulatory requirements

☐ Deeper customer trust

☐ Enhanced employee skills and satisfaction

☐ Positive community and public relations

Phases of EMS

☐ Stage 1: Commitment and establishing the baseline

☐ Stage 2: Identifying and ensuring compliance with legal and other requirements

☐ Stage 3: Developing objectives, targets and programmes

☐ Stage 4: Implementation and operation of the EMS

☐ Stage 5: Checking, audit and management review

☐ Stage 6: Acknowledgement under a selected scheme

Planning of EMS:

1. **Environmental Aspects:** Develop a procedure to identify the environmental aspects of activities, in order to determine those which have significant impact. Ensure that these are considered while setting objectives.

2. **Legal and Other Requirements:** Identify legal and other applicable requirements.

3. **Objectives and Targets:** Establish and maintain documented environmental objectives and targets, at each relevant function and level within the organization.

4. **Environmental Management Programs:** To achieve objectives and targets, designate responsibilities and determine the methods and schedule by which objectives and targets are to be achieved.

Effect of EMS:

☐ Manage and improve its environmental performance (managing negative impacts) and helping to increase resource efficiency (e.g. cutting waste and energy use);

☐ Comply with environmental laws and regulations;

☐ Generate financial savings through well-managed use of resources and efficient practices; and

☐ Improve its standing and reputation with staff, client companies, partner organizations and wider stakeholders;

☐ Adapt to a changing environment (its operations or its products/ services).

Result of EMS:

☐ Improve environmental performance;

☐ Enhance compliance;

☐ Prevent pollution and conserve resources;

☐ Reduce/mitigate risks;

☐ Attract new customers and markets (or at least retain access to customers and markets with EMS requirements);

☐ Increase efficiency/reduce costs;

☐ Enhance employee morale (including the possibility of enhanced recruitment of new employees);

☐ Enhance image with public, regulators, lenders, investors;

☐ Achieve/improve employee awareness of environmental issues and responsibilities.

Benefits of EMS:

• Improved environmental performance

- Enhanced regulatory compliance

- Better environmental cost management

- Conservation of materials and energy

- More innovative solutions to environmental issues

- A competitive advantage.

- Certification to recognized standards

- Lighter regulation

Disadvantage of EMS:

- Cost

- Time and Resource

- Too burdensome

- Management or staff resistance

- Scope

- Training Costs

Act:

- Conduct a periodic senior management review of EMS

- Revise policies as needed

Checking & Corrective Action:

- Conduct periodic monitoring of environmental performance

- Identify root cause of findings and conduct corrective and preventive actions

- Mention environmental records

- Conduct periodic EMS audits

Management Review

The final piece of the continuing improvement cycle is management review. Management involvement is essential to the success of an EMS. They must provide oversight in order to assure the EMS is functioning as it should be and that the company's objectives and targets are being addressed. The review process can take a period of time with different elements being reviewed independently. Reviews should include:

- audit results

☐ evaluation of reaching objectives and targets

☐ evaluation of appropriateness of the EMS

☐ concerns from interested parties

Compliance:

- All EMS must address compliance with applicable environmental regulations

- To comply with the laws and regulations we must know what the regulations are and implement procedures are and install equipment to comply with the regulations

Conclusion:

An EMS is used to address an organization's impact on the environment. Organizations implement such systems to maintain compliance with environmental regulations, lower environmental costs, reduce risks, train employees, develop indicators of impact, and improve environmental performance.

The majority of the companies that responded decided to implement an EMS, or was still in the process of implementing a system. Those that chose not to proceed with implementation did so due lack of time, lack of money and resources, and lack of prioritization and follow up by management

- An environmental management system takes time and commitment from the entire organization.

- Effective running of or EMS will provide ongoing environmental benefits, cost saving and contribute to building an attractive work place culture.

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THE EFFECT OF YOGA EDUCATION ON SECONDARY SCHOOL TEACHERS AND ITS RELATION WITH SELF ESTEEM

Samiul Biswas
Berhampore, Murshidabad, West Bengal, India
Email ID: samiulbiswas88@gmail.com
&
Dr. Sunil Kumar Baskey
Assistant Professor, Department of Education
Rabindra Bharati University, Kolkata, West Bengal, India
Email ID: sunilkumarbaskey1@rediffmail.com

ABSTRACT

The purpose of this study was to examine The Effect of Yoga Education on High Secondary School Teachers and its Relation with Self Esteem. For this purpose the investigator constructed a standardized self-developed questionnaire of 10 statements and other Standardized Rosenberg Self-Esteem Scale (Res) to collect the data. The researcher selected one high secondary school in Murshidabad district. In urban [Domkol Model School, Domkol, Murshidabad] institution with gender and relation variation. The questioners were supplied to 10high secondary school teachers (5male & 5female). The scores of Yoga Education on high secondary school teachers were not normally distributed and the relation is highly significant between Yoga Education andSelf Esteem.

Keywords: Yoga Education, Self Esteem, Normally Distributed.

Introduction:

Yoga is a way of a better living. It ensures great or efficiency in work, and a better control over mind and emotions. Through yoga one can achieve both physical and mental harmony. Yoga is the movement of the body through different positions, postures, and poses.

"Yoga is skill in actions." - Lord Krishna.

"Yoga is the way or method through which internal and external facilities of man meets in totality and changes occur and by which may achieve God or feel his existence and may become the part of Him." - Sri Aurobindo.

The concept of self-esteem has elicited a large body of theoretical accounts and empirical research (Baumeister, 1998). Historically, the first influential definition of self-esteem dates back to James 1890 (James, 1890) who considered self-esteem to be the ratio of success and pretensions in important life domains.

There are many components of Self-concept. Among them Self-Esteem is a very importance component. There are three types of meaning of Self-Esteem

- Global Self –Esteem.
- Self-Evaluation.
- Feeling of Self world.

Objectives:

i) To examine the effect of yoga education on high secondary school teachers due to gender variation.

ii) To examine the relation between the Yoga and Self-Esteem.

iii) To examine the scores of Yoga education of high secondary school teachers are normally distributed on total.

Hypotheses:

: The scores of Yoga education of high secondary school teachers are not normally distributed on total.

: There is no significant different of Yoga Education between male and female high secondary school teachers.

: There is no relationship between Yoga Education and Self Esteem on total score.

Methodology:

In this present study, the investigator has followed the Normative Survey Method. Survey of high secondary school was undertaken and data was collected from the high secondary school teachers.

Sample:

The sample consisted of 10 teachers of high secondary school teachers of Murshidabad district. Out of which there was equal ratio of male and female teachers working in urban area. The sample was selected by using random sampling of equal allocation.

Tools:

Standardized self-made questionnaire on Yoga Education and other Standardized Rosenberg Self-Esteem Scale (Res).

Data Analysis:

Table-1

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total number of Yoga	.215	10	.200[*]	.886	10	.151
Education of teachers						

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.
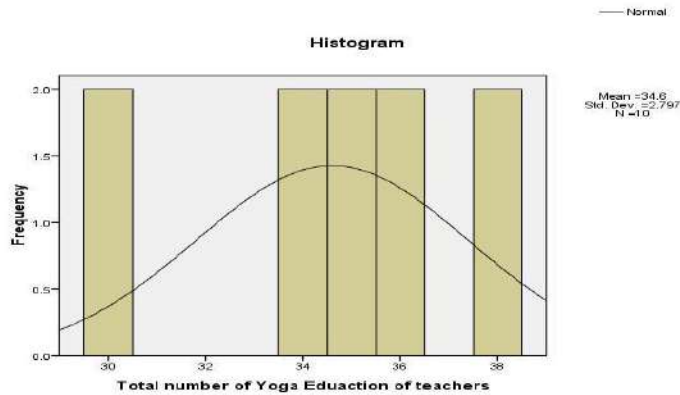
Figure-1: Histogram of total number of Yoga Education of high secondary school teachers
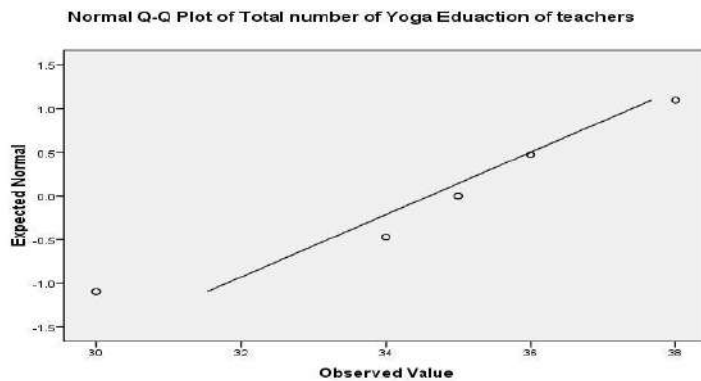
Figure-2: Normal Q-Q Plot of total number of Yoga Education of high secondary school teachers.

Table-2

Group Statistics

	Total male and female teachers	N	Mean	Std. Deviation	Std. Error Mean
Total number of Yoga Education of teachers	Male	5	34.60	2.966	1.327
	Female	5	34.60	2.966	1.327

Table-3

Mean differenceof the scores of Yoga Education between male and femalehigh secondary school teachers.

Independent Samples Test

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Total number of Yoga Education of teachers	Equal variances assumed	.000	8	1.000	.000	1.876	-4.326	4.326

Correlations

		Total number of Yoga Education of teachers	Total number of Self-Steem of teachers
Total number of Yoga Education of teachers	Pearson Correlation	1	.946**
	Sig. (2-tailed)		.000
	N	10	10
Total number of Self-Steem of teachers	Pearson Correlation	0946**	1
	Sig. (2-tailed)		
		.000	
	N	10	10

**. Correlation is significant at the 0.01 level (2-tailed).

Figure-3: Relationship between Yoga Education and Self Esteem on total score.

Discussion:

From Table-1 and A Shapiro-Wilk's test p value =.151> 0.05 and a visual inspection of their normal Q-Q plot show that the scores of Yoga Education of high secondary school teachers were approximately normally distributed.

From table-3 the p-value between male and female of high secondary school teachers is 1.000>0.05, not significant at 0.05 levels and from figure-3 the r=0.943 and p-value is 0.000 < 0.05, correlation is significant at the 0.01 level (2-tailed).

Findings:

- accepted, then the scores of Yoga education of high secondary school teachers were approximately normally distributed on total.
- accepted, there is no significant different of Yoga Education between male and female high secondary school teachers.
- rejected, then there is a relationship between Yoga Education and Self Esteem on total score because the correlation is highly significant at the 0.01 level (2-tailed).

Conclusion:

From the above topic there is a highly positive correlation between Yoga and Self-Esteem. There is only one kind of Self-Esteem i.e Global Self-Esteem. The standardized Rosenberg Self-Esteem Scale (Res) based on the Global Self-Esteem. High secondary school teachers have a positive attitude of Yoga Education and Self-Esteem.

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AN ATTEMPT TO UNDERSTAND THE INCLUSIVE ENVIRONMENT IN SECONDARY SCHOOLS

Dr. Minati Saha

Assistant Professor in Education, Muralidhar Girls' College
Kolkata, West Bengal, India
E-mail: minati.saha@yahoo.com

ABSTRACT

For the children with special needs the prime focus in India is rehabilitation, not education. In fact, even today the issue of education of children with disabilities remains hardly noticeable in the public domain and is considered more as a private problem for families and NGOs to deal with. The government agencies as well as mainstream institutions woke up to the reality that segregation of children with special needs is morally unjustifiable and a violation of human rights. Children from marginalised sections especially the differently-abled should get the maximum benefit in the area of education, and schools need to become centres that prepare children for life (National Curriculum Framework, 2005). The term Inclusion is used to describe the education of students with disabilities in general education settings. Centrally Sponsored Scheme of Sarva Shiksha Abhiyan (SSA) allocated an amount of Rs. 3000/- per child per annum for the interventions related to education of children with special needs (CWSN). Under the scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) as part of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) central assistance of Rs.3000/- per child is provided to complete four years of secondary schooling (Class IX to XII). But how far the secondary schools are prepared and equipped to accommodate these special students is a million dollar question. This paper attempts to explore the present status of inclusive education in secondary schools in the post-RTE period and also focuses on significance of knowledge and skill of using assistive technologies for making education inclusive. This might help in significant rise in academic enrolment of special needs children in secondary schools which, at present is strikingly poor in all Govt., Govt.-aided and Private secondary schools.

Keywords: Inclusive Education, Inclusive environment, children with Special needs, Assistive Technologies.

INTRODUCTION

The term Inclusion is used to describe the education of students with disabilities in general education settings. It is based on the philosophy that all students with disabilities have a right to be educated in a general education setting with appropriate support and services to enable them to succeed. In India in comparison to elementary education, there has been less attention at the secondary level for effective inclusion practices but both the levels of education require equal attention.

The children with special educational needs are referred to those children who have learning difficulties or disabilities that hinder their learning and access to education compared to most children of the same age. They face difficulties in thinking, understanding, learning, emotional and behavioural difficulties, physical and sensory difficulties and, difficulties with speech and language etc. Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices (NCERT, 2000).

Sarva Shiksha Abhiyan (SSA) is a Centrally Sponsored Scheme that allocated an amount of Rs. 3000/- per child per annum for the interventions related to education of children with special needs (CWSN). The major areas of interventions are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Education Plan, provision of free aids and appliances, transport and/or escort support, teacher training, appointment of resource teachers, therapeutical support and barrier free access. In (2015-16), 22.86 lakh CWSN were enrolled at elementary level of schooling As per Unified District Information System for Education (Press Information Bureau, MHRD, 2015).

At the secondary level, the Ministry is implementing the scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) as part of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) with an objective to provide all students with disabilities an opportunity to complete four years of secondary schooling (Class IX to XII) in an inclusive and enabling environment. Central assistance of Rs. 3000/- per annum is provided for each disabled student. This support includes engagement of special teachers, equipping resource room, making school barrier free, orientation of parents, administrators, educationists etc. The scheme also provides stipend of Rs. 200/- per month for girls with disabilities. 2.26 lakh CWSN

have been approved for coverage under the scheme in 2017-18 (Press Information Bureau, MHRD, 2018).

For implementing Inclusive Education for Disabled at Secondary Stage (IEDSS) necessary education material is provided in Government and Government aided secondary schools. The IEDSS scheme provides access to learning material ensuring that each student with special needs will have access to learning material like textbooks, audiotapes, talking books and textbooks in large print, as per the individual requirement. Seventy-eight percent of Indian population lives in rural areas without provision for special schools. Therefore, inclusive schools have to address the needs of all children in every community and the central and state governments have to train their teachers to manage specially abled children in inclusive classrooms.

Major challenges and issues in the education of CWSN at secondary level in the country are as follows -

- Lack of Resource Teachers, Therapists and trained teachers on all disabilities.

- Lack of sufficient well equipped Resource Rooms.

- Gap between the students passing out of elementary classes and enrolling in secondary schools due to lack of proper Child Tracking System.

- Low enrolment of CWSN Girls

- Lack of systematic supervision and monitoring system at the state and District level.

- Barrier free environment are not appropriate and as per the norms.

- Non representation of CWSN parents and Special Teacher in different committees.

To overcome these serious problems faced in providing secondary education in an inclusive setting technology can be effectively used. Teaching with technology can deepen student learning by supporting instructional objectives. Level of education, developmental stage and level of disability of student - demands different technologies; therefore teachers should find creative and constructive ways to integrate technology into their inclusive classrooms.

Now let us have an idea regarding the types of Assistive technologies that may be used for successful implementation of Inclusive Education in the classrooms of secondary schools.

In the classroom, technology can encompass all kinds of tools from low-tech pencil, paper, and chalkboard, to the use of presentation software, or high-tech tablets, online collaboration and conferencing tools, and more. Students are engaging with technology constantly outside of the classroom. Children like to be interactive, and learning through technology has now become a part of their lifestyle. Technology can be used in the classroom to engage students and facilitate exciting, engaging and interesting lessons. Individuals with Disabilities ACT (IDEA) was initially passed in 1975, which was reauthorized in 1997 and it mandated that all students with disabilities should be considered under Individualised Educational Programme (IEP). There may be different ways of categorising Assistive technologies – one of them is level of technology. In this category first comes the No-tech assistive technology, it implies only using a specific teaching strategy and not any tool or device. This is followed by Low-tech devices that do not require any training and are of low cost and not sophisticated. Mid-tech devices require some training, are costlier than low-cost devices and may be battery operated. High-tech devices require skilled personnel as these are computer based technologies. These are sophisticated devices having higher cost of operation.

No-tech	Low-tech	Mid-tech	High-tech
-Coloured papers	-Pencil grips	-Talking Calculators	-Computer
-Magnifying glass	-Raised line paper	-Audio recorders	-Smart board
-Mnemonics	-Slanted boards	-Switch controlled devices	-Speech recognition software
-Picture boards	-Graphic organisers	-Assisted listening devices	-Touch screens
-Reading out loud	-Highlighter strips	-Adapted keyboard	-Word processors
-Large text books	-Braille playing cards	-Adapted mouse -Adapted toys	-ipad/ ipod -Word prediction -Electronic wheelchair

This table shows four categories of Assistive Devices and also the list of equipment under each category. There is not much difference between no-cost and low-cost devices and as these devices are easy to use and teachers can make use of them if they have a general concept about these assistive tools.

RESEARCH REVIEWS

There are countless reasons why Information and Communication Technology (ICT) is considered as a key aspect of learning in the schools. Whether we like it or not, technology is everywhere; and in order for our students to survive, they must know technology. Here students mean both students without disabilities as well as children with special needs (CWSN). Russell and Sorge (1999) claims that proper implementation of technology in the classroom gives students control of their own learning and tends to move classrooms from teacher dominated to learner centred.

According to Lewis (1998), assistive technology serves two major purposes. Firstly, to augment an individual's strengths and secondly, to provide an alternative mode of performing a task. However, these purposes of Assistive Technologies can be met only if the teachers are willing and trained enough to employ them in their inclusive classrooms. Although there is no denial that use of Assistive devices is indispensible in Inclusive Education, the reality in Indian context is quite on the contrary. On one hand there is lack of Assistive Technologies on the other hand the teachers are not skilled enough to use them. The reason, to a length, lies in the marginalized status of Inclusive Education in our Teacher-Education Curriculum that leaves no room for any form of inclusive trainings for the teacher-trainees.

Quenneville, (2001) in his study, Technology Tools for Students with Learning Disabilities: Infusion into Inclusive Classrooms, focuses on the models of Educational Technology, otherwise known as the Assistive Tech., used in Inclusive Classrooms. He mentions 5 types of Computer supports for writing, viz. Talking Word Processor, Word Prediction. Portable Note- Taking devices, Pre-writing Organizers and Multi-media pre-writing prompts, predominantly used for Inclusive Education in the First World Countries. In India these 5 types of Computer supports cannot easily be accessed because these Assistive Technologies have English as their User Language. Thus the linguistic diversity in India is not considered here. Quenneville rightly points out how Education Technology can "ease frustration, increase motivation, foster a sense of peer acceptance and improve productivity in classroom and at home."

Disabilities Education Act (IDEA, 1997) in USA is a Federal Law that ensured the rights of individuals, ages 3-21, with disabilities. The Assistive Tech. Policies mandated: Assistive Tech. Services to children with disabilities and Assistive Tech. Services to be expanded to areas outside the school, e.g. the

student's home. The Assistive Tech. Policies of USA, highlighted in the article, can be an eye opener for the Indian Govt.

Gronlund & Larsson (2010) predominantly focuses upon the Inclusive Education & Assistive Technology situations in Bangladesh & Tanzania. It pinpoints the underdeveloped Inclusive situations despite their many Acts & Committees for Inclusive Education (The Disability Welfare Act, 2001 in Bangladesh or the Bangladesh Rural Advancement Committee or BRAC that train teachers for Inclusive practices) Reasons for their underdeveloped Inclusive Situations are many. In Tanzania instead of 'inclusion' the term 'integrated' is used, implying that though children with special needs attend mainstream classes, their needs are unattended. Insufficient infrastructure as the basic tech tools like glasses, Braille, crutches & computers are unavailable. Again serious lack of co-ordination at the 3 levels of Inclusive Education, viz. School level, National level & Network level is common. Specialists & special schools are not linked.

The challenges and problems, highlighted in the researches are not new to the Inclusive situation in India. Although Inclusive Education system in India is better than that in Bangladesh or Tanzania, we can still take cues from the above mentioned researches to improve our Inclusive classrooms by, let's say, legislating mandatory use of Education Technology in Inclusive Education at the primary and secondary level.

OBJECTIVES OF THE STUDY

To explore different technologies which are being used in these secondary schools for CWSN.

To evaluate the teachers' opinion regarding use of technical assistive devices in inclusive classrooms of secondary schools.

TOOL

A self constructed questionnaire is prepared for the teachers of the secondary schools. Different aspects of Inclusive Education have been explored here. Social value of inclusive education, Function of School Administration, Role of teachers, Role of Parents, Influence on general students, Importance and use of Assistive technologies etc. are some major points of consideration in the tool.

Another information schedule is also used where the teacher is supposed to mention his/her own details like – the discipline s/he is teaching, years of experience, whether the teacher underwent any special training or orientation regarding handling CWSN, information regarding availability of Assistive technology in the school and classroom etc.

SAMPLE

Data were randomly collected from 6 secondary schools (1 Government, 3 Government aided and 2 Private schools). The sample frame is as follows -

Names of schools	No. of teachers
Beltala Girls' High School	08
Behala Girls' High School	09
St. Thomas' Girls' School	04
M. P. Birla Foundation Higher Secondary School	09
Barisha Vivekananda High School (H.S.)	10
Mutipurpose Govt. Girls' School	10
Total	50

COLLECTION OF DATA

Data Collection was done through survey. Schools with Inclusive Education were visited, intimation letters produced and the teachers were provided with questionnaires. Since Inclusive Education is not yet a popular concept in Indian schools, all teachers were not eager to entertain our questionnaires; they had to be repeatedly requested. Few teachers of one of the surveyed schools refused to respond to our questionnaire as they neither had the experience nor adequate understanding of Inclusive Education.

DATA ANALYSIS

Qualitative analysis of the collected data was done. The responses of the teachers on different aspects of inclusive education as mentioned earlier were studied carefully and summed up to find out their collective opinion.

From the information schedule provided by the secondary school teachers a list of Assistive technologies available in the school is prepared. This list shows how far the schools are equipped to handle the CWSN. One significant question of this study is 'Is Assistive Technology being used in these schools?'The answer is hardly positive with some alarming reasons.

FINDINGS OF THE STUDY

The information schedules as provided by the teachers were studied thoroughly and the types of technology available in his/her institution as mentioned by the teachers are as follows -

- Computers/Laptops
- Projectors

- Models
- Smart boards in smart rooms
- Motion Pictures
- Filmstrips
- DVD Players

None of the above stated technical devices serve inclusive needs exclusively. These devices might solve "learning problems" but they cannot cater to "learning disabilities" which needs Assistive Technology like Braille, wheelchairs, magnifying glasses, sign language dictionaries & manuals and Assistive Software.

The responses provided in the questionnaire were examined carefully and summed up systematically to include each ones response which are mentioned here –

- Teachers in Govt., Govt.-aided and Private schools do not have adequate knowledge and training in handling assistive technology and none of the schools showed any use of Assistive devices in handling special needs children.

- Regular Guidance & Counseling sessions were scheduled in Private schools which addressed student's problems in general like adjustment issues, relationship issues etc. and has got nothing to do with Inclusive education and CWSN.

- Most teachers expressed disapproval of Inclusive Education because of the inadequate technology in school and lack of training on their part. Besides, accommodating a disabled child in class require constant attention, as a result in their opinion, it becomes difficult to complete the syllabus.

- Private schools, although have the resource to introduce and practice the use of Assistive Technology, but their capitalist need for good grades shows inadequate enrolment of special needs children.

- Govt.-aided schools, although have a higher ratio of special needs children, classrooms were equipped with a few visual-aids like charts, models and motion pictures, computers and projectors. Use of Braille, amplifier, wheelchairs and ramps were nowhere observed, thus showing an alarming rate of inadequate technology.

- Inadequate enrolment of special needs children is another reason to neglect the availability of Assistive Technology in the schools. In fact higher classes had no special needs student as reported by the teachers. Increasing dropout rates could be the probable reason.

- ☐ Government and Govt.-aided schools do receive special grants for the physically handicapped from the Sarva Shiksha Abhiyan but it is not adequate to afford Assistive devices in higher classes.

- ☐ Teacher-pupil ratio in all schools was much more than the prescribed ratio by RTE (1:30) which is not conducive to inclusive practices. In few schools roll strength in a class ranges somewhere between 60 to 70, it is just double the prescribed ratio.

- ☐ No special technological or infrastructural facilities for co-curricular activities of special needs children were available. Rooms like the "Resource Room" and the "Activity Room" contained regular technical devices like computers and projectors meant for the general students. No exclusive Assistive Technology or support systems for CWSN were available in these rooms.

- ☐ Teachers of the surveyed Govt. and Govt.-aided schools were unanimous in their opinions on the inadequacy of the Annual Budget, allotted each year by the Govt. to provide technical facilities for inclusive education. Private schools, since receive no government grants, were silent on the question.

- ☐ Negative attitude and ignorance of parents regarding enrolment of CWSN in general schools along their so called normal wards is another obstacle in this regard. These parents think their children will start suffering from similar disabilities if they stay in the company of special need children.

- ☐ All teachers agreed upon the social responsibility of bringing all students under the uniform umbrella of education but had no clue of how to achieve this in reality.

CONCLUSIONS

Teachers who agreed to respond to our questionnaire undermined the necessity of technology in Inclusive Education. According to them, empathy and affection on behalf of the teacher for the special needs students will suffice and technology is not always helpful. Analysis of collected data made it evident that some teachers were unable to differentiate between "learning problem" and "learning disability" – one of the very fundamentals of Inclusion.

Teaching with technology can deepen learning of the special children only if the teachers find creative and constructive ways to integrate technology into their class. Individual difference of learners is another important area of concern. Social, economic, demographic and educational background of students in the same class

may be quite different from one another if we consider the inclusive setting. Teachers should keep in mind that students' progress is more important than mere use of technology.

Every state must develop a mechanism for supervision and monitoring of the implementation of the activities till the grass root level for better co-ordination; only allocation of fund will not function in this regard.

Research in states may be conducted on reasons of drop out of CWSN at secondary stage and poor enrolment of girls. Ways of retaining these students may come out as the research outcome.

Use of ICT, using scientific methods of teaching learning and exploring the practice of other states, effectively implementing the scheme, can be used to improve the status of inclusive education in schools.

RMSA will encourage research in all areas of education of CWSN including research for designing and developing new assistive devices, teaching aids, special teaching material and other items necessary to give a child with disability equal opportunity and best support in education.

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A COMPARATIVE STUDY ON LEVEL OF AWARENESS AMONG THE ELEMENTARY MALE TEACHERS TOWARDS RTE ACT 2009 IN WEST BENGAL

Milan Kumar Saha
Research Scholar, Dept. of Education University of Gour Banga
Malda, West Bengal, Inida
&
Dr. Tripti Dutta
Associate Professor, Dept. of Education, University of Gour Banga
Malda, West Bengal, Inida

ABSTRACT

The present study was an attempt to know the level of awareness among the male teachers of elementary level towards RTE Act 2009. A sample of 60 male elementary teachers was taken randomly from 10 blocks and 17 circles of Dakshin Dinajpur district. The t-test was used to find out the significant difference of the variables in relation to the awareness towards RTE Act-2009. The main findings of the study was that there is significant difference between the urban male and rural male elementary teachers towards RTE Act, 2009 and there is no significant difference between the government male and private male elementary teachers towards RTE Act, 2009.

Key words: Level of awareness, Teachers of Elementary level, RTE Act-2009.

Introduction

A large portion of India's population lives in conditions of poverty and illiteracy. Education, in any form needs to be provided to them for improving their quality of life.The Kothari Commission made demand as: " We want education for life, We want education for all".

India is a signatory to the Universal Declaration of Human Righs, 1948, which rocognizes the right of children to free and compulsory education. The Convention on the Right of Child, 1986 also stresses upon the importance of education for a brighter future of children. Free and compulsory education for the children has been a part of the Directive Principles of State Policy enshrined in the Indian Constitution since the begining in the form of Article 45.

In consonance with its international commitments and national objectives the Parliament enacted the 86th Constitutional Amendment Act 2002, adding Article 21-A to the Indian Constitution which provides that every child between the age of 6 and 14 years has the right to free and compulsory education.

Review of Related Literature

A detailed overview of researchers, pertaining to the variables of the study, has been presented in order to strengthen the present study:

Jaseena,Fathima (2011) has conducted a study on "Right to Education-A Study on the Awareness of M.Ed Trainees" to find out the awareness of M.Ed students about right to education and to study the effect of gender and type of management of the institution on the awareness of Right to Education Act, 2009. The findings of the study revealed that male M.Ed students possess significantly higher awareness about the Right to Education Act, 2009 than the female M.Ed students. And the management of the M.Ed Colleges does not effect on the awareness of the Right to Education Act, 2009.

Vyas Saroj (2012) conducted a study on the awareness on RTE (Right to Education) Act, 2009 among elementary school teachers in the National Capital region. The sample of 160 elementary school teachers was drawn from Delhi and NCR. A self-made questionnaire comprising 20 multiple choice items was used by the investigator. Major finding of the study reveals that Government teachers are comparatively more aware as compared to Non- Government teachers.

Rajput Gunjan and Aziz Talat (2012) studied the level of awareness regarding Right to Education Act among urban and slum dwellers. This study is based on data collected from a slum survey in Delhi carried out by the author. The paper was a case study of JJ colony of Madanpur Khadar of New Delhi. Data was collected through a Questionnaire developed by the researchers . The findings of the study was that there is a significant difference between the level of awareness of deprived in urban areas and those of in the slum areas.

Mathew, Thote Prashant, and Rathoure (2013) have conducted a research on "Awareness on Right to Education Act-2009 among Primary School Teachers" of Morena District, Central India. The findings of the study revealed that the primary school teachers have significant awareness on Right to education act-2009.

Rationale of the Study

On the basis of the knowledge gained from the above findings it has been found that there are so many gaps about awareness of RTE Act-2009 among the

teachers of **the**elementary level in West Bengal. Hence the investigator has made a sincere effort to study the level of awareness among the male teachers of elementary level towards RTE Act-2009.

Statement of the Problem

The investigator has taken up the present study to find the level of awareness towards RTE Act-2009 entitled a**s "A Comparative study on level of awareness among the Elementary male teachers towards RTE Act-2009 in West Bengal".**

Objective of the Study

On the basis of systematic study the following objectives are formulated on the topics stated above**:**

1. To compare the level of awareness of urban and rural male teachers of elementary level towards RTE Act-2009.

2. To compare the levels of awareness of Govt and Private male teachers of elementary level towards RTE Act-2009.

Hypotheses of the Study

H_{01}**:** There is no significant difference between the level of awareness of urban and rural male teachers of elementary level towards RTE Act-2009.

H_{02}**:** There is no significant difference between the level of awareness of Govt and Private schools male teachers of elementary level towards RTE Act-2009.

Methodology

To acheive the objectives of the present study the descriptive survey method was adopted.

Population

The male teachers of elementary level of the district Dakshin Dinajpur**.**

Sample

60 numbers of elementary male teachers were selected randomly selected from eight elementary schools.

Tools Used

A self made Questionnaire was used for data collection.

Statistical Techniques Used

Data was analyzed by using Statistical techniques like Mean, S.D and t-test.

Result and Discussion

There were two hypotheses regarding awareness about RTE 2009 among the male elementary teachers. All the hypotheses were analyzed individually.

H_{01}: There exists no significant difference between the levels of awareness of urban and rural male teachers of elementary level towards RTE, Act. 2009.

Table-1: Showing 't' ratio between mean scores of urban male and rural male elementary teachers

Variable	Groups	N	Mean	S.D	Mean-Difference	df	t-value	Levels of Significant
Types of School	Urban male	44	71.36	11.16	2.29	58	0.75	Not Significant
	Rural male	16	69.07	10.21				

Table 1 reveals that Mean and S.D values of urban and rural elementary male teachers are 71.36, 69.07 and 11.16, 10.21 respectively. Calculated t-value is 0.75 which is not   significant at 0.05 level as it is less than 2.00 (table value of t). Hence Null Hypothesis is accepted. Therefore it is concluded that there is no significant difference in awareness on RTE Act, 2009 between the urban and rural male elementary teachers.

H_{02}: There exists no significant difference between the levels of awareness of Government school male teachers and Private school male teachers towards RTE, Act. 2009.

Table 2: Showing 't' ratio between mean scores of Govt. male and Private male elementary teachers

Variable	Groups	N	Mean	S.D	Mean-Difference	df	t-value	Levels of Significant
Locality	Govt. male	30	73.53	12.02	4.51	58	1.62	Not Significant
	Pvt. male	30	69.02	9.35				

Observation of Table 2 reveals that Mean and S.D values of Government male and Private male teachers is 73.53, 69.02 and 12.02, 9.35 respectively. Calculated t-value is 1.62 which is not significant at 0.05 level as it is less than 1.98(table value of t). Hence Null Hypothesis is accepted. It is therefore concluded that there is no significant difference in awareness about RTE, Act, 2009 between the government school male teachers and private school male teachers at elementary level.

Major Findings:

The following are the major findings of the study:

It is found from the Table-1 that there is no significant difference between the urban male and rural male elementary teachers towards RTE Act, 2009 and it is found from the Table-2 that there is no significant difference between the government male and private male elementary teachers towards RTE Act, 2009.

Conclusion

Awareness plays a vital role in determining the performance. To increase or shape proper awareness of primary school teachers, particularly in the case of awareness towards Right to Education Act 2009 in relation on Teacher's Awareness programme can be introduced. More time period could be allowed for participating in such programmes. Though there is awareness of the Act among the teachers, it is just about average which has a scope for improvement. Therefore some more actions have to be taken by the concerned authorities, to improve the level of awareness among the teachers.

Once awareness is created in the teachers of both government and private schools, rural and urban, male and female teachers, the implementation of RTE Act will become easier and goals of education will only be achieved.

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IMPORTANCE OF TEACHING LIVING VALUES AT K.G. LEVEL" – WITH REFERENCE TO I.C.S.E. TEXT BOOK

Dr. Birajlakshmi Ghosh
Principal, Gholdigrni Sikshan Mandir Hooghly, West Bengal, India
&
Dr. Jayanta Mete
Professor, Department of Education, University of Kalyani
Kalyani, Nadia, West Bengal, India

ABSTRACT

The purpose and function of education is the development of an all round and balanced personality of the students. Because these can help make our children more democratic cohesive, socially responsible and intellectually competitive according to C.V. Good – "Value education is the aggregate of all the process by means of which a person develop abilities attitudes and other forms of behavior of the positive values in the society in which they lives. Our society is going through radical social and environmental charges kids of today are the future citizens. So they have to be oriented to respond and adjust with coming challenges in all spheres of their lives. The modern Indian constitution has committed to the guiding principles of socialism, secularism, democracy, national integration and so on. These guiding principle should be inculcate among the children through our education system. And parents and teachers are the prime inculcators of values. This paper concerns with the case living values in ICSE text book and how these can be inculcate among the K.G. students of schools.

INTRODUCTION:

What is Value: According to Collins English Dictionary value means – "the moral principles and beliefs or accepted. Standards of a person or social group." When we value something we consider it important and worthwhile values have major importance on a person's behavior and attitude. Valueserve as broad guidelines in all situation. So values are ideas that guide us in action. Values guide us also in our planning and goal – setting. Our goals, plans, policies are all justified in terms of our values. On the other hand value describes the

significance of different action which are related with our day to day life. It's not a stating idea. As our life changes it also changes values reflect a person's sense of right or wrong

Different Types of Values: There are different types of values. We are discussing there below:

1) **Personal Values:** It provide us an internal sense for what is good, beneficial, important useful, beautiful, desirable and constructive. Personal values are values which are find important by the group of people in their day – to – day lives. Bcaty et al (1985) developed the List of values (LOV) model in the basis of theoretical works of Maslow (1954), Rokeach (1973) and Feather (1975). There are six internal values and three external values. They are listed below:

A.   Internal Values: B.   External Values:

i)   Self Respect   i)   Sense of belonging.

ii)   Warm Relationship   ii)   Being Well respect.

iii) Sense of Accomplishment   iii) Security.

iv)   Self fulfillment.

v)   Fun and enjoyment.

vi)   Excitement.

On the basis of cultural identity of an individual the processing of values can differ.

2) **Cultural Values:** Cultural Values denotes the value which their members broadly share. Values relate to the norms of a culture but they are more global than norms. Different cultural represents values differently. There may difference between a personal value of a member and his / her cultural value Apart from that he / she take part in his / her culture. It is called individual ability to synthesize. Through diffusion transmission and socialization values are generally received from parent to children. In different cultures parents have different values. Cultures can be distinguish as rigid culture and flexible culture. The rigid culture are more restrictive while flexible cultures have weather social norm and disciplines.

What are core living values:

From the above discussion we can come to know that values are the principles, beliefs and thought of actions which influences the behavior and

way of life of a person or a community (a group of people). Therefore living values are those which are provide principles and tools for development of the individual recognizing that he / she is comprised of the physical, socio – emotional, intellectual and spiritual dimension. It is connected with life skill education. So it is the duty and responsibility of every teacher to understand and apply living values to entrance acquisition of life skills. The care living values are describes as follows :

i) **LOVE:** Love makes the world. It look on all with a vision of equality. A heart that has love is able to accommodate. Love gives the lesson of 'Learning to live together' which is an important pillar of UNESCO's four pillars of education. Self less love sees only beauty positively and specialties in every one. It forgets and forgives weakness. Thus its important for our children.

ii) **HONESTY:** Honesty means always be with the truth or able to be trusted and not likely to steal, cheat or lie. The noun honesty means the quality or fact of being honest. Uprightness and fairness. It means truthfulness, sincerity and freedom from fraud. A more complete definition of honesty shows that an honest person doesn't to things that are morally wrong. It is above speaking and acting truthfully. Honest citizens are responsible for the development on their nation. Because it help to build trust improve relationship develop societies. That is why teacher should teach about this.

iii) **TOLERANCE:** It is the ability or willingness to tolerate the existence of options or behaviour that one dislikes and disagrees with. Tolerance is the quality of allowing other people to say and do as they like. It is the ability to bear something painful or unpleasant. One of the most important quality a child needs in his or her social content is the ability to be tolerant of others. The world is composed of people from different backgrounds who follows diverse customs and religion. Intoday globalized society it is important for every children to learn to accept others from the early age. Learning to be tolerant is key to being successful in life. Parents and teacher should endeavor to teach their children tolerance from a young age in order to strengthen morality and secure promising future.

iv) **SIMPLICITY:** Simplicity starts with the self and overflows to everything else around. Simplicity means plain and has no

complications. It means the quality of being plain, without unnecessary or extra things. Living more simply invites, someone to show down and be more alternative and loving. Living a simple lifestyle allows some body to see the reality of the situation more easily.

v)   **PEACE:** On one hand peace is the original quality of the self, which consist positive thoughts pure feelings and good wishes. Peace needs patience on the other land peace is a concept of societal friendship and harmony the highest form of objective for any education in inculcating peace. Because it helps people to prevent the occurrence of conflict and resolve conflicts peacefully core values of nonviolence and social justice are control to peace education. Peace education activities promote the knowledge, skill and attitudes which help us to maintain peace. Therefore it is essential for children. Because they are the future of our country.

vi) **CO–OPERATION:** Co-operation is based on faith, love trust and understanding Co-operation takes place where there is true love and bonding between each other. Its reflects the values of self – help. Self responsibility, democracy, equality equity and solidarity without. Co-operation we cannot live in our family as well as society. Therefore values of co-operation must be inculcate among children.

vii) **RESPECT:** Respect is the awareness that charging has value. It is a positive felling on action shown towards someone or something considered important. Every child should thought to respect not only his/ her family member but also the other members of society. It conveys a sense of admiration for good or valuable qualities. They should taught that only by giving respect to others they can earn the respect of others.

ix) **RESPONSIBILITY:** Each actor plays his / her part and every body is responsible for his / her work. Children should be taught that every body of them has a huge part in creating a better world. Everybody have some ability and by respond to the ability one can be responsible.

x)   **FREEDOM:** Understanding the self is the key to freedom. It is the condition in which people have the opportunity to think, act, speak and pursue happiness independently without external restriction. It is

important for the development of the personality of individual. It entrance expressions of creativity and original thought and increased productivity, children should thought to think and act independently. They should give freedom for the development of self.

xi) **UNITY:** Unity is appreciating the values of each individual and their unique contribution. It means harmony within and amongst individuals. Unity represents totality on completeness. Unity is needed for survival. It people unite they can fight against the evil things unity helps to grow. Unity gives freedom. Unity also gives us courage. Sochildren must be taught to be unite to like together and work together for a better life.

CORE LIVING VALUES IN I.C.S.E. TEXT BOOKS:

For giving example and discussing about this matter we have chose one K.G. level text book which is thought in renowned schools. Name of the book is 'Living Values' Book O. Jay Cel Publication written by C.J. Joseph, Forwarded by Jose, G. Chakkalakal, TOK. New Delhi. This Book has total 16 small chapter and each chapter reflects one or more than one living values. We are discussing here the core living values Reflects in each chapter in brief and Second Chapter.

The First chapter, denotes 'My Prayer' we know that prayer is an important factor for meditation. It's creates a peaceful environment and our mind. It is important for child's mental stability, concentration. It creates an atmosphere that helps instill values such as humility and discipline in the students. It also helps the school children realize the essence of the ethical values. School Prayer can decrease the natural egocentrism to which all mankind is prone. It also foster the idea the living for others is better than living for one self it may produce better people as well as better students. From the Second Chapter Students may seek to know that everything is God's creator. So nobody had right to harm other God made everything and loves everything so they have to look after everything with a vision of equality.

Third chapter emphasizes over family we know that family is playing and important role in child's up bringing. His / her first education starts from family. It may also create a sense of belongingness. Children need to learn the importance of family and how family helps in building a strong future. Family is a bond, its a long lasting relation that holds its member together

with the thread of love. Through a family we learn the values of love. Trust hope, belief culture, morals, tradition and every matter that concerns us and the society we live in.

Fourth chapter encourages children to know about their school. School provides a structured education and promote a child's mental and psychological growth. It is very important to a child to know about his / her school. Apart from education it also teach the children important life skills such as teamwork, good manners, unity, staring and responsibility. Parents to be the a child's first teacher while teachers are their Second Parents. So it is heavy important to create a bonding between the child's and his / her school. This lesson feels us about this thing.

Fifth chapter teacher's the children about sharing. Every body of us knows that sharing is a vital life skill. By the learning of sharing children can make and keep friends, and play co-operatively. It teaches children about compromise and fairness. They learn that if they give a little to others, they can get some of what we want as well. It may creates a sense of responsibility and selflessness. Which is an important factor in today's world.

Sixth chapter teach them about some people who are helping us in various way. We are living in a social system. There are different occupation in our society which are important for our every living. There are different person from different occupation like doctor, postman, teacher, carpenter, police man, driver who are helping us every day. From this chapter child can come to know that everybody in our home and in our society helps us for our living. So we must respect them and co-operate them in their work. Apart from out parents the other are our community helpers. So it is important for our children to know the ways in which community helpers work.

Chapter Seventh teaches them about their animal friends. This chapter tales them that god made the animals, as god made everything. Encouraging respect for animal habitats is an important part of teaching kids about protecting animals, as well as our environment. The aim of this chapter is that the children could begin to realize that animals need love and care just like people do. In this chapter kids identified different kinds of animals through picture games and discussed that animals can become loving companions rather than pets. They also come to know that animals helps us in various ways like cow gives us milk, hen gives us egg and ship gives us milk so we have to protect them from any harm.

Chapter Eighth and chapter 16 teach them about cleanliness and basic health. Good personal hygiene will help the child stay healthy, ward of illness and build better self awareness. Poor personal hygiene habits can lead to some minor side effects like body order and greasy skin and also lead to more trouble some or even serious issues chapter 16 tales them about that they are healthy child. They can have, run, play, see, hear and speak. They can understand, think and talk, these are some examples of their healthiness. Because poor health can effect their self esteem. Looking and feeling presentable can give them a confidence boost and a sense of pride in their appearance.

Chapter Ninth teaches them about same wonderful words like 'Sorry', 'Thank you' etc. This words are confidence builders. The power of self efficiency in learning situation can't be underestimated. By using three words children can show respect and humbleness to others.

Chapter Tenth teaches them about happiness. Teacher happiness as well as, students happiness is the main goal of positive education. Teacher well being modifies the emotional and academic out comes of their students. It also motivate students to learn to be their work properly and help to decrease their stress level. Those students who are happy are healthy also. For this teacher should always approach students in a clam, caring and respective manner.

The curriculum and teaching strategic, promote student earning happiness, health, self esteem and inner peace. It alsocreates a sense freedom among them.

Chapter Eleventh teaches them about Good manners refer to polite and good behavior which plays as significant role in building relationship to others. They show others that they care about them. Manners make other people feel appreciated and respected. Good etiquette and social manners are essential life skills that enhance the personal, social and emotional development. Following discipline in home an school and being well mannered can help them to focus better on their learning activities. Its reflects the ability to tolerance and make a peaceful and co-operative environment.

Chapter Twelfth teaches the about to be helpful to others children are naturally sympathetic and have a desire to help. Showing children how be helpful is a value that can stay with them as they grow. Being helpful

means doing all it takes to care for themselves, their family, friends and community. This chapter shows many ways in which children can be taught to help others and grow up with a sense of selfless giving to others without expecting something in return.

Chapter Thirteen teacher them about their country our children's are the future citizen of our country. In order to establish a thoughtful intelligent and involve community it is important to teach our children about their country. They also teach how they show respect and pride in our country. This chapter also tells them about the national flag of India which helps to grow a sense of patriotism among them.

Chapter Fourteenth teaches them about truthfulness. One of the best ways for teaching truthful or honesty to kids is to create a truthful home. Truth mothers both to us an individual and to society as a whole. As individual being truthful means we can grow nature, learning from our mistakes on the other hand for society truthfulness makes. Social bonds and lying break them. So its very important to teach children about honesty and truthfulness, at the early stages of their lives.

Chapter Fifteenth teaches about Beautiful world. This chapter tells them that everything in this world is beautiful and god made this beautiful world. Once children start to be aware of the beautiful world around them, it's important to teach them respect nature and everything around them. So its an important duty of the parent and teachers teach the children to value their environment and benefit from it without damage or hurting it. They must know that planet earth is everyone's home and the health of the planet depend on how people treat it. So its about taking care of all species and human beings around them. This also emphasis upon the UNESCO's fourth pillar of education that is 'Learning to line together'.

Conclusion – To make our children responsible society members, we should teach them moral/ living values like honesty, loyalty, respect, self – reliance, self – discipline, patience, kindness, gratitude, forgiveness, personal responsibility and courtesy. These values help in developing personality of our child. By improving living values parents and teachers can play an important role in modeling attitude and approach of the children. By these our children become honest, truth worthy, patriotic, faithful, lovable, good human beings and responsible society members. Thus it is the responsibility of every education system to pass on the invaluable treasure of living values

to their children, thus in coming days they will pass these on to the next generation and our society becomes the most balanced society.

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ROLE OF TEACHERS FOR PROMOTING PEACE AND VALUES

Farha Hasan* & Dr. Sunil Kumar Baskey**
*Ph.D. Scholar & **Assistant Professor
Department of Education
Rabindra Bharati University, Kolkata, West Bengal, India
Email Id: farha.hasan10@gmail.com
Email Id: sunilkumarbaskey1@rediffmail.com

ABSTRACT

In present days we are living in a society which is constantly threatened by violence, intolerance, crimes, injustice, oppression, exploitation and dispute. Our traditional moral value systems are started deteriorating. Now- a- days this state of disorder and confusion in the society adversely affects the children's innocent minds. The need to nurture peace in the hearts of children has arisen as an urgent issue to be addressed. It is said that teacher are the backbone of the nation and she/he can shape the mind of students. So it is the important responsibility of teachers to impose the moral values, peace to the mind of the young students. Teachers are the role models for the students. A responsible, efficient teacher can empower his students to clarify their values; enable them to take conscious and deliberate decisions; guide them to choose the way of peace rather than violence and enable them to be makers of peace rather than only consumers of peace. As a realization that children should be educated in the art of peaceful living, more and more peace concepts, attitudes, values and behavioral skills are being integrated into school curricula which is popularly known as Peace education. Through the transaction of this discipline a teacher can easily teach the importance of peace, values to the children in present intolerant environment. The present paper is an attempt to analyze the role of teachers for promoting peace and values to the students in particular and to the society in general.
Keywords: Peace, Value, Tolerance, Peace Education

INTRODUCTION

A single day is hardly remembered when we didn't notice any issue regarding violence, conflict in the pages of newspapers or social media. In present days we are living in a society which is constantly threatened by violence, intolerance, crimes, injustice, oppression, exploitation, dispute and so on. There is

so much disorder and confusion in the society men has built for themselves. The saddest part of the story is that this state of disorder and confusion in the society is directly affecting the children's innocent minds. Children naturally absorb the spirit of violence in the atmosphere and will soon grow to be the next generation of perpetuators of violence. Therefore the need to nurture peace in the hearts of children has arisen as urgent issues to be addressed in present days. It is the important responsibility of teachers to impose the moral values, peace to the mind of the young students.

OBJECTIVE

The objective of the paper is to analyze the role of teachers for promoting peace and values to the students in particular and to the society in general.

MEANING OF PEACE

The word peace has a broad meaning. In fact, it is an umbrella term that covers a wide range of meanings. Peace has to be interpreted as something that students can learn and change their ways of behavior both as individuals and groups for a better future. Live in the true sense we need peace in every way. It provides the atmosphere, space and nourishment essential to grow towards human perfection. From Social point of view peace refers to resolve conflicts between diverse groups. Integrate such groups together through fair distribution of justice. All ranges of shades of meanings of peace come easily under three basic sources - inner peace, social peace and peace with nature.

➢ Inner peace - Inner peace is peace with self i.e. self-contentedness. One, 'whose mind remains calm in the midst of sorrows, whose thirst for pleasure has altogether disappeared, and who is free from passion, fear and anger' is said to have achieved inner peace. It is the state of harmony and peace with oneself,

➢ Social peace - Social peace is 'learning to live together'; it is one of the important four pillars of learning as enunciated in the UNESCO report, "Learning: The Treasure Within." It is the peace between man and man. Social peace implies harmony in human relationships, conflict reconciliation and resolution, love, friendship, unity, mutual understanding, co-operation, brotherhood, tolerance of differences, democracy, community building, human rights, morality, etc. But it is a true fact that these type of peace is almost absent in present days.

➢ Peace with nature – It refers to the harmony with natural environment and mother earth. Peace with nature implies stopping the violation of her dignity

through environmental and ecological degradation, exploitation, etc. For sustainable development it is necessary.

ROLE OF TEACHER FOR PROMOTING PEACE AND VALUES

At the school level, the main need is to have a peaceful climate, i.e. a peace culture. When there is such culture, children will naturally absorb the spirit of peace from it. Peace has to be caught rather than be taught. Initiating a peaceful culture in school should start from within the staff, by developing attitudes and behavior of appreciation, co-operation, belonging, trust and spirit of learning. By way of developing a friendly and mutually respectful teacher-student relationship a peace culture will bloom naturally in the school. To ensure it, the school has to introduce a living system of peace values, norms and practices into the daily life of the school. In this context it is necessary to change the teacher-centred classroom approach to child-centred learning. When there is active and participative learning in the classroom, using interesting teaching and learning methods a friendly and lively atmosphere marked by creative expressions of potentials and self-discipline will emerge naturally. Teachers have to identify many effective strategies and practices that could transform the school into a place of peace and harmony.

❖ Integration of Peace into Formal Subjects: Teacher should first identify peace values in the lesson. The word 'peace value' is used to mean all the concepts, values, principles, attitudes, skills and practices related to peaceful living. Many lessons have peace values in different forms. Sometimes they are given directly. Sometimes they lie hidden or given indirectly. The stress on peace value should be in line with the lesson objectives and also within the time constraint. Therefore teachers have to find effective methods of putting across values in the formal lessons. Bring in positive feelings and emotions to make the lesson lively, interesting and appealing are an important role of teacher.

❖ Build a friendly and co-operative climate in the classroom - A conducive social climate emerges in a classroom basically through right interaction between teacher-student and student-student. Mutual respect, courtesy and kindness, immensely contribute to climate-building. A co-operative relationship also helps to create a positive social climate in that it discourages individualistic and self-centred behavior in the classroom.

❖ Using special activities and exercises for developing peaceful competencies- It includes making learning interesting, happy and energizing; improving co-operation in the classroom/ team-building;

improving critical thinking and problem-solving capacities; improving social skills such as in communication, and assertive behavior etc.

❖ Multiculturalism - Developing a school-wide philosophy of appreciating and understanding background of other people, creates a sense of community. An emphasis on multiculturalism allows for multiple perspectives on ways of thinking, which fights stereotypes and opens up communication among groups.

❖ Teach conflict resolution skills – It is the way children enjoy very much i.e. through role-playing. Choose a time when everyone is together and there are no unresolved conflicts. Role-play in different situation is noticed among the children. Teacher should talk about peaceful ways to resolve the conflict.

❖ Moral instruction for the day - Starting the day with a moral or spiritual thought provides inspiration; this can be done at the school level in the morning assembly by giving a short talk on a topic related to character building. Both the teachers and students can deliver such talks. Alternatives such as listening to recorded songs and short talks related to value or peace building; reading from literature could be used too.

❖ Annual event- In a poetry recitation, a musical, or other performance "Peace" can be choose as the theme. Challenge the children to find stories, poems, and songs about peace. They may also want to draw or paint pictures of "peace" and what it means to them.

❖ When studying geography, history, and other cultures, emphasis should be given to the diversity of traditions and customs found around the world. In this way student can respect to the values of our rich traditions.

❖ Have children participate in the care of their environment, showing respect for the materials, pets, plants, and other children.

PEACE EDCATION – A MEANS OF PROMOTING PEACE VALUES

One of the important means through which the peace values can be inculcated is Peace Education. According to John Dewey "Peace education is grounded in active citizenship, preparing learners for assiduous participation in a democracy, through problem – posing and problem – solving education, and a commitment to transformative action in our societies." (as cited in Howlett & Cohan,2017). The basic concept embedded in peace education is that it is a remedial measure to protect children from falling into the ways of violence in society. It aims at the holistic development of the child.

Integrated with the content of various subjects taught in school	Extramural activities during assembly, lean periods
• Social studies • Science • Home science • Mathematics • Language • Art • Music • Computers • Vocational subjects • Psychology	• Special lectures in assembly or otherwise – may be once a month • Games • Film shows • Discourses and debates • Presentation of related project • report/seminar/exhibition • Community campaigns • daily activities

Fig 1. Peace Education Curriculum

Peace Education curriculum tries to inculcate higher human and social values in the mind of the child. In essence, it attempts to develop a set of behavioral skills necessary for peaceful living and peace building from which the whole of humanity will get advantage. Peace education need not be taught as an independent subject rather it should be integrated in the regular school subject. Also, various extracurricular activities can form part of a well-designed peace education curriculum. Peace education is actually a call for an inclusive approach to mutual coexistence and to a holistic way of living. Peace education applies to the contents of all curricular, at every level in the education system. Peace education should be extended to all learners from all social sectors with the objective of promoting equal opportunities through education.

RESULTS AND FINDINGS

The present paper examines the role of teachers for inculcating peace values to the students. Several strategies are identified for this purpose. Integrating peace values in school subject is an effective strategy. Peace education is one of best means of integrating values, morals to school curriculum. In present days emphasis is given to peace education. National Curriculum Framework, 2005 give stress on integration of Peace education curriculum both in school education programme and teacher education programme. When a teacher can realize the importance of peace only when he can transfer the peace values to his students. Role of teacher is very

vital in this context. Multiculturalism, inclusive education etc. are some effective strategy for promoting peace in school environment. Besides through several co curricular activities and extracurricular activities can be utilized for this purpose.

CONCLUSION

Finally we can conclude that a teacher can easily teach the importance of peace, values to the children in present intolerant environment. Teachers are the role model for students. But before transacting the peace values, attitudes to the students, a teacher should first practice these peace values and only then s/he can effectively promote peace and values to the students. We are optimist that in future by integrating peace education into teacher education curriculum; our future teachers will find more beneficial and effective strategies to promote peace, values, morals, and ethics to young generation. Teacher have the best weapon i.e. the students for removing violence, intolerance, crimes, injustice, oppression, exploitation and dispute from the society. We can dream that these students – the future of our society will give as a peaceful society in recent future.

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ERRORS AND MISCONCEPTIONS IN MATHEMATICS OF SECONDARY SCHOOL STUDENTS AT DIFFERENT LEVELS OF INTELLIGENCE

Dr. Franky Rani
Assistant Professor, Department of Education
Guru Nanak Dev University, Amritsar, Punjab, India
E-mail ID: frankyshubh@gmail.com
&
Jaspreet Kour
Research Scholar, Department of Education
Guru Nanak Dev University, Amritsar, Punjab, India

ABSTRACT

The aim of the present investigation is to diagnose the errors and misconceptions in mathematics of secondary school students having different levels of intelligence. The sample comprised of 500 students of IX grade from secondary schools of Amritsar district. The participants were assessed with diagnostic test in mathematics and intelligence test (Ravens standard progressive matrices, 1938). Mean, standard deviation, t-ratio and one way ANOVA were employed to diagnose the errors and misconceptions at different level of intelligence (high, average and low intelligence). Findings of the study revealed that Male students commit more errors in mathematics as compared to female students and Female students have more misconceptions in mathematics as compared to male students. Further, it was found that those students having low intelligence commit more errors and have more misconceptions in mathematics as compared to students having average and high intelligence.

Keywords: Errors, Misconception, Intelligence.

INTRODUCTION

Mathematics plays a prominent role in almost every walk of life. It has its roots in everyday activities and forms the basic structure of our highly advanced technological developments. At the elementary stage, Mathematics education is guided more by the logic of children's psychology of learning rather than the logic of Mathematics but at the secondary stage, the student begins to perceive the structure of Mathematics as a discipline. The aim of teaching and learning Mathematics is to encourage and enable students to develop curiosity and problem

solving ability among students. (National Curriculum Framework, 2005).'Mathematics should be envisaged as the vehicle to train a student to think about, purpose, scrutinize and to eloquent logically. Apart from being a definite subject it should be associated to any subject connecting analysis and reasoning' (National Policy on Education,1986).Mathematics education is based on problem solving, application of knowledge and manipulations and when the students meet word-problems, their non systematical and incomplete knowledge causes faults and conceptual mistakes.

Misconceptions emerge as a result of experiences and wrong beliefs of individuals (Baki, 1999). Every individual has a unique thinking system which is used in sense-making and expressing the world. If these thinking systems are faulty or deficient, they constitute the bases for misconceptions (Mestre, 1987). Yagbasan and Gulçiçek (2003) state that if the learner understands a concept as fundamentally different from its scientific meaning, then he/she most probably will construct misconception.

In literature, some studies demonstrated that people cannot distinguish the terms misconception and error (Luneta & Makonye, 2010). Misconceptions are the subset of errors, which means one can define all misconceptions as errors but all errors may not be misconception (Eryilmaz and Surmeli, 2002). In other words, error is the result of misconception, or misconception is a type of perception which systematically produces error (Smith, disessa & Roschelle, 1993). Therefore, it is more important that teachers should focus on misconceptions which are the source of errors (Eryilmaz, 2002). Thus the purpose of the study is to explore the fundamental of basic concepts which form the basis of learning by diagnosing the various errors and misconceptions committed by the students. The problem of errors and misconceptions in mathematics emerges from the fear and anxiety of students to this subject. Mathematics is generally considered as the most difficult subject of all subjects. Students find lots of problems and difficulties in this subject in understanding the concepts, remembering the formulas, solving the sums and applying in practical situations. It is seen that students are doing good in all other subjects but fail to do so in Mathematics, so to prevent the students from this failure it is necessary to understand their problems. Also, the present study intends to equip the teacher with a liable information, so that they can diagnose the weaknesses of students and plan suitable remedial measure to remove the various problems which the student's actually facing in mathematics and considered it as a most difficult subject. Present study also investigates the effect of intelligence and gender on the error and misconceptions of students in mathematics.

REVIEW OF RELATED LITERATURE

Fidan (1991) explored Misconceptions as one of the most important barriers in mathematics. Students who had misconceptions made knowledge errors and failed to complete the coding tasks (Veerasamy and Dsouza , 2004).The sources of the errors seemed to be lack of reference to mediating artifacts such as number lines or other real contextual situations when learning to deal with directed number (Fakude ,1996).The most common errors that the students made in questions were improper use of equation, order of operations, and value and place of sin, cosine, misused data, misinterpreted language, logically invalid inference, distorted definition, and technical mechanical errors (Halya, 2009). Luneta (2010) studied the learner's errors and misconceptions of 12th grade students in South Africa and analysis of his study showed that most of the errors and misconceptions were due to knowledge gaps in basics concepts (luneta, 2010) Egodawatte, 2011; Muzangwa, 2012). Math anxiety is also one of the factor that affects student achievement (Mohamed & Tarmizi, 2010). Students studying maths often make the same mistakes which can be done by teachers during the teaching process (Muzangwa, 2012). Students' learning is dependent upon conceptual understanding and the errors and misconceptions must be identified and taken care of during the teaching-learning process (Kaur, 2013). Misconceptions seemed to have a significant impact on the progress and achievement of the students (Sarwadi and Shahrill, 2014). Results of some studies revealed that females are underachievers in Mathematics in comparison to males (Sharma 1981; Dixit 1985; Phalachandra 1989; Reap and Cavallo 1992; and Aseema and Gakhar 2004) .The perusal of studies shows that for better achievement in mathematics it is necessary to identify /diagnose the errors and misconceptions of the learners.

OBJECTIVES OF THE STUDY

The present problem has been designed to achieve the following objectives:

- To investigate learner's errors and misconceptions using diagnostic test in mathematics on types of quadrilateral.
- To study the difference between male and female secondary school students in terms of errors and misconceptions in mathematics.
- To study the errors committed by students at different levels of intelligence.
- To study the misconceptions of the students at different levels of intelligence.
- To suggest remedies for rectifying errors and clarifying the misconceptions in mathematics.

HYPOTHESES

The study will be designed to test the following hypotheses:

Ho:1   There is no significant difference between male and female secondary school students in terms of errors in mathematics.

Ho:2   There is no significant difference between male and female secondary school students in terms of misconceptions in mathematics.

Ho:3   There is no significant difference in errors committed by students at different levels of intelligence.

Ho:4   There is no significant difference in misconceptions of students at different levels of intelligence.

DELIMITATIONS OF THE PROBLEM

- The present study was delimited to IX grade students studying in schools affiliated to Punjab school education board of Amritsar district.

- The present study was delimited to the topic- types of quadrilateral of class IX of PSEB.

SAMPLE

500 students of class IX from four schools of Amritsar district were randomly selected to diagnose the errors and misconceptions in mathematics.

PROCEDURE

In order to conduct the present study, four schools were selected randomly from Amritsar district. All the students were selected from IX class. The diagnostic test was administered to diagnose errors and misconceptions on sample of 500 students. Intelligence test was administered to the total sample to determine the level of intelligence. After diagnosing the errors and misconceptions remedies were provided to a group of 32 students through flash cards in which different shapes of quadrilateral were drawn and after that cutting was done by investigator to make clarity in concept of diagonals of quadrilateral. Power point presentation was also used by investigator to develop interest among students in quadrilaterals .Again the diagnostic test was administered to this group. The scores before and after providing remedies to the students were compared to know the improvement in scores and to determine the concept clarity of quadrilateral among students

TOOLS

The following tools were employed to collect data:

Tool 1   Diagnostic test in mathematics.

Tool 2   Intelligence test (Raven Standard Progressive Matrices, 1938)

STATISTICAL TECHNIQUES

Mean, standard deviation, t- ratio and One way ANOVA were employed to diagnose the errors and misconceptions at different levels of intelligence (high, average and low intelligence).

STATISTICAL TREATMENT OF DATA

I. To investigate learner's errors and misconceptions using diagnostic test in mathematics on types of quadrilateral.

TABLE 1.1: PERCENTAGE OF LEARNER'S CORRECT RESPONSES, ERRORS AND MISCONCEPTIONS IN MATHEMATICS ON TYPES OF QUADRILATERAL

Item No.	Percentage of learner's correct responses	Percentage of learner's committed errors	Percentage of learner's committed misconceptions	Total Percentage (N= 500)
1	81.2	9.8	9	100
2	79.8	12.2	8	100
3	58.2	19	22.8	100
4	56	24	20	100
5	60.2	20.4	19.4	100
6	64.6	21.6	13.8	100
7	76.8	9.2	14	100
8	78.4	9.8	11.8	100
9	56.4	24	19.6	100
10	40.6	29.4	30	100
11	39.8	37	23.2	100
12	41.6	35	23.4	100
13	60.6	21.2	18.2	100
14	59.4	19.6	21	100
15	50.4	32.6	17	100
16	62.6	17.6	19.8	100
17	68.4	13	18.6	100
18	58.4	16	25.6	100
19	40.6	26.6	33	100
20	62.8	17.6	19.6	100
21	41.7	26.6	27.2	100
22	34.4	35	30.6	100
23	39.2	29.8	31	100
24	56.6	29	14.4	100
25	52.2	21.4	26.4	100
26	53.2	22.2	24.6	100
27	50.8	20.2	29	100
28	46	22.8	31.2	100
29	52.4	33	14.6	100
30	23.6	33	43.4	100

From table 1.1, it can be seen that on item no.1, 9.8% and 9% students commit errors and misconceptions respectively, having 81.2 correct responses i.e first item seems to be easy for maximum number of students. 79.8% students give correct responses for the second item, where as 12.2 % and 8% students experience errors and misconceptions respectively. 19% and 22.8% students have errors and misconceptions on item no. 3 which indicates that students strongly hold the misconception about the consecutive sides of quadrilateral. On item no. 4, 24% and 20% students commit errors and misconceptions , only 56% students give correct responses 20.4% and 19.4% students experience errors and misconceptions on fifth item which are recorded as almost same as on item no. 6. Similarly, on item no. 7 and 8, almost equal number of students commit errors and misconceptions. Only 56.4% students give correct responses on 9th item which shows that students find difficulty in identifying the type of quadrilateral i.e kite. Less than half of the total students give correct responses on item no. 10. Almost equal number of students commit errors and misconceptions on item 11 and 12, which reveals that students have difficulty in the concept of rectangle and rhombus. More than half of the total students give correct responses on item 13,14,15 respectively. On item 16, students' commit errors and misconceptions on an average of 17.6% and 19.8% respectively. 68.4 % and 58.4% students give correct responses on item 17 and 18. Item 20 seems to be easy as above 60% students give correct responses and commit less errors and misconceptions. On item 21,22,23 , students experience more than 25% errors and misconceptions which indicates the difficulty level of items. Almost equal number of students (above 50%) commit errors and misconceptions on item 24,25,26,27. Only 46% students give correct responses on item no. 28. 33% and 14.6% students commit errors and misconceptions on item 29. Only a few students (23.6%) give correct responses on item no.30 which reveals that students find difficulty in the concept of diagonals of parallelogram.

II. THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN MALE AND FEMALE SECONDARY SCHOOL STUDENTS IN TERMS OF ERRORS IN MATHEMATICS

To test this hypothesis, t-test was applied to determine the significant difference among secondary school students with respect to gender. The result of this analysis has been reported in table 1.2

TABLE 1.2: MEAN, STANDARD DEVIATION AND t-VALUE OF ERRORS IN MATHEMATICS OF IX GRADE MALE AND FEMALE STUDENTS

Gender	Number	Mean	S.D.	t-value
Male	240	7.18	3.167	2.26*
Female	260	6.60	2.716	

* Significant at 0.05 level

Critical value 1.96 at 0.05 level, df =499

From table 1.2 it can be seen that The t – value testing the significance of errors between two groups is 2.26, which is found to be greater than tabulated value 1.96 at 0.05 level of significance with df= 499. It indicates that the mean scores of errors of male and female differ significantly. Thus, the null hypothesis stating that "there is no significant difference between male and female secondary school students in terms of errors in mathematics" is rejected. The mean score of errors done by males is 7.18 which is significantly higher than that of female students whose mean score of errors is 6.60. It may therefore be said that male students commit more errors in comparison to female students.

III. THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN MALE AND FEMALE SECONDARY SCHOOL STUDENTS IN TERMS OF MISCONCEPTIONS IN MATHEMATICS

To test the hypothesis, t-test was applied to determine the significant difference among secondary school students with respect to gender. The result of this analysis has been reported in table 1.3

TABLE 1.3: MEAN, STANDARD DEVIATION AND t- VALUE OF MISCONCEPTIONS IN MATHEMATICS OF IX GRADE MALE AND FEMALE STUDENTS

Gender	Number	Mean	S.D.	t value
Male	236	6.46	2.722	2.232*
Female	264	7.05	3.185	

* Significant at 0.05 level

Critical value 1.96 at 0.05 level, df =499

From table 1.3, it can be seen that the t – value testing the significance of misconceptions between two groups is 2.232,which is found to be greater than tabulated value 1.96 at 0.05 with df= 499. It indicates that the mean scores of misconceptions of male and female differ significantly. Thus , the null hypothesis stating that " there is no significant difference between male and female secondary

school students in terms of misconceptions in mathematics" is rejected. The mean score of misconceptions in mathematics of males is 6.46 which is significantly lower than that of females whose mean score of misconceptions in mathematics is 7.05. It may therefore be said that male students have less misconceptions in mathematics in comparison to female students.

IV. THERE IS NO SIGNIFICANT DIFFERENCE IN THE ERRORS COMMITTED BY STUDENTS AT DIFFERENT LEVELS OF INTELLIGENCE

TABLE 1.4: SUMMARY OF DESCRIPTIVE ANALYSIS: MEAN, STANDARD DEVIATION OF ERRORS IN MATHEMATICS AT DIFFERENT LEVELS OF INTELLIGENCE

Levels of intelligence	N	Mean	Standard deviation
High	72	6.30	3.182
Average	379	6.82	2.787
Low	49	8.15	3.507
Total	500	6.87	2.950

A bar graph has been drawn to depict the errors of secondary school students in mathematics and has been presented in fig. 1.1
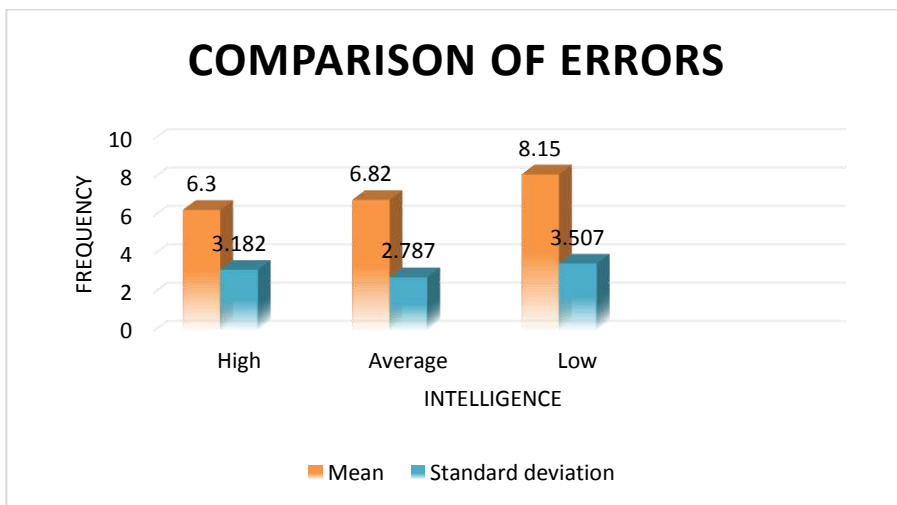
FIG. 1.1
BAR GRAPH SHOWING ERRORS OF SECONDARY SCHOOL STUDENTS AT DIFFERENT LEVEL OF INTELLIGENCE

TABLE 1.5: SUMMARY OF ANALYSIS: ONE WAY ANNOVA LEVELS OF INTELLIGENCE × ERRORS COMMITTED BY STUDENTS

Source of variation	Sum of square	df	Mean square	f- value
Between group	102.463	2	51.231	6.006**
With in Group	4222.567	497	8.530	
Total	4325.03	499		

** Significant at 0.01 level

Critical value 3.01 at 0.05 and 4.65 at 0.01 level

It can be seen from the table 1.5 that the F- Value for difference between the committed errors for high, average and low intelligent groups is 6.006, which in comparison to the table value was found to be significant at 0.01 level of significance. Hence , the hypothesis ,There will be no significant difference in the errors committed by students at different levels of intelligence, is rejected.

To probe deeper, F-value was followed by t – test. The t –value for difference in errors committed by high, average and low intelligent groups have been placed in table 1.6

TABLE 1.6: t- VALUES FOR DIFFERENT COMBINATIONS OF DIFFERENT LEVELS OF INTELLIGENCE IN TERMS OF ERRORS

Variables			High Intelligence			Average Intelligence			Low intelligence		
			N	M	S.D	N	M	S.D	N	M	S.D
			72	6.30	3.182	379	6.82	2.787	49	8.15	3.507
High Intelligence			……			1.423			2.985**		
N	M	S.D									
72	6.30	3.182									
Average Intelligence			……			……			3.008**		
379	6.82	2.787									
Low Intelligence			------			------			-----		
49	8.15	3.507									

** Significant at 0.01 level

Critical value 1.66 at 0.05 and 2.364 at 0.01 level

It may be inferred from the table 1.6 that mean of errors of high intelligent group is 6.30, which is less than the corresponding mean of 6.82 of average intelligent group. The t- value testing the significance of mean difference on errors of high and

average intelligent group is 1.423, which in comparison to the table value was not found to be significant even at 0.05 level of significance. Hence , it may be inferred that the mean of errors was not significant for high and average intelligence groups.

The table 1.6 reveals that the mean of errors of high intelligent group is 6.30 , which is less than the corresponding mean of 8.15 of low intelligent group. The t- value testing the significance of mean difference on errors of high and low intelligence group is 2.985, which in comparison to the table value was found to be significant at 0.01 level of significance. Hence , it may be inferred that the students having high intelligence commit less errors as compared to students having low intelligence.

The table 1.6 shows that the mean of errors committed by of average intelligent group is 6.82, which is less than the corresponding mean of 8.15 of low intelligence. The t-value testing the significance of mean difference on errors of average and low intelligence group is 3.008, which in comparison to the table value was found to be significant at 0.01 level of significance. Hence, it may be inferred that the students having average intelligence commit less errors as compared to students having low intelligence.

I.   THERE   IS   NO   SIGNIFICANT   DIFFERENCE   IN MISCONCEPTIONS OF STUDENTS AT DIFFERENT LEVELS OF INTELLIGENCE

TABLE 1.7: MEAN, STANDARD DEVIATION OF MISCONCEPTIONS IN MATHEMATICS   AT   DIFFERENT   LEVELS   OF INTELLIGENCE

Levels of intelligence	N	Mean	Standard deviation
High	72	6.00	2.342
Average	379	6.80	2.903
Low	49	7.71	4.068
Total	500	6.77	2.986

COMPARISON OF MISCONCEPTIONS

■ Mean   ■ Standard deviation

High: Mean 6, Standard deviation 2.342
Average: Mean 6.8, Standard deviation 2.903
Low: Mean 7.71, Standard deviation 4.068

FREQUENCY (vertical axis)

INTELLIGENCE (horizontal axis)
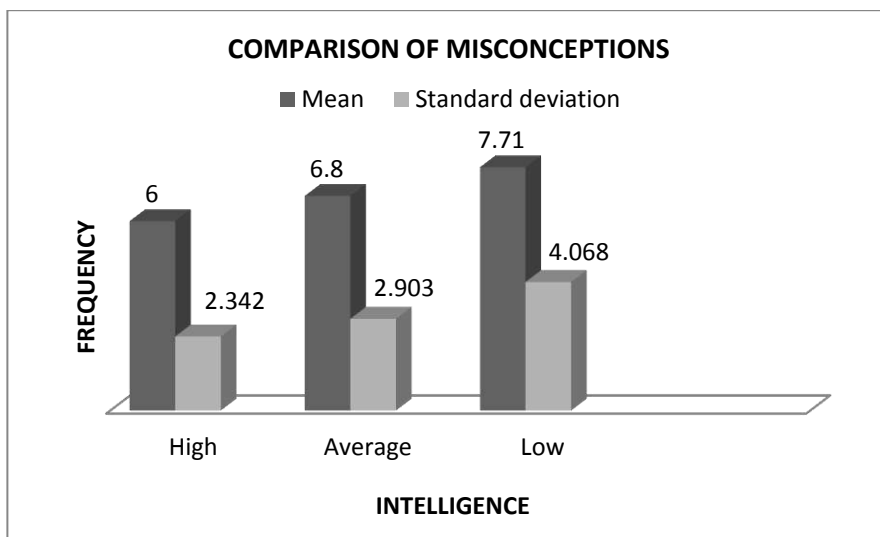
TABLE- 1.8: SUMMARY OF ANALYSIS: ONE WAY ANNOVA LEVELS OF INTELLIGENCE × MISCONCEPTIONS COMMITTED BY STUDENTS

Source of variation	Sum of squares	Df	Mean Square	f- value
Between group	84.631	2	42.315	4.818**
Within group	4347.273	497	8.782	
Total	4431.904	499		

** Significant at 0.01 level

Critical value 3.01 at 0.05 and 4.65 at 0.01 levels

It can be seen from the table 1.8 that the F-value for difference between the misconceptions for high, average and low intelligent groups is 6.006, which in comparison to the table value was found to be significant at 0.01 level of significance. Hence, the hypothesis, There will be no significant difference in the errors committed by students at different level of intelligence, is rejected.

To probe deeper, F-value was followed by t–test. The t –value for difference in misconceptions of high, average and low intelligent groups have been placed in table 4.6

TABLE 1.9: t-VALUES FOR DIFFERENT COMBINATIONS OF DIFFERENT LEVELS OF INTELLIGENCE IN TERMS OF MISCONCEPTIONS

Variables			High Intelligence			Average Intelligence			Low intelligence		
			N	M	S.D.	N	M	S.D.	N	M	S.D.
			72	6.00	2.342	379	6.80	2.903	49	7.71	4.068
High Intelligence			……			2.183*			2.901**		
N	M	S.D.									
72	6.00	2.342									
Average Intelligence			……			……			1.948		
379	6.80	2.903									
Low Intelligence			……			……			……		
49	7.71	4.068									

*Significant at 0.05 level

** Significant at 0.01 level

Critical value 1.66 at 0.05 and 2.364 at 0.01 level

It may be inferred from the table 1.9 and that mean of misconceptions of high intelligent group is 6.00, which is less than the corresponding mean of 6.80 of average intelligent group. The t- value testing the significance of mean difference on misconceptions of high and average intelligent group is 2.183, which in comparison to the table value was not found to be significant even at 0.05 level of significance. Hence, it may be inferred that the mean of misconceptions was not significant for high and average intelligence groups.

The table 1.9 reveals that the mean of misconceptions of high intelligent group is 6.00, which is less than the corresponding mean of 7.71 of low intelligent group. The t- value testing the significance of mean difference on misconceptions of high and low intelligent group is 2.901, which in comparison to the table value was found to be significant at 0.01 level of significance. Hence, it may be inferred that the students having high intelligence have less misconceptions as compared to students having low intelligence.

The table 1.9 shows that the mean of errors of average intelligent group is 6.80, which is less than the corresponding mean of 7.71 of low intelligent group. The t- value testing the significance of mean difference on misconceptions of average and low intelligence group is 1.948, which in comparison to the table value was not found to be significant at 0.01 level of significance.

VI. SUGGESTED REMEDIES TO RECTIFY ERRORS AND MISCONCEPTIONS OF STUDENTS

After diagnosing the errors and misconceptions of the students on topic – types of quadrilateral, the remedies in the form of power point presentation and flash cards were provided for one week in the class for the topic – types of quardilateral to rectify the errors and misconceptions of the students. Again, the test was conducted on a group of 32 students to determine the progress of students on the topic of quadrilateral.

TABLE-1.10: PERFORMANCE OF STUDENTS BEFORE AND AFTER REMEDIES

S. No.	Performance of students before Remedies			Performance of Students after Remedies		
	Correct responses	Errors	Misconceptions	Correct responses	Errors	Misconceptions
1	18	7	5	23	4	3
2	24	4	2	26	2	2
3	19	5	6	25	3	2
5	17	7	6	20	6	4
6	10	11	9	22	4	4
7	19	3	8	28	1	1
8	22	5	3	27	2	1
9	12	10	8	25	2	3
10	15	7	8	24	1	5
11	15	8	7	21	7	2
12	17	7	6	19	4	7
14	15	9	6	18	6	6
15	19	4	7	23	4	3
16	10	9	11	17	5	8
17	18	9	3	19	6	5
18	13	9	8	22	5	3
19	23	3	4	24	2	4
20	18	2	10	26	1	3
22	9	11	10	17	5	8
23	19	3	8	21	2	7
24	16	4	10	24	3	3
25	13	6	11	19	4	7
26	15	5	10	20	4	6
27	21	3	6	24	1	5
28	17	5	8	25	2	3
29	8	6	16	14	6	10
30	16	5	9	24	2	4
31	19	8	3	21	7	2
32	13	6	11	26	3	1

From table 1.9, it can be seen that there is a improvement in the progress of students.. The number of correct responses increases whereas errors and misconceptions decreases. Use of flash cards and power point presentation, helped to rectify the problems of students in particular topic- type of quadrilateral and the students attain the concept clarity through such resources.

FINDINGS OF THE STUDY

1. Male students commit more errors in mathematics as compared to female students.
2. Female students have more misconceptions in mathematics as compared to male students.
3. The students having low intelligence commit more errors in mathematics as compared to students having average and high intelligence.
4. The students having low intelligence have more misconceptions in mathematics as compared to students having average and high intelligence.
5. Suggested remedies were beneficial to rectify the errors and misconceptions of the students.

EDUCATIONAL IMPLICATIONS OF THE FINDINGS

In the light of the findings of the present study regarding errors and misconceptions in Mathematics among secondary school students, following implications emerged that can be used to improve the delivery of Mathematics education.

- Male students commit more errors in mathematics may be due to careless mistakes, teachers should be aware of their mistakes and make them conscious for their careless mistakes. Teacher should identify the mistakes made by majority of the students, these mistakes should be taken up at the collective level and for other mistakes individual attention should be paid to the students.
- Female students have more misconceptions in mathematics, the probable reason for this could be that they lack concept clarity. It is the duty of the teacher to identify the misconceptions of the female students about the different concepts and clarify the concepts by using proper teaching methodology that takes into account student's need and abilities.
- Low intelligent students commit more errors and have more misconceptions, extra time should be provided to them in the form of remedial classes. Moreover, the content should be according to their level.

Teachers' can assist these students by providing the kinds of information and experiences which will enable them to bridge the gaps between sensory input and prior knowledge.Technology as a part of class room activities motivates and allows these students to learn, communicate and share their knowledge and understanding in a wide variety of ways.

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QUALITY OF LIFE, DEPRESSION AND LONELINESS OF OLD-AGED MEN:A QUALITATIVE ANALYSIS

Dr. Ashis Kumar Debnath
Assistant Professor, Department of Education
Diamond Harbour Women's University, Diamond Harbour, West Bengal, India
&
Sonali Paul
M. A. in Education, Diamond Harbour Women's University
Diamond Harbour, West Bengal, India

ABSTRACT

Learning to live together is one of the pillars of Education (Jacques Delore's Report, UNESCO, Thailand-1996). In the present scenario, learning has to take responsibility to inculcate knowledge of how to live together with all the members of the family as well as the society. With the advancement of science and technology, human life is becoming fast and emotions are often minimized. Individuals are busy in their pursuit for livelihood and higher standards of lifestyle. Old age is that a normal, inevitable, biological and universal phenomenon, often neglected in the family as well as in the society. An old-aged person of the family always wants the company and importance from the the other family members. But in fact, most of the old-aged men go through a typical mental stress due to negligence in the family. Hence, the old-aged men generally suffer from loneliness, depression and insecurity in the life after a long busy, dutiful young life. However, the educated old-aged men spend the retired life in a different way by involving themselves in different life activities, social works, religious works, and thoughts that reduce their level of depression and loneliness. In this qualitative study, an attempt has been made to find out the quality of life, depression and loneliness of a group of old-aged men of the districts Purba and Paschim Medinipur and to draw a general views regarding them.

Keywords: Old-aged Men; Quality of Life; Depression; Loneliness; Life Activities

Introduction

Old-aged people, who are a part of the society, get less attention in the nuclear family system of the present society. With the advancement of science and technology, human life is becoming fast and emotions are often minimized.

Individuals are busy in their pursuit for livelihood and higher standards of lifestyle. The other members of the family have no time to tender their hands to the older members for accompany. Hence, the elder person generally suffers from loneliness, depression and insecurity in life after a long busy, dutiful young life.

The united society means to live not only with child, young man but also with old persons. To get a healthy and happy society including the old-aged members of the families, it is very urgent to know about this section by gathering information. How do they feel in this old-age stage? How is the quality of their daily life? How do they enjoy this stage? Do they feel loneliness, depression etc.? In the modern age, the intention of man is not to live in joint family. Thus, united family is seen very rare. The man wants to live in separate family. In the development of human life, one goes across childhood, boyhood, young stage; adulthood and then he or she faces the old age. In this old age, man realizes the every stage of the improvement of their life. He or she memorizes how they enjoyed the young life. The person makes a comparison between the young age and old age. In our present society, the number of nuclear family gradually increasing and the old man feel loneliness.

Education can give a scope for a person to remove depression, loneliness in his or her life. It can help one how to live together with the others of the society and thus enjoy life. Therefore, it may be generally noticed that there is a much difference between the thinking of an educated and an illiterate old man. In fact the retired persons spend their much time at home. They lost their enthusiasm of their service life. They want to stay with their nears and dears in the family. Though some educated old persons joined at *Bharat Sevasram Sangha* or some NGOs etc. Thus, they enjoy their lives. But the illiterate old persons used to suffer from depression. Because, they have no physical energy to do work which they used to do previously. But a few old-aged persons can accept their situation and try to enjoy the life in other ways.

Besides this it is noticed that sometimes an educated person cannot adopt the home environment after retirement. Because, they became habituated with the outer world outside the home. So, after retirement they go to spend time at some tea shop or playing cards etc. In this respect, those who used to do other works like farming etc they have no problem to cope with the situation at period of old age. As they have education they can try to wipe out depression by reading newspaper, story books and sometimes to give private coaching to ground children etc.

The people of the District Purba and Paschim Medinipur are engaged in versatile professions like fishery, handicraft, cultivation, day-labour, services of Government or Private Sectors and business. At the end of their professional life, particularly after the age of 65 years, the elder persons require care regarding health, finance and security. Thus, an analysis of their quality of life through qualitative as well as quantitative study will enable us to discover a generalized picture of the same group of people of the country with common problems and conditions.

Significance of the study

In the present scenario of nuclear family, the old-aged persons have to get the unwanted old-age home. To get proper inclusion of these old-aged persons in the family with respect, information about them, the qualitative research in the field of education has much significance.

- The very description of personal profiles of the sample that would show a general picture of old-aged men of the districts.

- Outcomes of the study would help the future students, teachers, parents and the society to understand the characteristics of that section of people and to develop values about them.

- The overall understanding regarding quality of life, depression and loneliness of those men that would help disclose valuable information to parents, community, and social workers in building true inclusive society.

- The study would stimulate other researchers to carryout qualitative research for describing the common problems and life styles of those men by analyzing and synthesizing phenomena with the aims at building grounded theory of educational sociology in our country.

Objectives of the Study

The objectives of the study were as follows:

To be acquainted with the lifestyle of the old-aged men and to disseminate information to others.

To get firsthand experience about the general life activities of old-aged men.

To study the level of depression of those men with the help of open-ended interview and other data gathering tool.

To study the level of loneliness of those men with the help of open-ended interview and other data gathering tool.

To describe precisely the personal profiles of the selected samples from the collected data.

To discover a generalized picture of the same group of men of the country with common problems and conditions through the present qualitative descriptive study.

Research Questions

1) Does the total quality of life reach a satisfactory level of the target old-aged men of the District Purba and Paschim Medinipur?

2) Is there any relationship between quality of life and level of depression of those old-aged men?

3) Is there any relationship between quality of life and level of loneliness of that target group?

4) Are there common characteristics in the views, problems, daily lifestyle and level of depression and loneliness of the old-aged men?

5) Is there any difference between the two educational groups (H.S. and above & Below H.S.) of old-aged men in loneliness, depression and quality of life scores?

Methodology

This study aimed at finding out the information and discussion regarding Quality of life, Depression, and Loneliness. Therefore, it was obviously a qualitative research. Several tests and questionnaires were given to the sample old-aged men and on the bases of their responses, scores were calculated. Hence, this study was a field survey research both qualitative and quantitative in nature.

Sample and Sampling Technique

The sample contained 20 old-aged men of different area of Purba and Paschim Medinipur. Only men are considered as the sample of the study of different places of the two districts of age 65 years and above on the basis of educational qualification level at Higher Secondary. They were selected purposely from different types of professions of different places of Purba and Paschim Medinipur districts. For selecting sample purposive sampling technique was used. The whole sample will be divided into two categories – on the basis of Educational Qualification level at Higher Secondary i.e.; Above H.S and Below H.S. Sampling Frame of this study was follows:

Sample Size (20)

H. S. /Above H. S. (10)   Below H. S. (10)
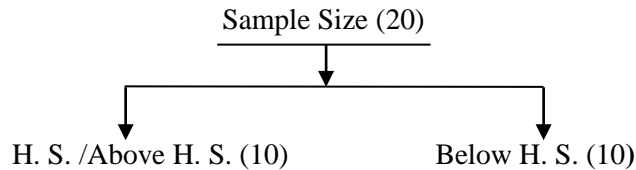
Variables Studied

The main objectives of the study were to identify the Quality of Life, Level of Depression and Level of Loneliness. Thus the variables for the study were:

(i)   Quality of life

(ii)   Depression

(iii)   Loneliness

(iv)   General Views

Tools and Techniques

The following tools and techniques were used in the study:

Quality of life Test

Quality of life test was developed for the people of Bengal in Bengali language by Dr. A. K. Debnath and his two scholars Sonali Paul and Bulti Hati (2017). This Debnath-Paul-Hati Quality of Life Test contained 42 items of different dimensions of aged life. This test was constructed to assess the level of Quality of life, covering negative and positive views of feature life (7 test items), regarding health and happiness there were 5 questions, on finance and environment 6 questions, culture, values and spirituality contained 4 items, and the rest 12 items were related to security from crime, family education, employment and religion in the test. This test was standardized one and its reliability score was 0.989 and the construct validity was so high.

Depression Test

Depression test of **Arnold Lieber** was adopted in Bengali language for the people of Bengal by Dr. A. K. Debnath, and his two scholars Sonali Paul and Bulti Hati (2017). There were 25 items apply in this test. This test was made to measure the level of Depression, feeling of sadness type items were 3, depress mood were 3, loss of interest were 4 items, emotional and physical problem were 4 items and rest of the items were of lack of pleasure, daily activity, poor concentration, excessive guilt, disturbance in sleep in this test. This test was standardized one and its reliability score was 0.984 and the construct validity is also high.

Loneliness Test

Loneliness test of **Russell et al.(1980)** was developed for the people of Bengal in Bengali language by Dr .A. K. Debnath, and his two scholars Sonali Paul and Bulti Hati (2017).This Debnath-Paul-Hati Loneliness test contained 25 items of different dimensions of aged life. This test was constructed to assess the level of loneliness, emotional response to isolation (1 test item), lack of communication with others beings there were 3 questions, social, mental, emotional, physical factor 2 question, poor physical and mental health 2 items, state of mind 4 questions apply in the test. This test was standardized one and its reliability score was 0.917 and the construct validity was so high.

Questionnaire for General views

Questionnaire for General views was adopted in Bengali language by Dr. A. K. Debnath, and his two scholars Sonali Paul, Bulti Hati (2017) to know the general views about the environment surrounded him/her. This Debnath-Paul-Hati questionnaire contained 13 items of different dimensions environment. This test was constructed to assess the personal views (7 test items), present views were 4 questions, cultural views 2 questions in the questionnaire.

Results

In this section, presentation of data, analysis of it and interpretation of the results had been drawn based on the analysis of data collected. This section mentioned its different parts with different considerations, such as Presentation of Data, Descriptive Statistics, Description of Individual cases, Graphical Representation and Findings & Personal Views. Collected data of the old-aged men are mentioned in the Table below:

Table-1: Description of the sample in Summarized Form

CODE	Name	Age	Profession	E. Q.	Income Rs.
12119	Laxmi Kanta Ghosh	72	Cultivation	VIII	400
11116	Panchanan Paul	65	Retired Teacher	B.A, B. Ed.	26,000
11117	Bijon Kr, Bhattacharya	80	Retired Teacher	M.A B.Ed	24000
12124	Montu Ch. Hati	66	Cultivation	V	1500
12120	Shusil Kr. Pattra	66	Retired Person	VIII	9440
12129	Badal Pattra	67	Cultivation	IV	3000
11138	Bijoy Kr.Samanta	75	Retired Teacher	S. F	10000

CODE	Name	Age	Profession	E. Q.	Income Rs.
11131	Gopal Ch. Mondal	66	Retired Teacher	M. A. B. Ed	25000
11111	Prodip Kamar	68	Retired Person	B. A. B. Ed	25000
11112	Noor Md. Mallick	68	Retired Teacher	M. A. B. Ed	22457
11113	Kalipada Mandal	67	Retired Person	B. A	15000
12114	Gokul Ray	65	Cultivation	VIII	2000
11115	Monoranjan Mandal	68	Cultivation	H. S.	3000
12218	Ajit Das	68	Cultivation	IV	6000
12129	Badal Das	67	Cultivation	IV	3000
11130	Khagendra Nath Sahoo	68	Retired Teacher	B. A. Basic	14000
11125	Narayan Ch. Pattanayak	68	Retired Teacher	B. A. B. Ed	9000
12122	Kanai Das	75	Cultivation	IV	2000
11121	Rabindra Nath Das	77	Retired Teacher	M. A. B. Ed.	6000
12218	Ajit Das	68	Cultivation	IV	0

Description of Individual Case

CASE-1:   Code -11116

Name -Panchanan Paul

Age -65 year

Educational qualification -B. A., B. Ed.

Monthly Income - 26,000/-

Profession - Retired Teacher

Mr. Panchanan Pau l(65 years old) of Village Amar, P.OHematpur, Dist: Paschim Medinipur, was a teacher of high school (Govt. aided). His educational qualification was B. A B. Ed. Obviously he was a retired person and his monthly pension was Rs. 26,000/- ,though at the end of his service salary was Rs. 43,000/-. He had one son and two daughters. At that time he was living with his wife and beloved son, daughter-in-law, and grandson. He used to arise from bed very early in the morning (at about 4:00 am) and would go to bed at 10:30 pm. He was active and did all types of family activities. Beside that he involved in some personal activities and exercises like pranayama, free hand exercise, walking etc.

2. Personal Views: He liked to teach. He also liked to participate, in various culture and educational programme but he had a difficulty in life that in time of illness he had no one to support or help him. He had a strong desire to participate various work but had no ability because of old age. His favorite person was his wife who helped him in various ways and who made all his favorite dish. He did not dislike the behaviors of modern child and modern culture. He had also some curiosity about internet. He tried to learn about internet to know -various things .He hated old-age home. He liked to remain in own home with other members. He hada very good tendency remaining in joint family. He had so adjusting personality .He thought that the joy of family made him very happy.

3. Scores in tests used: Quality of life total scores=165

Depression total scores=49

Loneliness total scores=11

CASE-2:   Code -12114

Name -Gokul Ray

Age -65years

Educational qualification -VIII

Monthly Income -2000/-

Profession -Cultivation

The age of Sri Gokul Roy was 65 years. His occupation was cultivation. Still now he was working in the field. He lived in vill- Bowra, p.o- Jara Dist-Paschim Medinipur . He was a lower middle class family person .His educational qualification of class-VIII. His monthly family income was 2000/- only. He had two sons and one daughter. He got up early in the morning at about 4 a.m. and goes to sleep at 10:00 p.m. after taking tea he would go to the field. He was living with his elder son.

2. Personal View: He liked to watch Television. He also liked to enjoy the festivals. His favorite person at then was his wife. He also liked to participate, in various culture and but he failed due to illness. He had no one support or help him. His main problem was physical problem. His favorite song was old song. He disliked old age home. He had a very good tendency to remain in joint family.

3. Scores in tests used: Quality of life total scores – 120

Depression total scores—74

Loneliness total scores – 12

Findings

After analyzing the data collected from the target sample through various techniques and describing the personal views on different dimensions of life and surrounding environment, the present Investigators wished to record the following findings:

1) It was found that when the level of loneliness increases, Quality of life decreases.

2) Again, the study revealed that when the level of Depression increases, expectantly the Quality of life of that person decreases.

3) When a person suffers from Loneliness, may be Depressed.

About Themselves:

i) 40% of the respondents of the old-aged men had opinion that their present intention to remains good so as far possible.

ii) 25% of the respondents of the old-aged men had opinion that their main physical problem was that much time they suffer from pain and illness.

iii) 40% of the respondents of the old-aged men had opinion that their main problem was physical illness.

iv) 80% of the respondents of the old-aged men had opinion that they were happy for having food time to time.

v) 80% of the respondents of the old-aged men had opinion that their favorite person at that time was his wife because he can share all the secret words with her.

vi) 100% of the respondents of the old age men had opinion that their favorite song is old songs, because it was melodious and meaningful and heart-catchy.

vii) 100% of the respondent of the old age men had opinion that they do not support the Old-age Home system because, they want to live together with nears and dears.

viii) 100% of the respondents of old age men had opinion that they like to remain in joint family.

ix) 80% of the respondents of the old age men had opinion that they fell loneliness at noon. Because, at that time, their grandsons/granddaughters were in their schools.

x)   70% of the respondents of old age men had opinion that they feel less loneliness in summer and winter.

xi)   90% of them prefer to watch Television.

About Culture:

i)   Most of them like to enjoy the festivals of their society.

ii)   Most of them do not dislike the behavior of modern culture.

About Present day:

i)   Most of them do not dislike the behaviors of modern young generation.

ii)   50% of the respondents of the old age men had opinion that do not dislike internet at all.

Conclusion

In India the old-aged men are yet really helpless and depressed in both joint and nuclear family. Because, they get unexpected attitude from the other family members. Most of the time they become more confused what they should do or what not to do in the family. In this study, expectantly loneliness increases the depression and both loneliness and depression decrease the Total Quality of Life. The general some characteristics of old-aged men are as follows:

a)   Most of the old-aged men have intention to remain good as far possible.

b)   Most of them have main problem regarding physical illness.

c)   Most of them consider wife as favorite person, because he can share all the secret matters with her.

d)   Most of them do not support Old-age home because, they want to live together with nears and dears. They like to remain in joint family.

e)   Most of them feel less loneliness in summer vacation and Puja vacation due to available of their grand children.

f)   Most of them do not dislike the behaviors of modern culture.

g)   Most of them do not dislike internet at all.

h)   Most of them enjoy the festivals of their society.

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EDUCATIONAL AND CAREER COUNSELLING AMONG THE SLUM CHILDREN'S OF CHENNAI METROPOLITAN CITY

Dr. B. Mohan Kumar

UGC- DSRK- Post Doctoral Fellow, School of Education
Pondicherry University, Puducherry, India

ABSTRACT

Educational and career counselling means which provides the importance of education and career goals. The counsellor will support in successful academics and finding the related jobs. Educational counsellor explains about education and how is education important to everyone. Educational counselling helps to improve the children's knowledge about the particular course and they will get confident to study. This present study deals with the Children's of socially and economically marginalised sectors of the society. Which means, the researcher tend to analyse the educational and career interest and guide the slum children of Chennai Metropolitan City according to their interest. Hence this study aims to help the slum students in accessing Higher Education and prospective career among the marginalised group. Purposive sampling method was adopted with face to face interaction to analyse the student's interest. High school and Higher Secondary completed students were taken for the study. Thurston's Interest Schedule were used to analyse the student's interest on academic and career. Basic Statistics used to analyse the Quantitative data. According to the students level of interest and scoring they were guided for selecting better Career related academics. The educational counselling will make students stresses free. Educational Counselling is most important to the students. Proper guidance makes students to achieve their future goals.

Keywords: Educational and Career Counselling, Slim Children, Marginalised Society.

INTRODUCTION

Counselling is the service offered to the individual who is undergoing a problem and needs educational or professional help to overcome it. The problem keeps him disturbed high strung and under tension and unless solved his development is hampered or stunted. Counselling therefore is a more specialized service requiring training in personality development and handling exceptional groups of individuals.

An educational counsellor provides academic, personal and therapeutic support for a broad array of students. This career leverages counselling concepts and psychology tools to promote student interest, development and facilitate student success. They may spend a portion of their time in individual counselling sessions or in group sessions through workshop programs and campus or community outreach activities.

Educational counsellors encourage, intervene and advocate for students experiencing personal, academic and other developmental difficulties. Most educational counsellors work in higher secondary school students of Government, Government aided and Self-financing schools and collaborate with school staff, teachers and educational and career counsellors. These educational counsellors provide general guidance and faculty support to help diverse students be successful in the classroom. The most common problems include self-esteem, anxiety, home life, study skills and stress management will be analysed and taken care off. They mostly advise students in planning goals and organizing lives to achieve educational goals and desired outcomes. They must prepare and maintain accurate and timely case management notes. Educational counsellors may communicate with attorneys, clinical counsellors, private psychiatrists, social workers and court advocates regarding their student-clients.

DEFINITIONS
COUNSELLING:

"Counselling involves two individuals one seeking help and other a professionally trained person helped solved problems to orient and direct him to words a goals. Which needs to his maximum development and growth" - **Willey and Andrew.**

EDUCATIONAL AND CAREER COUNSELLING:

"Educational and Career Counselling is a specific process of assistance extended by an Educational Expert or a trained counsellor in an individual situation to a needy person for selecting the appropriate education for prospective future and to ascribe the better career chances".

SLUM CHILDREN/MARGINALISED SOCIETY:

Marginality is defined as, *"being outside the mainstream of productive activity and/or social reproductive activity".* -Peter Leonard.

Marginalized groups are defined as, *"To be marginalized is to be placed in the margins, and thus excluded from the privilege and power found at the centre"* **-** The Encyclopaedia of Public Health.

OBJECTIVES OF THE STUDY

- To study the level of interest present in various disciplines among the Slum Children's of Chennai Metropolitan City.
- To guide and facilitate them according to the interest of the students based on the score obtained in the Thurston's Interest Scale.

METHODOLOGY

The research design of the present study is given in the following table.

Table-1 shows the Research Design and Methodology Structure

S. No	TYPE	SOURCES
1	Nature of Research	Field Visit & Face to Face Interaction
2	A)Variables :	Educational and Career Counselling, Marginalised Section, Slum Children's.
	B) Demographic Variables	Gender, Type and Family Size, Whether Migrated or not, Age; Income, Education and Occupation.
3	Research Tools	1. Personal Details Proforma. 2. Thurston's Interest Schedule
4	Sampling Technique	Purposive Sampling
5	Method	Quantitative Method
6	Data	Primary Data
7	Population	Slum Children's (Secondary &Higher Secondary School Students)
8	Place of the Sample	Dr. Ambedkar Nagar, Ayanavaram of Chennai Metropolitan City
9	Size of the Sample	37Samples (16Male and 21 Female students)
10	Statistical Techniques	Mean

ANALYSIS AND INTERPRETATION OF DATA

Table-2 Shows the Number of students scored high value based on their Interest

S. No.	Dimensions	No. Students Scored high on the base of their Interest
01	Physical Science	05
02	Biological Science	03
03	Computation	06
04	Business	05
05	Executive	04
06	Persuasive	02
07	Linguistic	03
08	Humanitarian	04
09	Artistic	03
10	Music	02
	Total	37

Thurston Interest Schedule has different dimensions like Physical science, Biological Science, Computational, Business, Executive, Persuasive, Humanitarian, Linguistic, Artistic and Music. Among those dimensions five students scored high in the field like Physical Science, three students scored high in the field- Biological Science, six students scored high in the field- Computation studies, five students scored high in the field - Business, two students scored high in the field - Persuasive, three students scored high in the field – Linguistic, four students scored high in the field – Humanity, three students scored high in the field-Artistic and two students scored high in the field-Music.

This Results shows that the male and female students have high interest over Computation Studies, Physical Science & Engineering and Business related studies as well as career when compare to other field.

BENEFITS OF EDUCATIONAL AND CAREER COUNSELLING

There is an urgent need of introducing and strengthening the counselling service in the schools and colleges of our country to meet the various needs of the students administrational and the educational system.

1. To help in the total development of the student:

Along with the intellectual development proper motivation and clarification of goals and ideas to pupils in conformity with their basic potentialities and social tendencies are important total development of the student nauseates that individual differences among them are expected, accepted, understood and planned for and all types of experiences in an institution are to be so organized as to contribute to the total development of the student.

2. To help in the proper choices of courses based on the interest.
3. To helps the students to know the value of education
4. To help in the students in vocational development
5. To develop readiness for choices and changes to face new challenges.
6. To minimize the mismatching between education and employment and help in the efficient use of manpower.
7. To motivate the youth for self-employment.
8. To help fresher's establish proper identity

Guidance and counselling service is needed to help students deal effectively with the normal developmental tasks of adolescence and face life situations boldly.

9. To identify and motivate the students form weaker sections of society.

10. To help the students in their period of turmoil and confusion.

11. To help in checking wastage and stagnation.

12. To identity and help students in need of special help and skill development.

13. There are such students as the gifted, the backward the handicapped who need special opportunities. They need special attention and opportunities.

14. To ensure the proper utilization of time spent outside the classrooms.

The manner in which student spend their non-class hours clearly affects their success in achieving both academic competence and personal development of all types a positive direction to students should be provided by influencing how they can use those non class hours.

15. To help in talking problems arising out of students population explosion

16. To check migration to prevent brain drain.

17. To make up for the deficiencies of home.

18. To minimize the incidence of indiscipline.

19. To make the students to aware about the present need and opportunities available in certain employments.

20. To help the students to get overall idea about the competitive world and its need.

CONCLUSION

Education and Career Counselling is a very important tool in every student's life. One doesn't know much about what to choose and how to approach higher education and career in India. This is very helpful these days in Major cities where people are taking help of education Counsellors to proceed further with their education. Nowadays you can find Educational and Job Fairs in metro cities where Education Counselling is providing free of cost, these are to enhance the brain and proper skills in aspirants to take education and job. Freelance education counsellors are now available in small cities too. Education Counselling is no doubt very helpful as it can teach you about the future prospects and growth in your career. But, Children's live in slum area are considered as a marginalised group or sectors of the society and they are out of focus or out of main stream. Hence the researcher tent to select a particular slum as a sample area and studied their interest level based on the Thurston's Interest Schedule to identify their Educational and Career Interest based on the verbal test scores.

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INTEGRATION OF ICT IN COGNITIVE SCAFFOLDING IN LEARNING SCIENCE: A REVIEW

Chanchal Maity

Ph.D Scholar, Department of Education, Bankura University
West Bengal, India
E-mail: bua99cm@gmail.com

&

Lutful Haque

Assistant Professor, Department of Education, Bankura University
Bankura, West Bengal, India
E-mail: lutfulvb1@gmail.com

ABSTRACT

The term 'teaching' in the so called classroom has now been changed into only 'meaningful learning' in the educational era of 21st century. The realization of learning activities for the both teachers and learners has expected in and outside of classroom (Yildirim, 2014). Again, if the constructivist paradigm of learning is accepted, learners are expected to acquire new experiences and fit these new experiences into their lives to make sense of the environment (Shelly et al., 2004). Learners need wide varieties of alternate conceptions based on their experiences, observation, perception, prior teachers' explanations and instructional materials (Wandersee, et al., 1994) but it is usually being denied in traditional teaching learning. To respond this crisis, several methods have been advocated by different authorities and integration of ICT is most significant one. The researchers here tried interrogate how the teachers can integrate the ICT in cognitive scaffolding in science learning by scrutinizing the related research findings. The relevant findings gradually leading to the conclusion that the use of ICT can trigger constructivist innovation in and outside the classroom contributing to the realization of meaningful authentic, active-reflective and problem-based learning (Alimisis, 2007). Thus teachers' Techno-pedagogical knowledge is instrumental for integrating ICT as a tool for scaffolding students during the learning process (Melero et al., 2012).

Key words: Meaningful learning, Constructivism, Techno-Pedagogical Knowledge, Scaffolding.

Introduction:

In global scenario, living status and relationship of the people within societies have been changing with continuous innovations in technology and as a result, education is undergoing various necessary reforms (Krause, M. et al., 2017). According to Watson (2001), Information and Communication Technologies (ICTs) have revolutionized the way to transform the education systems. To achieve educational objectives maximally the integration of technological resources offers unexampled amenities to the learning systems in a meaningful way that every people can take the opportunities and interact with each other over a wide geographic distance. (Majumdar, 2015). So, ICT as a tool in the learning systems has great opportunities for both students and teachers. ICT provides multi-modal communication style that enables learners to access, extend, transform and share learning resources and information which ultimately create a successful learner centered learning environment.

This article is based on a review over the last few years of the existing literature on ICT in education, importance of ICT in Constructivism and techno-pedagogical innovation in learning science with ICT. This study aims to analyze how teachers with different conceptions of their roles use different types of instructional scaffolding while working in an innovative ICT-based learning environment. The researchers here tried to interrogate how the teachers can integrate the ICT in cognitive scaffolding in science learning by scrutinizing those related research findings. The article here presents some solution of the following question, drawing upon evidences and theories from the literature:

a) How does the use of ICTs trigger constructivist science learning?

b) What are the roles of teachers when ICT as a tool in science learning?

c) Integration of ICT in science learning, how the teacher's techno-pedagogical knowledge is essential in cognitive scaffolding?

To find out the answers of queries discussed in this article, the information were obtained from various sources including quantitative and qualitative data and previous published meta-analyses. Most of the information is derived from well-established and reputable paper-based and electronic information sources but other Internet searches are also used.

Constructivism in Learning Science:

Today, in every field of teaching learning especially in school sciences learning is achieved through constructivism that includes active construction of

knowledge within meaningful contexts and social interactions (Oliver, 2002). The traditional one way communications by the teachers are now useless in any classroom situation. In science classroom the experiments done only by teachers is an information gathering process. The conceptions of learning in terms of constructivism assume that knowledge is to be constructed by the learners individually and or by socially based on their interactions in an effective learning environment (Akdeniz & Keser, 2010). According to Jean Piaget (1971), previous experience of learners help in construction of knowledge through processes of *accommodation* and *assimilation* and during assimilation, instead of changing the existing framework they incorporate the new experience into that particular framework. Constructivism represents a paradigm shift from behaviourism to cognitive theory. Four basic epistemological assumptions are exists in learning science as well as other subjects in constructivist learning viz. Knowledge is physically constructed by learners who are involved in active learning; Knowledge is symbolically constructed by learners who are making their own representations of action; Knowledge is socially constructed by learners who convey their meaning making to others; and last one is, Knowledge is theoretically constructed by learners who try to explain things until they completely understand (Singh & Yaduvanshi, 2015).

Cognitive Structure and Concept Formation:

Cognitive means "of mind, having the power to know, recognize and conceive, concerning personally acquired knowledge" and the cognitive structure concerns with individual's ideas, meanings, concepts, cognitions, and so on (Pines, 1985). Concept formation in this regard is very essential part in Science Learning. The concepts are formed through intellectual operation where the mental functions are important in one hand and existing norms, beliefs and cultural values on the others. In teaching learning process a deep interaction between teacher and learners occur in which putting things into words is a vital part of teaching-learning, thus language is the guide to operate such mental functions (Cakir, 2008).

Thorley (1989) stated the three conditions for conceptual change model: as follows: Conception will be '*intelligible*' i.e. '*meaningful to the learner*'; Second one is the conception will be '*plausible*' i.e. '*learner also believe that it is true*' and third one will be the conception is '*fruitful*' i.e. 'useful' that mean if a conception achieve the there will be a value for the learner.

What seems principally required by conceptual change theory (Strike & Posner, 1992) is for teachers to teach science so that students can see that the world

is a rational and intelligible place. Learning with understanding is one of the most highlighted concerns in science education literature and community. On the other hand, students often have limited time and opportunities to understand or make sense of topics because many curricula have emphasized memory rather than understanding. Textbooks are filled with facts that students are expected to memorize. In addition, students' evaluations and tests are designed to probe students' abilities to remember and recite the facts. Perhaps what conceptual change theory requires is fewer teachers who emphasize calculating the right answer in their tests and instruction, and more teachers who emphasize the connections between conceptions, experimental evidence, and students' current conceptual ecology (O'Loughlin, 1992). The means to effective instruction are to be found in persistent attention to the argument and in less attention to right answers.

Need for Scaffolding in Learning Science:

Scaffolding is a practice based on Vygotsky's (1978) concept of assisted learning and explained by Zone of Proximal Development (ZPD). "*It is the distance between the actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers*" (p. 86). According to Vygotsky, higher mental functions, including the ability to direct memory and attention in a purposeful way and to think in symbols, are mediated behaviors. Mediated externally by culture, these and other behaviors become internalized in the learner's mind as psychological tools. In assisted learning, or mediated learning, the teacher is the cultural agent who guides instruction so that students will master and internalize the skills that permit higher cognitive functioning. The ability to internalize cultural tools relates to the learner's age or stage of cognitive development. Once acquired, however, internal mediators allow greater self-mediated learning.
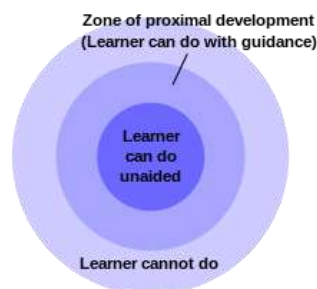
Figure 2: Zone of Proximal Development by Vygotsky (1978)
(Source: https://en.wikipedia.org/wiki/Zone_of_proximal_development)

In practical terms, scaffolding might include giving students more structure at the beginning of a set of lessons and gradually turning responsibility over to them to operate on their own. The adult or teachers measured the degree to which adults shifted their level of intervention to fit the child's zone of proximal development. When the child is having difficulty, the adult who stays within this region increases his or her directedness just enough to provide support but not so much as to take over the task, then reduces directedness when the child begins to succeed.

Paradigm Shift in Learning Science and the Role of ICT:

Education around the world is experiencing major paradigm shifts in educational practices of teaching and learning under the umbrella of ICT enabled learning environment. The ICTs can play a supplemental as well as central role in learning by providing digital cognitive or adaptive tools or systems to support constructivist learning (Sirkemaa, 2001). Learning approaches using contemporary ICTs provide many opportunities for school students to make successful learner centered environment keeping the necessities of context and content (Oliver, 2002). In this regard, applying ICT as a tool can help school going students to share ideas, to construct knowledge, and to process information in a collaborative learning environment. Multimedia like moving image or film clip is a powerful tool that inculcate thinking activities of learners and which in turn helps them in active engagement in knowledge sharing. The software applications and learning apps in smart devices help students in understanding the concept by doing to foster inquiry-based learning activities. The current trend in e-Learning is to provide cognitive tools, which can be adapted for intellectual partnerships among teachers and students and facilitate critical thinking and higher-order learning (Young, 2003).

Kundi & Naaz (2010) stated (Figure:1) the shifting of the situation in context of Constructivism with ever changing of ICT tool. As the objectivism or behaviorism is changed into social constructivism and transmitted or gathering of knowledge is changed into harvested knowledge of learners, so old technologies should be replaced in new technologies according to the need and interest of learners. Obviously thus the demand changes the traditional e-learning into virtual learning supporting the facts O-labs, Massive Open Online Courses (MOOCS) etc.
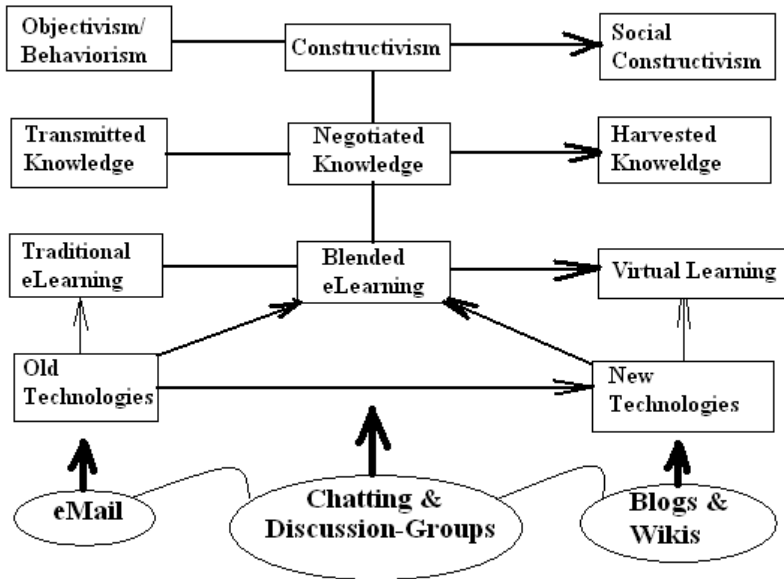
Fig.1. Change of Learning with ICT in context of Constructivism (Kundi & Nawaz, 2010)

The Changed Pattern of Teachers & Learners in ICT Platform:

Shifting the emphasis from teaching to learning can create a more interactive and engaging learning environment for teachers and learners. This new environment also involves a change in roles of both teachers and learners. The role of the teachers will change from knowledge transmitter to that of facilitator, knowledge navigator and sometime as co-learner. When the ICT as a learning device in the hand of a teacher, in such situation the teacher is not the sage on the stage but (s)he would be a mentor or guide or facilitator who not provide passive instruction rather to design active learning environment in science learning (Singh & Yaduvanshi, 2015). The new role of teachers demands a new way of thinking and understanding of the new vision of learning process. Learners will have more responsibilities of their own learning as they seek out, find, synthesize, and share their knowledge with others (Resta, P., 2002). As the leaning has already been transformed into 'teacher centered' to 'learner centered' and ICT is the powerful tool to make sustainable active learning environment specially in science learning thus new strategy should be adopted by each unit of education viz. teacher, learner, curricula and new media. The transformation is depicted in the following table:

Table-1: Transformational Change in learning science in 21ˢᵗ century (Adapted from Majumdar, 2015)

Unit	Changes From	Changes To
Role of a Teacher	Knowledge Transmitter	Knowledge Facilitator
	Controller of Learning Situation	Creator of Learning Environment
	Dominating as Expert	Collaborator or Co-learner
	Leaning to use ICT	Using ICT with effective Pedagogy
	Imposing Deductive or Expository Learning	Enhance Interactive, Experiential & Exploratory Learning
Role of a Learner	Passive Learner	Active Learner
	Knowledge Reproducer	Knowledge Creator
	Dependent Learner	Autonomous Learner
	Content based Learning	Process based Learning. Learning to Think, Create & Communicate.
Curriculum Development	Memorizing Facts	Inquiring Facts
	Pseudo Learning Exercises	Authentic Learning Exercises
	Rigid Delivery with a Fixed Time & Space	Open & Flexible Delivery in Any Time & Anywhere
	Single Path Progression, Evaluated through only one shot term end examination.	Multi Path Progression including Continuous and Comprehensive Evaluation (Formative & Summative Assessment)
Media Application	Single Sense Stimulation	Multi Sensory Stimulation
	Single Media Application	Multimedia Application
	Delivery of Information	Exchange of Information
	Monologue Communication	Dialogue & Collaborative
	Analogue Resources	Digital Resources

Use of ICT in Relation to TPACK Framework:

So far the discussion has been established it is clearly stated that the teachers are the key impetus in learning process. Technology will never be the substitute for the teachers. Still technological intervention like ICT should not be ignored in teaching learning situation. Ignoring the Infrastructural facilities, a teacher needs a strong positive attitude to use ICT in learning science. Three basic knowledge components viz. 'technological knowledge', 'pedagogical knowledge' and of course 'content knowledge' are the backbone for successful integration of technology in the science classroom. So, the sustainability of the integration of ICT in teaching learning mostly depends on the Technological Pedagogical Content Knowledge of a teacher (Koehler et.al., 2013).
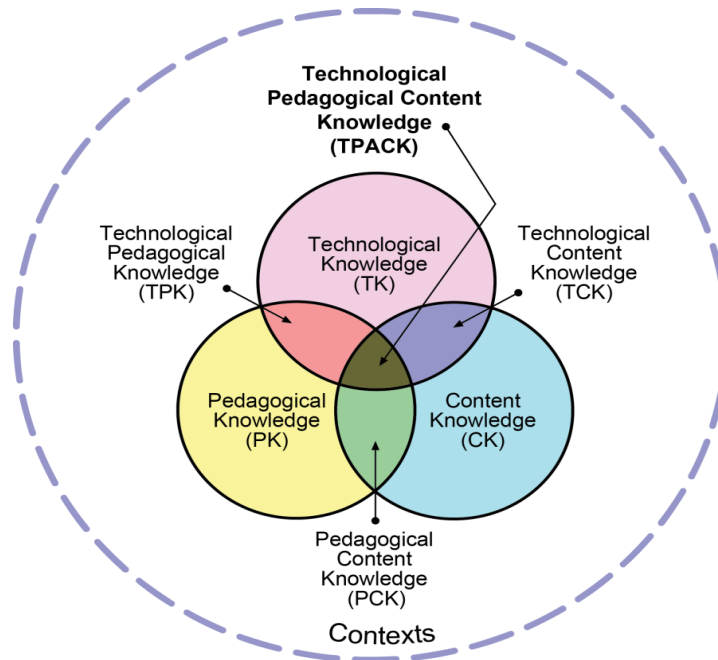
Fig2. TPACK Framework (Koehler, M.J. et al., 2013)

Technological Knowledge: The TK includes the knowledge technology, use of specific devices in practical situation, find out most suitable hardware and software applications in classroom.

Pedagogical Knowledge: The PK includes instructional strategies and techniques, representation and formulation of scientific concepts, knowledge of what makes those concepts easy to learn.

Content Knowledge: The CK is the knowledge of subject area. In science, it incorporates the issues of theory and practice of science, new methods and formulation of different dimension in science problems, modeling methods in science etc.

These three knowledge domain interact with each other and form the following four components in TPACK Framework: **Technological Pedagogical Knowledge (TPK)**, **Technological Content Knowledge (TCK)**, **Pedagogical Content Knowledge (PCK)** and ultimately **Technological Pedagogical Content Knowledge (TPACK)**. So, mastering ICT skills as well as utilizing ICT with effective content and pedagogy can improve teaching and learning where teachers perform their role as a creator. This ICT based pedagogical Knowledge is considered as essential component in scaffolding to learn science. The facilitator

should know the present status of learners and what type of input is necessary is to be determined by him/her to reach the learning goal.

Conclusion:

When learning is considered as processed based and meaningful, prior knowledge of learners must pace the progress of teaching learning. To make attention in learning the experiences already learners have gathered should be prioritized. So, they easily can determine what they would learn. A learner is going to form a meaningful concept (s)he must carry out cognitive process in which the relationship of the element present in the information would be established. The integration of ICT in teaching learning with constructivist pedagogy improve learning, motivate and engage learners in collaboration and exploration that ultimately make sustainable learning culture (Majumdar, 2015). So the scaffolding though ICT given to the learners for learning science foster creativity and critical thinking skill to become independent or autonomous learners. Therefore, teachers should realize the changed pattern of their role as become facilitator and must do something for the successful technology-pedagogy integration.   This article thus highlighted the prospect how ICT can become tool for school teachers to make a constructivist science pedagogy. The review also recommended how pre-service teachers adopt technology during internship have to be expertise to make variety in their instructional strategy in and outside of classroom and why in-service training courses are necessary for ICT immigrant teachers, to refresh and consolidate their understanding on certain difficult concepts of the school curriculum

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A STUDY ON INTERCONNECTIONS BETWEEN CHILD'S EMOTIONAL DEVELOPMENT AND STYLE OF PARENTING

Dr. Birajlakshmi Ghosh
Principal, Gholdigrni Sikshan Mandir, Hooghly, West Bengal, India
&
Dr. Jayanta Mete
Professor, Department of Education, University of Kalyani
Kalyani, Nadia, West Bengal, India

ABSTRACT

The article concerns with Child emotional development and parenting styles. The main purpose of the paper is to explore stages of Child's emotional development, factor affecting emotional development of child, importance of control over emotion and the inter connection between the emotional development and the styles of parenting. It is also suggested the which parenting style is much effective for child emotional developments. It's also rejects on the distinction and relation between parenting styles and parenting practices.

INTRODUCTION:

We all know that one of the basic aim of education is child's all round development which includes emotional development emotion plays an important role in every one's life. Therefore the aim of education is to develop a sound and stable personality of an individual in order to enable him or her to line healthy social life that is why emotional development plays vital role in the social life of a personal as well as personal life. Emotionally sound person can become a productive member in any society.

The word emotion derived from Latin word 'emovere' which means to stair up or agritate or to excite. According to R.S. wood worth – "Emotions are a moved or stirred up state of feeling that is the way it appears to the individual itself. It is a disturbed muscular glandular activity that's why it appears to an external observer".

According to Kimball Young – Emotion is the all round state of the organism marked by increased bodily activity and strong feelings directed to some subject.

According to Hearron. P.P. and V. Hildebrand – "Emotional development refers to the ability to recognize, empress and manage felling at different stages of life and to have empathy for the feelings of others".

There are positive and negative emotions which are largely affected by relationship with parents, siblings and pears. So the development of emotions occurs in conjunction with neural, cognitive and behavioural development and emerges within a particular social and cultural content.

Stages of Emotional Development: Infancy – to Childhood:

As our paper concerned with child's emotional development. So we discuss wire about the emotional development of child that is from infancy to childhood.

Stage 1 Infancy(Birth – 2 years old) (The Stage of Co-dependence)

When children are first born they are totally dependent on their parents for survival, they only have the capacity to just survive with assistance of others.A child goes through many changes in terms of their emotional, development in the first year of their life. The in front will go from a sleepy baby in the first few weeks to being more alert, responsive and interactive with people whom they see on a duly basis.From 2-3 months, the baby has already develop as range of sensory abilities, like being able to perceive colour. And his / her parents should now be able to recognize distinct sounds made by the body such "as crying grunting cooing etc. From 4-6 months the baby become very social and starts mailing babbling sounds. The baby's movement are becoming more controlled and she / he can differentiate between his / her parents and others. From 7-9 months the baby might be start crawling and likely to be strongly attached to his or her mother and so displeasure at her absence. From 10-12 months the baby might start standing, saying a word or two and responding to basic commands. From 12-18 the child is able to walk short distance. From 18-24 the child should able to walk, and capable of additional physical activities like running and kicking a ball. The child has control over bowel and bladder functions, and may be able to indicate when he or she needs to use the toilet. The child's language ability will generally to increasing and he or she many be capable of saying around 200 words.

Pre School Age (2-4 years age) (The stage of counter dependence) :

In the Western world these stage is known as the 'terrible two'. As the child starts walking, they will take on a whole adventurous approach to

life and will start exploring fair own. The language skill will develop significantly. At this stage they will start learning objects and people and their personality will start developing very quickly. They will start exploring their emotions and might even start throwing tantrums. The child wants and needs to assert its ability to interact with its environment. At this stage the child is gaining its autonomy from co-dependence from the very first stage of pre school age emotions are frequent. They express common emotional expressions like anger, joy, fear etc. At this stage emotion is related to concrete object. Children need a concrete object for the occurrence of emotion. Each emotion is temporary in nature, there is shift in emotional expression rapidly. Sometimes children cannot vide their emotions. At the last stage of pre school age the strength of the emotion varies as the child grows. Intensity of the emotional expression is relatively less.

Late Childhood (The Stage of Independence) (4–7 Years Old) :

At this stage a child does not need their parents to do everything for them as they have mobility and a functional mind. During this stage of life they become a lot more independent and social. They can able to control their emotion as per situation and social circumstances. At this stage stable self concept emerges with increased capacity for self – reflection, they gain un understanding of their self – conscious emotions. During the middle and late childhood they began to understand that a single situation can lead to the experience of mixed emotion. At this stage children also learn emotional display rules, such as a child learns to look happy even though she feels upset in different situation.

Factors Affects Emotional Development :

There are many factor's which affects emotional development of a child. These are as follows :

01. **Heredity Factor :** Sometimes it has been seen that there are similarities between the emotional development of parents as well as children

02. **Maturation :** Development of emotions of the child depends upon the leave of maturation of the child. As the child mentally grows he / she also get emotionally matured.

03. **Training :** This is an important part According to Watson theory children can learn through conditioning.

04. **Health :**   Children with sound wealth are able to control their emotions in a better way. On the other side children who are weak remain irritable, easily excitable and emotionally unstable.

05. **Intelligence :** Children who are intelligent are emotionally stable children with low intelligent quotient are emotionally unstable.

06. **Family Relations :** In a family, the relation between each family member affects the emotional development of the child. It the behavior of the parents is stable and they express their emotions in a subdued manner, the child will also learn to express their emotions in a balanced manner.

07. **Social Environment :** Society has a great role to play in child's emotional developments. If people around are emotionally stable they express their emotions in a socially approved way. He will learn better control of emotions and will always try to confirm the socially approved way of expressing his emotions. If the environment of the society is tense and emotionally charged the child will also become emotionally unstable.

Importance of Control Over Emotions:

It is very important to control over emotions to maintain physical and mental health. Because at the time of emotional state, body undergoes many changes like blood circulation, pulse rate, breathing, effect on digestive system, stretching of eyes, closing of fists etc. That is why when these emotional state are created in the body frequently it affects the body as well as mind badly. So it is very necessary to control over one's emotion and they should be expressed in a socially approved manner, therefore the person and the people around him / her can live peacefully.

Styles of Parenting :

Parenting or child rearing is a process of promoting and supporting the physical emotional, social and intellectual development of a child from infancy to adulthood Parenting refers to the intricacies of raising a child and not exclusively to the biological relationship. According to American Psychological Association parenting practices around the world share three major goals ensuring children's health and safety. Preparing children for life as productive adults and transmitting cultural values. There are different style of parenting. We are discussing here the main 3 types of parenting style, these are –

(1) Authoritarian Parenting.

(2) Democratic Parenting.

(3) Uninvolved Parenting.

1) **Authoritarian Parenting:** Authoritarian Parents believe kids should follow the rules without exception. The also don't allow. Kids to get involved in problem solving challenges or obstacles. Instead, the make rules and in force theconsequences with little regard for a child's opinion. They use punishments instead of discipline. So rather than teach a child how to make better choices, they are invested in making kids feed sormy for their mistakes. Children of authoritarian parents are at high risk of development self esteem problem because they are opinions are not valued. They may also become hostile or aggressive.

2) **Democratic Parenting :** In democratic style of parenting, children are treating as equals in a democratic home. It is based on a 'give and take' policy. Where the children are given choices and they have the liberty to make decisions. They also face the consequences of their decisions, which help the make 'responsible choices'. The theory of democratic parenting depends on –

    i)   Warmth and positivity.

    ii)   Understanding and love.

    iii)   Encouragement.

    iv)   Discipline, rules and obedience.

    v)   Dignity and respect.

    In fact democratic parenting means respect the children's and treating them with dignity.

3) **Uninvolved Parenting :** Neglectful or uninvolved parents do not set firm boundaries or high standards. They are indifferent to their child's mud and uninvolved in their lives. The uninvolved parents tend to have mental depression, physical abuse, or neglect child when they are kids children of uninvolved parents :

    1)   Focus on the rules

    2)   Encourages choice.

    3)   Positive reinforcement.

4) Responsiveness and Motivation.

5) Equality and Positivity.

6) Love, warmth and understanding.

Conclusion:

From decades of studies researcher found that democratic style of parenting is considered the best and most effective parenting style. However there are inconsistencies and exceptions in some cases remain. There are factors like cultural and ethnic differences child temperament makes the variations. Another important component is that there is distinction between parenting style and parenting practices. And one should understand the matter. Parenting style is the emotional climate in which parents raise their children. And parenting practices are specific actions that parents employ in their parenting. Thus parents with the same parenting style may choose to utilize different parenting practices as per situation and this may affect the degree of outcome. Thus when adopting a parenting style, every parent should keep in his / her mind, that a child's success in life not composed of only one or two aspects. In many situation adoption of a mixed and warm parenting practices is most beneficial for a child's social, intellectual, moral and emotional growth as well as all-round development.

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EXAMINATION SYSTEM OF SECONDARY EDUCATION: A NEW OUTLOOK

Dr. Jayanta Das
Assistant Professor, Dept. of Education, G.M.S.M. Mahavidyalaya
Bireswarpur, South 24 (pgs)

Introduction:

Examination has dominated to our education system. The curriculum framers keep the examination as the ultimate aim while drawing up course. The time table of the school is prepared in such a way that the students can be best prepared for the examination. The quality of the school is judged on the basis of the boards result. According to W.H. Ryburn – It goes to without saying that examinations are the enemies of creative work at least as they are usually conducted.

We used to say that examinations acts as motivation for pupils and teachers. It is a pity that in the name of motivation and stimulation the examinations became indispensable; instead of becoming a means to provide the right type of education they have become an end in themselves.

Today passion an examination is considers more important than acquiring education that is the reason why we read daily in newspapers about examination being conducted under police protection. Incidents of malpractices in the examinations are on the increased all over the country. A new phenomenon is lately being noticed and that is the students who fail in an examination demand and if necessary adopt all kinds of agitation methods that they should be promoted to the next class. Without exam. our edn. system is not run smoothly.

Examination as a legacy of the colonial rule where importance was placed on passing examinations and acquiring status, while practical training for life and work ignored. This spirit dominated above all, the teaching and learning in tertiary institutions. But it was transmitted to the secondary schools where the main objective was to make certain that the students would be equipped to pass their entrance examinations for college. The primary schools in turn were imbued with the necessity of preparing pupils for entrance to the secondary schools. This is part of the explanation why education at all levels became general and academic in character rather than vocational or relevant to the needs of society. This also accounts for the recruitment rules that exist today for various jobs and services where stress is laid more on examination results first, second, third division rather

than on the total personality of the individual. The Secondary Education Commission (1952-53) – "The system of symbolic rather than numerical marking should be adopted for evaluating and grading the work of the pupil in external and internal examinations and in maintaining the school records.

Undoubtedly a new look to the existing examination system is required Charles Cotton said "today examinations are formidable even to the best prepared, for greatest fool may ask more than the wisest men can answer". The NPE issued by the govt. of India in (1968), mentioned that the major goal of examination, reform should be to improve the reliability and validity of examinations and to make evaluation a continuous process, aimed at helping the students to improve his level of achievement rather than certifying the quality of his performance at a given moment of time.

Two main things have therefore, to be done if the existing examination system was to be reformed (i) Its domination over educational system has to be minimized and (ii) the quality of examination has to be improved so as to make it more valid and reliable.

CBSE launches one radical change that has about is the introduction of the system of grades instead of marks.

Another important step in examination reform is improving its quality. The CBSE has taken variable measures in the past such as training at paper setters doing away with overall options and introducing internal options in question papers. Greater emphasis is being laid on testing application of knowledge and understanding. Question bank with suitable test items are being set in different subjects. Training of paper-setters and examiners will be further strengthened. These and many others changes, which have been accepted at the national level for reforming the existing examination system will, it is hoped, help in bringing about qualitative improvement in education and removing, to a considerable extent, the inadequacies and deficiencies from which the present system suffers.

Under the new pattern, the examination has to be a part of the educational process. It has to serve as a reliable too of measurement. And what is more important is the feedback. The results have to be utilized to provide remedial teaching for the weak students : for the bright and gifted, more challenging programmes have to be provide. The examinations should also be utilized by teachers to improve their teaching methods. It is only than that examinations will serve their real purpose.

The examination system of India has remained unchanged from many years. No doubt this system is full of stress. That's why most of newspapers and magazines publish articles on this topic during examination session. In the education system of India, ability of a student is decided by on examination. In this system there is no place of performance of a student in full academic session, scoring more and more marks in exams has become the only aim of a student. It (marking) alters from hour to hour and does not mean the same thing before lunch and after lunch.

The mindset of the society is also responsible for making examinations a source of stress. If someone scores good marks in exam. then society status treating him like a hero on the other hand if someone scores less marks then society treats him just like an untouchable. At this paint one question arises what is the important of getting more and more marks in an exam ! just getting admission in a reputed educational institution on making first impression to any employer firm.

It is clear that education meant for all round development of a person. education is not meant to produce only specialists and professional. Educationists too stress that education is a holistic process and not only a training of the intellect. It is development of moral, social, aesthetic as well as rational capacity.

As we all know an educated person is not just well-informed or one into has learnt the knack or know how of doing something. An educated person is not just one who knows what and how, but also why and this attitude can't be developed by any examination. Education is guidance and direction but in a fashion that does not strange or alienate from oneself, but puts one on to the path of meaningful learning and realizing one's true self.

Conclusion:

It is absurd that one needs to pint to their own experience; don't you as parents assess your child without examinations and know where she/he stands or assess your colleagues and know their strengths and weakness without the need for conducting any formal examinations. In present education system teachers instead of assisting learning. Spend most of their time assessing learning. Instead of enabling and equipping students to learn. Schools have taken on the function of examining and screening out on the basis of those examinations. So, the need of the hours is to make possible changes in whole education system. Our education needs examination reforms. Format of exam must be changed. Marks should be given for performance of overall academic years. It should be given on behavior at student on his performance extracurricular activities on performance in class test on attendance.

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FLUORIDE POLLUTION AND ITS AWARENESS AMONG HIGHER SECONDARY SCHOOL STUDENT IN BURDWAN DISTRICT

Dr. Mridula Das

Associate Professor in Chemistry, B.Ed Department Kalna College
Kalna, Burdwan, 713409, West Bengal, India
Email: m_d1711@yahoo.com

ABSTRACT

For humans, fluoride pollution can be problematic when people are exposed to a high volume of fluorides as a result. Excessive intake of fluoride can cause fluorosis, a medical condition which damages the bones and teeth. Fluorides can also irritate the skin, eyes, and lungs, and sometimes they can damage the heart or cause hypocalcaemia, a serious condition in which the body does not get enough calcium. Fluorosis in particular is a major problem in some regions of the world, thanks to high levels of fluoride.

This form of pollution can also hurt wildlife, especially fish, which can be trapped in waterways with high levels of fluoride. Fluoride pollution can also damage crops and plants, and certain fluorides can contribute to the formation of acid rain. Increased regulation of industrial pollution in general will cut down on fluoride pollution, as will more responsible practices by companies which generate industrial waste.

The present study was aims to investigate the awareness on Fluoride pollution of higher secondary school students of Burdwan District. Self made questionnaire was used to assess their awareness on Fluoride pollution. The data were analyzed with the help of statistical techniques like mean, Standard deviation and t-value. The result of Analysis shows that, there exists significant difference in higher secondary school student. Science students have greater awareness than Arts students in this regard.

Key Words: Fluoride pollution, awareness, Statistical treatment, significant difference

Introduction:

Fluoride pollution is pollution which is characterized by high levels of fluorides, a family of chemical compounds with a wide range of uses. Typically, it does not occur in a vacuum; fluorides are often found in combination with a range

of industrial pollutants. Like all forms of industrial pollution, it has serious implications for the environment. Many government agencies have set specific pollution standards which are designed to identify harmful levels of fluoride so that industries which use fluorides can be regulated.

The most common source of fluoride pollution is coal, which releases fluorides when it is burned. Countries with a high concentration of coal-burning power plants, such as China, often experience very high levels of fluoride pollution as a result. In areas where coal is used as a household fuel for heating and cooking, indoor pollution can also result. Even with scrubbers and other technology in place, coal-burning power plants can generate a great deal of pollution, with fluoride only being a part of the story. Industrial processes which involve the use of fluorides are another source of fluoride pollution. Fluoridated water is often generated during manufacturing processes, and if that water is dumped into waterways or poorly contained, it can spread into the natural environment. In addition to appearing in waterways, fluorides may also crop up in the soil, potentially damaging crops. Fluoridated waste can also be solid, in which case improper disposal may result in leaching.

Fluoride Deficiency

Fluoride deficiency can lead to tooth decay and possibly osteoporosis. Consuming enough fluoride can make tooth decay less likely and may strengthen bones. The addition of fluoride (fluoridation) to drinking water that is low in fluoride or the use of fluoride supplements significantly reduces the risk of tooth decay. In areas where drinking water is not fluoridated, children may be given fluoride by mouth.

Fluoride Toxicity

People who live in areas where the drinking water has a naturally high fluoride level may consume too much fluoride—causing a condition called fluorosis. Fluoride accumulates in teeth, particularly permanent teeth. Chalky white, irregular patches appear on the surface of the tooth enamel. The patches become stained yellow or brown, causing the enamel to appear mottled. The teeth may also become pitted. These defects appear to affect appearance only and may even make the enamel more resistant to cavities.

Fluoride also accumulates in bones. Rarely, consuming too much fluoride for a long time results in dense but weak bones, abnormal bone growths (spurs) on the spine, and crippling due to calcium accumulation (calcification) in ligaments. Treatment involves reducing fluoride consumption. For example, if people live in

areas with high fluoride levels in the water, they should not drink fluoridated water or take fluoride supplements. Children should always be instructed not to swallow fluoridated toothpaste.

Use of Fluoride in many common household products, including the following:

- ☐ Toothpaste (eg, sodium monofluorophosphate)
- ☐ Vitamins
- ☐ Dietary supplements (eg, sodium fluoride)
- ☐ Glass-etching or chrome-cleaning agents (eg, ammonium bifluoride)
- ☐ Insecticides and rodenticides (eg, sodium fluoride)

Historically, most cases of serious acute fluoride toxicity have followed accidental ingestion of insecticides or rodenticides.

How to Avoid Fluoride

- ☐ Avoid processed and packaged food
- ☐ Buy fluoride-free toothpaste
- ☐ Avoid fluoride treatments at the dentist Filter your tap water
- ☐ Don't drink soda pop, or coffee or iced tea at restaurants
- ☐ Don't drink bottled water (with the exception of European water) as it is usually fluoridated
- ☐ Order European mineral water in restaurants
- ☐ Drink wine and beer imported from Europe
- ☐ Don't use tap water if feeding your baby formula (of course, I don't recommend using baby formula anyway — if you can't breastfeed, it's best to make homemade baby formula)
- ☐ Don't smoke
- ☐ Don't use Teflon (non-stick) cookware

Advantages of adding Fluoride

1. Prevention of tooth decay (used in only very small amounts, and only natural fluoride… toxin fluoride (sodium fluoride) which is what's placed in toothpastes today is bad for your teeth)

Disadvantages of adding Fluoride

1. Causes cancer
2. Dental fluorosis

3. Bone fractures

4. Docile and subservient, meaning they would be easier to compile with and take orders

5. Drastically reduces our brain's ability to use our pineal gland

6. Thyroid gland

7. Lowering IQ

Possible Symptoms of Fluoride Poisoning

☐ Arthritis – stiff, painful joints with or without swelling; painful feet in morning

☐ Asthma – especially after showering in chlorine-filtered water

☐ Bony, painful lumps where tendons and ligaments attach to bones. Calcifications of connective tissue on X-ray, especially with pain and reduced range of motion

☐ Chronic fatigue syndrome (CFS) – especially if it lifts when you spend time in an unfluoridated city or switch to distilled water for drinking and cooking

☐ Cold – temperature below normal, feeling cold all the time, feeling cold soon after a hot bath or shower

☐ Colic in bottle-fed babies or colic developing when breast-fed babies start solids or are weaned

☐ Dental fluorosis (white or brown spots on teeth

☐ Diabetes – worsening symptoms

☐ Diabetes insipidus (a kidney ailment) – excessive thirst, increased water consumption that does not relieve thirst, dry throat and irritated eyes, and frequent, dilute urine, especially at night, with normal blood sugar findings

☐ Eyes – moving black spots (scotoma, or floaters)

☐ Fatigue, weakness and brain fog after bathing or showering in chlorine-filtered water

☐ Fibromyalgia (severe muscle weakness and/or pain with extremely sore spots on various bony areas)

☐ Food intolerances that seem to come and go

☐ Gastrointestinal problems – irritable bowel, nausea, diarrhea without apparent cause, heartburn and upper bowel pain especially after drinking a full glass of water

- ☐ Gum disease – irritated or bleeding gums despite good hygiene and diet; gums heal when you use unfluoridated toothpaste
- ☐ Heart palpitations and increased heart rate without exertion

Recommended levels of fluoride

For optimal dental health, the World Health Organization recommends a level of fluoride from 0.5 to 1.0 mg/L (milligrams per litre), depending on climate. Adverse effects become possible at fluoride levels far above this recommended dosage. The United States Health and Human Services Department recommends 0.7 milligrams of fluoride per liter of water – the lower limit of the current recommended range of 0.7 to 1.2 milligrams.

Reasons water fluoridation:

Fluoride is not a nutrient; no biochemical process in the human body *needs* fluoride	The level of fluoride in a mother's milk is exceedingly low. Formula-fed infants receive up to 175-250 more fluoride than a breast-fed infant
Once fluoride is added to the water supply, there is no way of controlling the dose; it goes to everyone regardless of age, weight, health, need, or nutritional status	Fluoride accumulates in bone and other Calcified tissues over a lifetime; early Symptoms of fluoride poisoning of the bones are identical to arthritis, and fluoride accumulation may make bones brittle and prone to fracture
The addition of fluoride to the public water supply violates the individual's right to informed consent to medical or human treatment	Fluoride is known to have toxic properties at low doses
Children in fluoridated countries are being over-exposed to fluoride as demonstrated by the very high prevalence of dental fluorosis; according to the CDC, 41 percent of American children aged 12-15 have some form of dental fluorosis	The effectiveness of swallowing fluoride to reduce tooth decay has never been demonstrated by a randomized control trial
The evidence that fluoridation or swallowing fluoride reduces tooth decay is very weak	Fluoridation is designed to treat a disease (dental caries) but has never been approved by the US Food and Drug Administration (FDA); the FDA classifies fluoride as an "unapproved drug"

Most dental authorities now agree that the predominant benefit of fluoride is *topical*, not systemic	The vast majority of countries neither fluoridate their water nor their salt, but according to the World Health Organization, tooth decay in 12-year-olds is coming down as fast, if not faster, in non-fluoridated countries as it is in fluoridated countries

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METHODOLOGY FOR FLUORIDE REMOVAL

SMALL-SCALE WATER TREATMENT	**Sono arsenic filter**
LARGE-SCALE WATER TREATMENT	Oxidation and filtration, Co-precipitation, Adsorption, Iron oxide adsorption, Ion Exchange, Both Reverse osmosis and electro dialysis (also called *electrodialysis reversal*), Fe-Mn-Oxidation, Green sand filtration, Coagulation assisted Microfiltration, In situ (sub-surface) arsenic immobilization, Enhanced coagulation (aka electrocoagulation, electroflotation), Biological arsenic removal, Phytoremediation, Electrokinetic treatment, IOCS (iron oxide coated sand) & Memstill, Water Pyramid, Solar Dew Collector
EMERGING METHODS	Nalgonda Technique, Precipitation methods, Activated alumina, Electro coagulation, (Electrochemical methods), Bone Char, Contact Precipitation, Degreased and alkali treated bones, Synthetic tri-calcium phosphate, Florex, Activated Carbon & Lime, Ion Exchange Resins, Magnesia & Serpentine, Lime stone, special soils and clay, Fly Ash and natural minerals.

Study Area:

Burdwan district extends from 22 56' to 23 53' North latitude and from 86 48' to 88 25' East longitudes. Lying within Burdwan Division, the district is bounded on the north by Dumka (of Jharkhand), Birbhum and Murshidabad, on the east by Nadia, on the south by Hooghly, Bankura and Purulia and on the west by Dhanbad (of Jharkhand) districts.

Bardhaman District has an area of 7,024 km², and a population of 6,895,514 (2001 census). It is bounded on the north by Birbhum and Murshidabad districts, on the east by Nadia District, on the southeast by Hooghly District, on the southwest by Bankura and Purulia districts, and on the northwest by Dhanbad district of Jharkhand. The district has six sub- divisions, Asansol, Sadar (North), Sadar (South), Durgapur, Kalna, and Katwa. It was amongst the first districts to have a 100% literacy rate.

Objectives:

1. To measure the awareness on fluoride pollution level among higher secondary school students.

2. To know the level of knowledge and compare awareness in fluoride pollution among arts and science higher secondary students in Burdwan district.

3. To compare the awareness in fluoride pollution among girls and boys higher secondary students in Burdwan district.

Hypothesis:

☐ There is no significant mean difference in awareness on Fluoride pollution among boys and girls students in higher secondary level.

☐ There is no significant mean difference in awareness on Fluoride pollution among boys and girls students coming from science group in higher secondary level.

☐ There is no significant mean difference in awareness on Fluoride pollution among boys and girls students coming from arts group in higher secondary level.

Methodology:

The following steps and procedure adopted in conducting the study.

Research Design:

The volunteer sample in the study (N=240) consisted of 120 male and 120 female higher secondary school students. The mean age of participants was 17-18 years. Each participants completed a test and retest questionnaire.

Instrument:

A questionnaire adapted by self was used to collect data. The 25 items questionnaire focuses on the awareness in fluoride pollution concerns. Each participant completed this questionnaire. Each item contains 2 marks. The validity of the questionnaire was established by a review of three experts in Analytical Chemistry. Selected items were revised based upon their comments and recommendations

Procedure:

Data were collected from students score.

Data Analysis:

The questionnaire was used to assess higher secondary school student's awareness in fluoride pollution. A paired t-test was used to compare means score of male and female students. A one-way ANOVA was used to compare means among grades. The test was used to identify the source of significant differences at 0.05 level of confidence. We use origin 6.1 software for data analysis.

Selection of sample:

For this study 240 higher secondary students from   three different higher secondary schools of Burdwan district are selected. Sample distribution is given below.

Sample:

Type	Science	Arts	Total
Boys	60	60	120
Girls	60	60	120
Total	120	120	240

Validity of the Tool:

At the initial stage we choose 35 items for the questionnaire. After content validation 25 items are drafted.

Maximum score:

Each item has 2 marks. Total 25 x2 =50 marks.

Statistical Calculation:

The data were analyzed with the help of suitable statistical techniques like Mean, Standard Deviation and t-ratio.

Result:

Table 1: Mean standard deviation, standard error and t-value for awareness on **Fluoride pollution** of student (boys and girls) in higher secondary level.

Group	n	Sum	Mean	%	SD	SE	t	p	Remark
Arts-girls	60	1771	28.52	57.04	4.52	0.58	9.66	1.25E-16	At the 0.05 level two means are significantly different
Arts-boys	60	2160	36.0	72.0	2.57	0.33			
Science-girls	60	1860	32.33	64.66	4.50	0.58	10.58	8.39E-19	At the 0.05 level two means are significantly different
Science - boys	60	2199	36.65	73.3	2.91	0.37			

Findings:

☐ There is significant difference in awareness of Fluoride pollution among higher secondary students of Arts and Science group.

☐ Science students are more aware about fluoride pollution in comparison to arts student.

☐ Science boys are more aware about fluoride pollution in comparison to science girls.

☐ Arts boys are more aware about fluoride pollution in comparison to Arts girls.

☐ Arts girls have lowest awareness in this regard.

Our Suggestion to Create Awareness on Fluoride Pollution:

☐ It is very essential to bring environmental education to make awareness of environmental concerns to the students.

☐ Seminar, workshops, debates, booster programs, symposium, meeting organizing may be conduct about environmental awareness in on fluoride pollution in school.

• Fluoride pollution topic included in curriculum

• Newspaper, Cinema, Television and Radio

- Awareness programmes on fluoride pollution and Exhibition
- Awareness camp and Debate on fluoride pollution
- Media and leaflet

Conclusion:

We learned that fluoride is a poison that accumulates in our bones. It has been associated with cancer in young males; osteoporosis; reduced I.Q.; and hip fractures in the elderly, to name a few. There's no doubt about it: *fluoride should not be ingested.* Even scientists from the EPA's National Health and Environmental Effects Research Laboratory have classified fluoride as a "chemical having substantial evidence of developmental neurotoxicity." Furthermore, according to the Centers for Disease Control and Prevention (CDC), 42 percent of Indian adolescents now have dental fluorosis—unattractive discoloration and mottling of the teeth that indicate overexposure to fluoride. Clearly, children are being overexposed, and their health and development put in jeopardy. The only real solution is to stop the archaic practice of water fluoridation in the first place. Fortunately, the Fluoride Action Network has a game plan to END water fluoridation worldwide. Clean pure water is a prerequisite to optimal health. Industrial chemicals, drugs, and other toxic additives really have no place in our water supplies. So, please, protect your drinking water and support the fluoride-free movement by making a tax-deductible donation to the Fluoride Action Network today.

Present study shows that there exists significant difference between the awareness of fluoride pollution among higher secondary students. There may be many reasons behind it and those reasons can also find out by the researcher. More and more awareness are required in this regard.

Limitation of the study:

- The study was limited to a few schools.
- The sample of the study was restricted to 240 hundred students only

The research was limited only to Burdwan District of West Bengal due to shortage of the time.

- The reliability of the awareness of fluoride pollution scale was determined only by test-retest method due to shortage of time

Only the content validity of the scale was determined.

- The difference in the mean score of fluoride pollution awareness was found out only by t-test.

Suggestions for future study:

 The scale of awareness in fluoride pollution can be standardized on the basis of large samples.

 A similar study can be conducted by including larger samples from various schools of West Bengal or other state of India.

 The study can be conducted upon common people not only the pupils.

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JOHN LOCKE, ROUSSEAU AND JOHN DEWEY: CONCEPTIONS OF CHILDHOOD EDUCATION

Debprasad Mandal
Assistant Professor of Philosophy
Gour Mohan Sachin Mandal Mahavidyalaya
South 24 Pgs, West Bengal, India
Email: Debprasadmandalgmsm@Gmail.Com

ABSTRACT

This article compares progressive conception of childhood in the educational philosophies of John Locke Rousseau and Dewey. Although they lives separate country of history, but they had in common the following things: (1) a relatively high level of experience working with, and observing, children that is unusual among philosophers. Dewey started a progressive children's school and Locke worked as an educator of children and as an advisor to parents. Rousseau describes an early childhood educational method with the hope of minimizing the obstacles of civilization and bringing man as near to nature as possible.(2) a high level of respect, grounded in observations and experiences of children, for children's intellectual powers and for the influence of childhood intellectual experience on adult life and adult political institutions, (3) a respect for children's spontaneity and love of play (4) a philosophical emphasis on the need for education that provides continuity between childhood experience and adult experience.(5)an impatience with traditional forms of education that force children into educational projects without regard for children's interests and desires. Locke was particularly attentive to the need for educators to respond to the diverse temperaments of individual children, Dewey emphasized the need for education that draws children into socially and technologically relevant projects. While Rousseau wishes to teach natural life. When nature and society conflict with each other, one must decide between ''making a man or making a citizen''.

Key words: education, childhood, experience, interest, nature.

Introduction

In this article, I look at ideas bout childhood that come from socially progressive, educational philosophers – John Locke, John Dewey and Rousseau. Although Locke Rousseau and Dewey lives were separated by an ocean and two

centuries of history. They had some important things in common, and I will focus here on the commonalities and points of complementary in their educational thought. Specifically, I will emphasize the enduringly significant contributions they made to still current debates about the nature of childhood intellect and the relationship between childhood experience and adult experience as it may best be cultivated by educators. John Locke lived in England during the seventeenth and eighteenth centuries. He is best known as a political philosopher associated with England 's relatively nonviolent Glorious Revolution of 1688,and as a philosopher who provided important conceptual background for the American Revolution of 1776.Locke famously wrote of people's natural rights of life, liberty and property. He served as an educator and educational advisor for wealthy, privileged friends and patrons with whom he lived and corresponded, helping them to bring up their children. His Some Thoughts Concerning Education, which originated as letters of advice to parents, was a highly popular educational text in the eighteenth century.

John Dewey lived in U.S. during the nineteenth and twentieth centuries. He is sometimes thought of as the greatest American philosopher and the founder of educational philosophy. Dewey was also a childhood educator who encouraged teachers to engage with children's interest and experiences, and his ideas continue to inspire teachers, and education students today. His famous work at the laboratory school at the University of Chicago in the 1890's and 1900'shas been regarded by many as an educational model to emulate.

Rousseau describes an early childhood educational method with the hope of minimizing the obstacle s of civilization and bringing man as near to nature as possible. He does not deny that men need cultivation to overcome feebleness and to develop intelligence and judgment. He understands education to come from three sources: ''from nature, from men or from things''. These three sources must ''coincide and lead to a common goal''.

Locke, Dewey and Rousseau as childhood educators

Among philosophers who are prominent in today's university syllabi, Locke Rousseau and Dewey are unusual in that they invested a lot of personal time, effort, and thought in childhood education. In John Locke's writings one can see his careful attention to the children he knew in the homes of the wealthy friends and patrons with whom he lived. He discusses their unique characters, how children tend to differ from each other as a result of birth order and how children's personality differences should influence teaching. He plays attention to many different childhood needs, discussing not only how it is best for children to study in

the class room, but also children's need for good food, toilet training, and physical movements. He also thinks about what kind of discipline, children need at different ages, and he argues against excessive corporal punishment of children. Just as Locke's political philosophy emphasizes human dignity and respect for natural human rights.

John Dewey's progressive children's school at the University of Chicago drew children into a wide range of diverse experiences, instead of just focusing on book learning. Children at the school went outdoors and made drawings from nature and while studying the history of technology the children constructed working kilns in the school in order to simulet early human smelting practices. Dewey's experiences as an educator moved him to author some of his most influential writings in which he argued that subject matter must be presented to children in ways that interest them and engage them in growth experiences, and in ways that are as direct and un-mediated as possible.

Rousseau believes that young children are not yet capable of reason. Rousseau beckons parents, ''Love childhood. Look with friendly eyes on it games, its pleasure, its amiable dispositions''. Rousseau ass adults to give children ''well regulated liberty''. By the age of twelve, then the child may know little by heart, but he has acquired much experience. Rousseau envisions this 'complete child' having pleasant thoughts, eagerness, and vigor.

Respect for childhood intellect

Locke believed that children must be treated as rational creatures. Locke's view of children's reason differ from a view expressed by another eighteenth century philosopher whose writings on education have become more famous than Locke's-Jean-Jacques Rousseau, in his book ,Emile or on Education, **Rousseau** express his view that ''childhood is reason's sleep'' and the view of children as non rational has been highly influential up to the present day. Locke in contrast, wrote extensively in favor of the idea that children are rational –an idea rooted in his close observation of children during his work as a tutor of children. Locke's argument in favor of children's rationality is relevant for understanding a major shift in child psychologists, view of children that has occurred during the past few decades. In the middle of the twentieth century, child psychologists tended to agree with **Rousseau** rather than Locke. Following the lead of Jean piaget and others, top experts in child psychology saw childhood as ''reason's sleep'' in Rousseau's words-a view that is still influential today. It was believed that children cannot understand cause-effect connections; that a small child cannot understand when another person has feelings

and thoughts that differ from the child's own feelings and thoughts; and that children are narrowly egocentric, irrational and illogical.

In recent decades, however, there has been a revolution in child psychology. Using new methods of testing children's intellectual capacities, child psychologists have proven experimentally that, contrary to old views of childhood intellect, children actually are rational beings who can understand cause and effect and empathize with people whose desires and views differ from their own. Child psychologists also have experimentally proven that small children can engage in complex reasoning that involves conditional probability.

Child appropriate language has also been useful for settling the question of whether a child can understand when another person has desires and thoughts that differ from the child's own desires and thoughts. In an experiment conducted on 18 month-old toddlers, a researcher sat across a table from a toddler, and two bowls of food were placed on the table between them. Recent experiments even show that children can engage in complex reasoning that involves conditional probability. Using a 'Detector' researchers did a series of experiments to see whether four years old s could engage in reasoning to determine which casual stimuli were most likely to produce certain desired outcomes. Today, we are still struggling with how to make sure we use age appropriate language when evaluating children's cognitive abilities.

John Dewey is in agreement with John Locke on the question of childhood intellect. Dewey also thought we should treat children as rational creatures. And Dewey even surpassed Locke in his regard for childhood intellect. He wrote not only that children are rational, but also that in some situations, children can be good intellectual and moral role models for adults.

Dewey's view of children as potentially being good intellectual of and moral role models for adults is linked to his appreciation of the distinctive qualities of children's minds. Since adults may, with age, become more rigid, narrow minded, and closed to new experience, a child's wide-open, flexible, creative attitude can be something adults can learn from both intellectually and morally.

The need to respect children's ability to solve problems and initiate intellectually has an important bearing on educational policy. Currently in the United States, there is a lot of controversy over the common core, which is a new set of teaching standards. It seems that some of the resistance to the common core may come from teachers who don't like the common core's requirement that students, rather than teachers should often be generating themes for study and

discussion in class. These teachers may be reluctant to give up some of their intellectual authority to their students. However both the recent research on childhood intellect and John Dewey's philosophical arguments strongly suggests that we need to find more ways of increasing children's intellectual responsibilities, instead of resisting policies that push us in that direction.

Respect for children's spontaneity and play

Locke Rousseau and Dewey have common in their respect for children's play and their discussion of play in a manner that is in tension with thinking that seeks to make a distinction between work and play. Locke had to say on the subject of children's play-were matters ordered right, Learning anything , they should be taught, might be made as much a Recreation to their play, as their play is to their Learning …they want their liberty, Get them but to ask their Tutor to teach them, as they do often their play-fellows, instead of his calling upon them to learn; and they being satisfied that they act as freely in this, as they do other things, they will go on with as much pleasure in it, and it will not differ from their other sports and play. Thus for Locke, the ultimate goal is an experience of learning in which, for the child, play and work are on and the same- they do ''not differ'' inequality, from the child's point of view.

Rousseau and Dewey also emphasizes the importance of play in his educational philosophy, although Dewey focuses on how play operates in a social group context rather than on an individual level. The games children play especially interest him. What interests him about games is that when a game between children is going well there is a sense of un-coerced, shared activity; the players do not feel that they are submitting to external imposition. For Dewey childhood play as structured in games is a good example of how social control should operate in a harmonious and democratic society. Far from being frivolous activity that matters only to children, the playing of games is, for Dewey, a prototype for the best way of living with others in adult society.

Respect for children's interest

Locke and Dewey also have in common a commitment to respect for children's interests and experiences, although their points of emphasis are somewhat different. Locke emphasizes a child's need for liberty, an experience of free choice, and respect for his individual temperament and his mood of the moment. Dewey's democratically oriented philosophy focuses more on a child's need to engage meaningfully and sociably with the great mass of technological and other socially relevant subject matter that makes up the complicated realm of adult competence and expertise in the present, post industrial-revolution era.

On the subject of respecting a child's mood and temperament, here are Locke's thoughts: (a) Change of Temper should be carefully observed in and the favorable seasons of Apptitude and inclination be heedfully laid hold of …This I think no hard matter for a discreet Tutor to do; who has studied his pupil's temper, and will be at little pains to fill his Head with suitable Idea's such as may make him in love with the present Business.

In Locke's mind the free and sensitively well-supported personality of the individual child was paramount. This ideal may be hard to approach in a classroom with many children. However, it is still worth keeping in mind, at least to keep us aware of the limitations of our prevailing educational arrangements.

Dewey focuses on the kind of childhood experience that will best connect a child knowledge to the development of better understanding of the complex and multi-faceted society into which she is maturing. In his ambition to connect grown-up expertise with a child ordinary experience, Dewey wrote, ''Anything which can be called a study, whether arithmetic, history, geography or one of the natural sciences, must be derived from materials which at the outset fall within the scope of ordinary life-experience. Thus we see Locke Rousseau and Dewey looking at children's interest from mutually perspectives. Locke was interested in educational practice that responds to a child's temperament and the moment –to-moment changes in a child's mood, while Dewey focused on drawing the wider world of adult technological and social expertise within the sphere of children's interest and activity.

Conclusion

In addition to their shared interest in educational philosophy, John Locke, Rousseau and John Dewey also have some other things in common. They lived and flourished in historical periods immediately following civil wars in their respective countries. They each is regarded as a pre-eminent philosopher of his nation and political era, and each reflected the needs and the spirit of his place and time.

In keeping with their times, both Locke and Dewey were vigorous and through-going philosophers of country, and their philosophies of childhood emphasize continuity over of conflict and revolution. They want us to see, in new ways, how adulthood is a continuation of a childhood, and how childhood and adulthood are similar- how reasoning occurs not only in adulthood, but also in childhood; how play and spontaneity are important not only in childhood, but also in adulthood, and how it is important to pay attention to what's interesting not only from an adult's perspective but also from a child's perspective. Locke and Dewey

can be our enriching interlocutors, as it were, in the context of recent thinking and psychological research in the field of child development. Heard as an ensemble, the voice of Locke; Dewey and recent child psychologist can summon us to discover ever-richer, wonderfully stranger, and unknowably vast new possibilities for child development, human development, human society and education.

The educational methods of Locke and Rousseau emphasize either nurture or nature, based on differing views of inclinations and varying aims for the future of the educated child. Locke's child is trained to become an individual of action in society, while Rousseau's child is trained to lead the simple, natural life of beauty and simplicity slightly outside of society. These distinct goals provide the theoretical basis of their different educational philosophies.

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STATUS OF WOMEN: PROBLEMS AND CONCERNS OF GENDER EQUALITY IN INDIA

Dr. Mahua Bandhu(Chatterjee)

Assistant Professor in B.Ed Department, Kalna College
Kalna, Burdwan, Pin-713409, West Bengal, India
Email: mahuaband3@gmail.com

ABSTRACT

India is a multifaceted society where no generalization could apply to the nations various regional, religious, social and economic groups. Nevertheless certain broad Circumstances in which Indian women live affect the way they participate in the Economy. A common denominator in their lives is that they are generally confined to home, with restricted mobility, and in seclusion. In spite of India's reputation for respecting women, including treating her as a Goddess, history tells us that women were also ill-treated. There was no equality between men and women. This is true of ancient, medieval and early modern times barring some revolutionary movements such as that of Basaweshwara, the 12th century philosopher in Karnataka, who advocated equality, casteless society, status for women, and betterment of the downtrodden. Reform movements in the 19th and 20th centuries led by great social reformers provided boost to women's legal status in India .Independence of India heralded the introduction of laws relating to women.

Key words: Education, Gender Discrimination, Equality, Women Education, Freedom-autonomy, CEDAW.

Introduction:

The Constitution provided equality to men and women and also gave special protection to Women to realize their interests effectively. Special laws were enacted to prevent indecent representation of women in the media and sexual harassment in workplaces. The law also gives women equal rights in the matter of adoption, maternity benefits, equal pay, good working conditions etc. At the international level, the UN Charter, the Universal Declaration of Human Rights and Convention on Elimination of All Forms of Discrimination against Women (CEDAW) sought to guarantee better legal status to women. Throughout history, women have generally been restricted to the role of a home-maker; that of a mother and wife. Despite major changes that have occurred in the status of women in some parts of the world

in recent decades, norms that restrict women to the home are still powerful in India, defining activities that are deemed appropriate for women.

Objectives:

1. To discuss about Women Emancipation and Freedom autonomy
2. To focus the concept of Women Education and Gender Equality in India
3. To wit the relation between Education and Woman Empowerment
4. To ken the various problem of Gender discrimination in Decision–Making
5. To find out the problems of Woman Emancipation in India
6. To focus the Status of Women, such relevant problems and Concerns of Gender Equality in India.

Status of Women and Gender Equality:

The origin of the Indian idea of appropriate female behaviour can be traced to Manu In 200 BC: "by a young girl, by a young woman, or even by an aged one, nothing must be done independent, even in her own house" .They are, by and large, excluded from political life, which by its very nature takes place in a public forum. One repeatedly hears of gender bias, gender sensitization, gender planning and gender training, to mention just some of the more common examples of its contemporary use. To begin with, discussions were limited to Status of Women in India: Problems and concerns only "women", rather than about systemic relations of inequality, involving the relations between both men and women. The task in India then, as everyone seeks to take account of 60years of independence from two centuries of British colonial rule, is to try and face up to this recent slice of History; a history we would like to claim as our very own. What would an assessment of half a century of development thinking and planning look like from the perspective of women?

We remember the raging controversy and pressure finally led Shah Bano, if this entitlement was against her religion, she declared she would rather be a devout Muslim than claim Maintenance. The Hurriedly drafted and hastily enacted statute was full of contradictions .But the positions across the divide were rigid by the legislature and then, that they left no space to contemplate upon this milestone in the history of personal law in India.

Once the Act came into effect, the protesting groups were left with no option, but to

Appeal to the judicial insensitivity, to set right the wrong caused to Muslim women peepholes and seemed to have opened up a Pandora's Box. But despite its limitations, the Act was of immense historical significance, as the first attempt of independent India, to codify the Muslim Personal law. Actually the first among the public interest petitions challenging the Constitutional validity of the new Act was by legal luminary Daniel Letitia who had represented Shah Bano case, the renowned scholar did not live long enough to see the outcome of his petition. Women had to fight every inch of the way due to ambiguities caused by callous drafting of the Act, which provided ample scope to husbands to exploit the situation.

Women Education and Status of Women:

Women had to fight every inch of the way due to ambiguities caused by callous drafting of the Act, which provided ample scope to husbands to exploit the situation. Poverty affects the woman most in as much as the female members in the family are Denied education, healthcare, nutritious food, and good sanitation because of poverty. Poverty directly affects the future of women. Girl children are discriminated in the matter of feeding compared to boys. Studies have shown that girls in rural areas .But women withstood the ordeal with courage and determination, with patience and perseverance. After a decade and a half, the end result of this persistent struggle is clearly visible. After an extensive literature study on the status of women in India, the Internees came to the conclusion that the Muslim women were the worst affected among the women in India. Poverty, the internees felt, was not the sole cause for the plight of Muslim women, as there were poor families in other religions too. It is a tragic irony that while the society holds women responsible for all the key actions required to end hunger: family nutrition, health, education, food production and increasing family income on the one hand, through laws, customs and traditions women are systematically denied the resources, information and freedom of action they need to carry out their responsibilities. Only people-centric development coupled with powerful strategies for social transformation can succeed in eradicating poverty. The recognition, that the empowerment of women is inextricably linked to resolving global issues of poverty, hunger, population growth and the preservation of the environment. Organisations such as the Self-Employed Women's Association provide credit to women at market rates of interest but do not require collateral; they also allow flexibility in the use of loans and the timing of repayments. The civil society organizations have not only contributed to women's material wellbeing; they have also helped to empower them socially and politically.

Such credit initiatives, by bringing women out of the confines of the household, are changing their status within the family and within village hierarchies. The demands of civil society organizations for better social services have spurred the government to launch campaigns to increase literacy, improve public infrastructure and enriched Education also.

Educational Problems and Concerns:

➢ Women of course do not form a homogenous group in class or caste terms. Nevertheless, they face distinctive problems that call for special attention.

➢ The Backward Classes Commission set up by the Government of India in 1953 classified women of India as a backward group requiring special attention.

➢ The Ministry of Education clubs girls with Scheduled Castes and Tribes as the three most backward groups in education. The educational, economic, political and social Backwardness of women makes them the largest group hindering the process of Social change.

➢ In spite of certain outstanding examples of individual achievements, and a definite Improvement in their general condition over the years, it remains true that Indian women still constitute a large body of under - privileged citizens.

➢ In rural areas, girls are required to help in household work. The resources of the rural poor are so limited that they do not have anything to spare for children's education. If resources are available, it is the boy who is sent to school first. Parents also do not see the value of educating especially a daughter who would get married and remain a housewife. Since they cannot see any direct relationship between education and economic betterment, they have very little motivation.

➢ In the report of the Committee appointed by the National Council for Women's Education it was emphatically stated that what was needed to convert the equality of women.

➢ Obvi inadequate education or no education is the most important factor contributing to the backwardness of our masses, especially women. The low literacy among women brings down the National Literacy.

Discriminatory Role of Women:

However, certain contentious issues like the Jammu and Kashmir Permanent Resident (Disqualification) Bill 2004 (which deprived a woman of the status of

permanent residency of the State if she married an outsider) and the Supreme Court judgment in Christian Community Welfare Council of India (in an appeal over the Judgment of the High Court, Mumbai). The latter has permitted, under certain circumstances, the arrest of a woman even in the absence of lady police and at any time in the day or night. These instances have once again brought to the forefront the traditional male domination. The Shramshakti report recommended that women require greater access to resources, especially credit and social services. Wider disparities exist among various women's groups culturally and socially. As a result one can perceive as difference in the cognitive, connotative, and consumption patterns of women residing in various spheres of social and economic layers. The victims of exploitation and oppression have been largely women of the third world countries in general and lower sections among them in particular. This gap which exists between the literacy rates of the two sexes also exists between the enrolment of girls and boys at all levels of education. Right from the primary school to the university, we find that the number of girl students is considerably lower than boys. According to Article 45 of the Constitution, universal compulsory and free education until the age of 14 was to be achieved by the year 1960. Looking at the present condition of primary education in villages, it is doubtful whether we can achieve 100% enrolment of girls. It is unfortunately true of our society that children are sent to school not according to their intelligence or aptitude but according to their sex. The reasons for not sending girls to school are both economic and social.

Gender discrimination in Decision–Making:

The theoretical foundations of development discourse have experienced many changes over the decades. The role of men and women in the development process has received much attention in the last few decades. Although the principle of equality of men and women was recognized as early as in 1945 in the UN Charter and the UN Declaration of Human Rights of 1948, researchers have pointed out that development planners worked on the assumption that what would benefit one section of society(especially men) would trickle down to the other(women). The new theory argues that a person's role was specified under a patriarchal framework where the scope of gender -masculine or feminine- was limited within the biological understanding of sex (male/female). A crucial right to subsistence and survival seemed to have been cruelly snatched away from an extremely vulnerable section, the divorced Muslim woman.

As the debate progressed, media projected two insular and mutually exclusive positions i.e. those who opposed the bill and supported the demand for U.C.C. as modern, secular, rational, while those in the support of the new Act and

opposing the UCC as orthodox, male chauvinist, communal and obscurantist. It is still not being realized that there is definite connection between education, good motherhood and efficient house management. The management of millions of households and the upbringing of millions of children is thus in the hands of illiterate women. It is here that a change is required if our democratic and socialistic intensions are not to remain a mere presence. People can be motivated to have their children educated only if educational system is directly linked with economic and social development.

Women Emancipation and Freedom autonomy:

Modernity has resulted in a growing flexibility and changes in the gender roles of men and women. The earlier conception that man was the provider of basic necessities for family and women the child bearer and care taker of home, is no longer valid in the changing social structure and economic compulsions. The first judgment on this issue was pronounced by Justice M.B. Shah, then Chief

Justice of the Gujarat High Court on 18th February, 1988.Even earlier on 6 January 1988, a woman judicial magistrate in Lucknow awarded Rs.85,000 as maintenance during the Ida period, Mohr entitlement and fair and reasonable provision to a divorced Muslim lady.

Following the judgment of the Gujarat High Court, several judgments were handed down by various High Courts upholding the entitlement of a divorced Muslim woman to a fair and reasonable compensation towards maintenance. Following the controversial judgement in the Shah Bano case, a new law was enacted in 1986, which prescribed certain new remedies to divorced Muslim woman. But since this statute, the Muslim Women (Protection of rights on divorce) Act, 1986 (MWA for short) was enacted amidst protest from women's right groups and progressive social organisations, it was viewed with suspicion and foreboding by these sections. Hence the first response of the protesting groups was to challenge its constitutionality, rather than examine its viability. While the writ petitions were pending in the Supreme Court, the Act gradually unfolded itself in lower courts.

Appeals from the decisions of various High Courts gradually started accumulating, along with the original writ petitions. We know that through this very act, the court has provided a greater protection to Muslims women. It is in this context that it has become imperative to gain better understanding of the impugned Act and to develop a more conciliatory approach of renegotiating its provisions to better serve the cause of Muslim women. This became expedient to examine whether the New Act provided Muslim women with a more viable and feasible

alternatives to the prevailing remedy under Sec.125 Cr. P.c. by invoking Islamic principles confronted with this reality, perhaps it might have been prudent for advocates of women's rights to reframe their equations to the controversial Act.

Through the judgement delivered by the Constitutional bench of the Supreme Court on 28th September 2001, the argument of constitutional invalidity has been negated. A five bench Judge headed by justice G.B. Patnaik unanimously declared that the Act is constitutional. The Act deprived Muslim women of the rights granted under a secular provisions, Sec. 125 of the Criminal procedure Code (Cr P.C.) on the basis of religion alone and thus violated the Constitutional mandate of equality. The Act was also clear departure from the directive principle of enacting a Uniform Civil Code.

The period between the pronouncements of judgment in the Shah Bano case by a Constitutional Bench in April, 1985 upholding divorced Muslim Women's right to maintenance under section 125 Cr. P.C., to the time the Act was passed by the Congress Government headed by Rajiv Gandhi in May, 1986, was a turbulent one for women in general and Muslim women in particular. But, all their efforts could not stop the enactment.

Status of Women - Problems and Concerns of Gender Equality in India:

This is very important to know the historical background, if we are to make a study of status of women in India. It is not easy to find answers for questions like when did women start losing their status or who was responsible for this situation In spite of the progress made, rural women and those belonging to the Dalit, Tribal, and nomadic communities remain unaffected. So is the case with Muslim women among the minorities. For instance, the low level of political participation of Muslim women in India is not only a consequence of the lack of resources but also the result of the status of Muslim women in the community. Since women in India have little place in the public arena they also express less faith in the political process.

In spite of the UN Charter of Human Rights and the provisions of the Indian Constitution, women continue to be victims of exploitation. The view that the future generation of a family is carried on and preserved by boys-only has degraded the position of women in society. Similarly, it is noticed that majority of the women are lacking in the spirit of rebellion. If careful attention is not paid and major steps are not taken, the situation will become extremely critical. Therefore, any attempt to assess the status and problem of women in a society should start from the social framework .Social structure, cultural norms, and value systems are crucial determinants of women's role and their position in society. In respect of the

status there is a gap between the theoretical possibilities and their actual realization. While in some states she was entitled to a fair and reasonable provision in addition to maintenance during Ideate period, in others, her right was restricted to maintenance for the Ida period. The Supreme Court finally took up the appeals for hearing in the last week of August, 2000. Arguments on behalf of women revolved around the constitutional validity of the Act and its un-Islamic characteristics and premises. Opposing them was the All India Muslim Personal Law Board (AIMPLB), defending its Constitutionality.

Conclusion:

As a result of the cultural and economic factors, women face discrimination right from the childhood. It is held that both in childhood and adulthood males are fed first and better. According to one estimate, even as adults women consume approximately 1000 calories less per day than men. The sex ratio in India stood at 933 females per 1000males at the 2001 census and out of the total population,

120million women lived in abject poverty. Innovations in science and technology have removed the disparity between men and women attributed to physical strength alone. Maternal deaths occur mostly due to lack of medical attention, particularly in rural areas and if the woman is also suffering malnutrition, her life is at high risk. Thus, food intervention alone is not the answer; equally a good public health care system is necessary to ensure that infants and pregnant women receive timely and appropriate medical attention. The participation of civil society organizations in poverty reduction efforts, especially those directed at women, has increased social awareness and encouraged Government to provide better services. Women are able to handle modern appliances which require intelligence and training and not merely physical strength. Thus, India has now several women working as pilots, driving locomotives, buses, tractors and machinery in workshops.

Suggestions to remove the problems and constraints:

These types of burden might be overcome by taking the following measures:

- Society must be aware about Early Marriage
- Different steps should be taken to improve Literacy Rate
- Society must be aware about Caste System
- Poverty must be removed from our Society
- Customs of marriage (Bride price/Dowry)
- Relevant Workshop of Gender specific specialization (work)

- Orientation Programme of appropriate sex roles
- Limited access to employment in formal and Informal Sector.
- Expectation of role within relationship
- Limited access to cash and credit
- Belief in the Freedom autonomy
- Belief in the Emancipation of Women and Notion of the family
- Value that give proprietary right over women.

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ICT EMBEDDED SCIENCE EDUCATION

Dr. Swapan Kumar Mandal

Assistant Professor, Department of Education, Assam University
Silchar-788011,Assam,India
E Mail: mandalswapankumar@ymail.com

ABSTRACT

Science is a process of searching knowledge in a systematic way. The scientific knowledge is verifiable. Science can teach the students to think in a clear and logical way. The objectives of teaching science especially in school is to construct scientific knowledge, attitude development, nurture the process skills, to study science education at higher level, and sensitize the pupil about application of science and technology. In this contemporary world computer technology penetrating in all fields, science teaching is no exception from that. Students and teachers have high expectation in using computers in their classroom because Information and communication Technology (ICT) make the learning easier and versatile. ICT aided science teaching and learning can facilitate the teacher to teach the concepts and skills in a most meaningful way. National Knowledge Commission (2006-09) recommends that wherever feasible, ICT should be made more accessible to teachers, students and administration for learning. NCF (2005) also emphasized the use of ICT in teaching learning process. Hence there is a shift is needed from the conventional teaching to constructive learning. ICT aided pedagogy is one such a constructive approach for learning science among the school children, thus this paper focusing ICT based science teaching learning for knowledge generation.

Key Words: ICT, scientific knowledge

Introduction

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state and local. Education is a tool for acquiring knowledge and skills. Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Rights of the Children free and compulsory Education Act 2009. Primary education is a foundation for every individual. In this age inculcation of scientific knowledge felt very essential therefore science introduced as one of the compulsory subjects in

school education, Science is a way of knowing knowledge, Science is a systematic enterprise that builds and organizes knowledge in the form of testable explanations and predictions about the universe. Science Education helps the learner to develop scientific attitude, scientific temper, knowledge and application of science and technology, logical thinking, critical thinking and environmental values etc. Quality of Science education in the school can be significantly influenced by teacher and teaching learning process. Science teachers are the key role to strengthen the science education; teachers of science should change their pedagogical approach based on the content presented in the book needs and demands of the learners and should use various educational resources to facilitate the leaning process much easier and understandable. One such a resource is Information and Communication Technologies' (ICT), teachers of science need to upgrade professional competencies continuously, in specific the pedagogical process should be modernized by infusing technology. ICT enrolled into the instructional to strengthen the science education especially teaching learning process. Various committees and reports NPE (1986) and NCF (2005) recommend integrating ICT in pedagogic process in schools at all levels. ICT can facilitate the learning process interesting and enthusiastic, science teacher need to use ICT effectively in such a way that students gets motivated to learn and understand the concepts thoroughly and comprehensively, ICT integration in science teaching learning process can broadly described it can be used in laboratory experiment, data storing retrieving, spread sheet preparation, internet, PowerPoint presentation, word processing, virtual demonstration, simulation etc, Science Teachers should identify the ICT components and it can be used effectively in teaching learning process in a contextual manner. This conceptual paper emerges to sensitise the teachers to use ICT in pedagogical process for the school's students.

Meaning of Information and Communication Technology (ICT)

The term ICT embraces a range of technologies broadly concerned with information and communication. The popular idea of ICT hardware in the classroom or computer suite includes one or more multimedia desktop computers or laptops and a combination of the following: digital camera, printer, scanner, CD writer, interactive whiteboard, and perhaps a digital microscope.

Importance of ICT in Science Education

Scientific knowledge is tentative and based on empirical evidence, socially and culturally embedded, it is also based on observations that may leads to formulate fundamental laws and theories. Science helps the leaner to understand the world around them, children in school tends to perform experiment and construct

scientific knowledge and skills; science teachers are should be very committed and have more responsibility towards learner and teaching process, learners are heterogeneous and teaching is in a diversity manner. Learning takes place when the learners are actively involved in the process of learning and teachers have prime role to facilitate the learner in different learning situation where students construct scientific concepts and skills through direct experiences. The teacher plays a crucial role in creating the conditions conducive for learning through selecting and evaluating appropriate technological resources and designing, structuring, sequencing, supporting and monitoring learning activities using ICT. Teachers should possess enough skills and competencies to integrate ICT in classroom teaching. It is well known that teaching science through ICT can make the learning process more effective and students' get motivate intrinsically to learn and understand scientific concepts in a comprehensive manner. It is important that the teachers needs to aware and familiarize about ICT Integration in teaching learning process but in realities most of schools the computer facility is not satisfactory level and many of the teachers do not have adequate computer knowledge and techno pedagogic skills. Considering this NCERT, SCERT and DIET provide training/ orientation programme for teacher in all the states to familiarize ICT skills and ICT based learning materials for the classroom. Teacher needs to understand the maximum utility of ICT in science teaching learning process. Teachers are currently working to integrate ICT in science teaching but it should be expand both institutional and procedural level for better science education. So science teaching should be activity based.

Integration of ICT in Teaching Learning Process

ICT can be used in different ways in science teaching and it enhances the constructivist approach of learning. The various approaches of ICT integration are discussed below:

   i)   A teacher can use PowerPoint presentation or a whiteboard and explains scientific concepts for thorough understanding of scientific knowledge.

   ii) Student can use computer assisted inquiry in the use of ICT as an aid in collecting information and data from various sources to support scientific reasoning such as by employing internet make students to access meaningful information, example electronic book, hypertext and hypermedia.

   iii) Student can use internet to access various information through electronic mail, newsgroups, chat rooms, blogs, wiki, and videoconferencing used to share the information on science.

iv) A microphone, digital camera, web cam, computer controlled microscope, video camera, scanner and printer also can be used to record data, to modify data, to retrieve data and to save the data for future use.

v) For the completion of practical and project work simulation is one of the important aspect of learning through ICT.

vi) Some of the CDs are designed to be enormous information storage and retrieval systems, Other CDs are designed to simulate experiments and explain key scientific concepts, such type of CDs used for various purposes related to science knowledge construction.

vii) Certain experiments are very hazardous, not readily accessible or take a long time or expensive equipment in that situation teacher can use simulation or the virtual experiment for clarifying the concept.

viii) Teacher and students can use Search engines such as Google, Yahoo to retrieve information related to science.

ix) Molecular modelling and chemical structure, diagrams etc can be explained thoroughly by the teacher with the help of projector.

x) Simulations of experiments – often ones which are difficult to carry out in the laboratory, or unable to demonstrate at all in such cases computer simulations help the teachers to explain the concept.

xi) There are many other excellent examples of freeware available from the internet that will support and enrich science teaching. There are for example, many versions of the periodic table.

xii) E-mail can be used for the exchange of information such as experimental data, presentations and assessments between teachers and students within a school or outside the school.

xiii) Discussion and data sharing can be possible between teachers and students in different places using video conferencing. Camcorders can be used by one group of students during a class practical to record their experiment.

xiv) During science practical the camera can be fixed on a tripod stand, so that experiment can be recorded and it can be used later also.

Advantages of ICT Aided Teaching

ICT has an important part to play in enriching science education since it can be used as instructional and supportive tool in science teaching and learning (marsh, 1994). Teaching with the help of ICT has more advantages for the school students learning, some of the advantages given below

i) Students may physically and cognitively engage in learning process, they show interest and they can pay longer attention span and students able to retain for long time.

ii) Huge range of resources related to science made accessible for everyone, such learning materials effectively used in the pedagogic process, it can help the learner to understand complex or abstract concepts into much easier.

iii) ICT widens the range of material that can be used in teaching and learning to include text, still and moving images and sound all can be used for whole class and individual learning.

iv) ICT allows the learner to learn according to their learning style.

v) ICT facilitate the learner to learn not only in the classroom but students can learn outside the classroom using CD, internet etc.

vi) Students get opportunity to work independently and collaborately.

vii) Students develop conceptual, procedural, technical knowledge of science.

Conclusion

In this 21st century knowledge of ICT is very essential among school students. They are future citizens and every individual have a responsible to build the nations strong socially culturally technologically, scientifically and economically. Teachers are in a position to raise the quality of school education in general and in specifically science teachers are the responsible persons to raise standard of science education. Teaching is one of the main aspects to improve the quality of science education. Shift is compulsorily required from conventional method of teaching to constructive way of learning. ICT is one of the constructivist approaches for knowledge construction therefore Science teachers integrate ICT optimally during the teaching learning process so that learners become more active and get interesting. So science teaching should be activity based.

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WOMEN EMPOWERMENT AND EDUCATION

Dr. Jayanta Das
Assistant Professor
Department of Education, G. M. S. M. Mahavidyalaya
Bireswapur, Mandirbazar, 24 Pgs. (S), West Bengal, India

ABSTRACT

Education is the key factor of success. Women are integral part of the state. It was from the lips and laps of the women that the next generation would be educated in India are facing various problems. Modernization has done little to improve that status of women in India. Education also makes a human good, useful and productive citizen of her country.

Key words: Empowerment, Quality.

1. Introduction :

Any nation's march towards progress and prosperity till remain a dream, the aspiration unrealised till the women activity participate in all the development activities and therefore today education has tremendous task to cope with. Four centuries ago Martin Luther King said, "If every year, so much money is spent on buying machines of war why should not much more be provided to the active and intelligent women folk who are capable of teaching and bringing up our young people". If one takes in the Indian context as Gandhiji said, "India is to be found in the villages, and it is in the villages where education of the future generation begins". Gandhiji believed that, it was from the lips and laps of the women that the next generation would be educated.

Women empowerment is an initiative to uplift the status of women in the country. It is the process that creates power individuals over their own lives, society and in their communities. It includes the action of raising the status of women through education raising awareness, literacy and training. Women empowerment surely in very advantageous. It gives the equal status to women to man which creates a frictionless environment for women. Secondly, it makes women financially independent which is very important in this era. Moreover her empowerment helps her to get rid of the social violence and atrocities against her.

2. Objectives of the Study :

i) To find out the status of women in the society.

ii) To find out the cause of backwardness of women in education.

iii) To point out the remedies of backwardness of women in education.\

iv) Impact of women education in the society.

3. Discussion of the Study :

It is said that education increases "people's self-confidence and also enables them to find better jobs and they can work shoulder to shoulder with men". In particular education empowers women to make choices that improve their children's health, their well being and chances of survival. Education informs others of preventing and containing the disease and it is an essential element of efforts to reduce malnutrition. Crucially education can increase women's awareness of their rights, boast their self-esteem and provide them the opportunity to assert their right. Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process. According to Swami Vivekananda – "There is no chance for the welfare of the world unless the condition of women is improved. It is not possible for a bird to fly on only one wing". In this male-dominated society, they face violence, abuse and other ill-treatment. According to Pandit Jawaharlal Nehru had said to awaken the people, first awaken the women need to be awakened then the whole nation and family gets awakened with her. I believe a women is a most powerful creature in this living earth. Empowerment of women is essential for the overall development of the nation or world. In this connection on Malala Yousafzai said, "we can not all succeed if half of this are held back". Women make almost 50% of the total population of the world.

4. Benefits of Women Empowerment :

1. They are able to lead their lives with dignity and freedom.

2. It adds to their self-esteem and self-confidence.

3. It gives them a distinct identity of their own.

4. They are able to gain respectable positions in society.

5. As they are financially independent they are able to spend on all their needs and desires and they do not need to sacrifice or compromise with their needs for others.

6. They are able to make meaningful contributions to the well-being of society.

7. They act as capable citizens to contribute to the Gross Domestic Product (GDP) growth of the country.

8. Country's resources are fairly and equally accessible to them.

9. Women can not enjoy security and protection in life if they are not empowered.

10. It also provides them with a safe working environment.

11. It provides legal protection for women.

Women's empowerment mainly has five components :

i)   Generating women's sense of self-worth.

ii) Women's right to have and to determine their choices.

iii) Women's right to have access to equal opportunities and all kinds of resources.

iv) Women's right to have the power to regulate and control their own lives, within and outside the home.

v)   Women's ability to contribute in creating a more just social and economic order.

Thus, women empowerment is nothing but recognition of women's basic human rights and creating an environment where they are treated as equal to men.

5. Specific Laws for Women Empowerment in India :

i)   The Equal Remuneration Act, 1976.

ii)   The Dowry Prohibition Act, 1961.

iii) The Immoral Traffic (Prevention) Act, 1956.

iv)   The Maternity Benefit Act, 1961.

v)   The Medical Termination of Pregnancy Act, 1971.

vi)   The Commission of Sati (Prevention) Act, 1981.

vii) The Prohibition of Child Marriage Act, 2006.

viii) The Pre-conception and Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1964.

ix)   The Sexual Harassment of Women at Work Place (Prevention, Protection) Act, 2013.

6. Improvement of Women in Education :

University Education Commission (UEC) (1948 – 49) stated that – "There can not be an educated people without women. If general education had to be limited to men to women, that opportunity should be given for then it would most surely be passed on to the next generation. General education is very important not

only for men but also for women because it is the education that makes men's or women's living interesting and intelligent. It also makes a person a good, useful and productive citizen of her society".

The NPE (1986) and programme of Action for 1992 on women empowerment also advocated that education can be an effective tool for women empowerment with the following parameters :

 i)   Enhance self-confidence of women.

 ii)   Building a positive image of women by recognising their contribution to the society polity and economy.

 iii) Developing ability to think critically.

 iv)   Fostering decision making.

 v)   Ensuring equal participation and development processes.

 vi)   Enable to make choices in areas like education, employment and health.

 vii) Providing information, knowledge and skill for economic independence.

 viii) Enhancing areas to legal literacy and information relating to their right and entitlement in society with a view to enhancing their participation on an equal footing in all areas.

7. The Specific Provision of Indian Constitution for Women Education :

Article 15(1) states "The state shall not discriminate against any citizen or grounds only of religion, race, caste, sex, place of birth or any of them".

Article 16(1) states : "There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state".

Article 39(1) states : "The citizen men and women equally have the right to an adequate means of livelihood".

8. State Responsibility for Popularisation of Girl's Education :

 i)   School improvement conferences should be arranged in every year.

 ii)   Free education.

 iii) School in all areas.

 iv)   More attractive school work.

 v)   Appointment of women teacher.

 vi)   Preference to women in rural areas in admission.

 vii) Improvement in inspection.

 viii) More central bodies assistance.

ix)   Flexibility of school hours.

9. Conclusion :

Inspite of various problems in the lives of women, they are half of the society. So society can not progress only by the men, it depends upon men and women both. That is why every women should be educated.

One can find that there are so many plans and programmes taken by Indian government for the growth of women education. But it is true that women education does not progress effectively. Experiences shows that population and development ideas are most effective when steps have simultaneously been taken to improve the status of women. So women education programmes should be taken by al the countrymen, voluntary agencies, research agencies, different employers, employees and Indian educationist for social leveling and empowerment of women.

At last I want to say women are not weak, they just need a positive atmosphere.

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INTEGRATION OF SOCIAL MEDIA INTO EDUCATION

Dr. Nandini N
Assistant Professor
Vijaya Teachers College
Department of Post Graduate Studies in Education, Jayanagar, Bengaluru
Email: nandini.chinz@gmail.com

ABSTRACT

We live in a time and age where information is just a button press away. We are swayed by information all around us. When any teacher tries to think of the favorite activity of today's students, it will obviously be social media. It seems like students of all ages are obsessed by it. One essential skill is the ability to analyze a social platform. These social media channels have mesmerizing power, so they can often become great distractions in the classroom. What most teachers don't realize is that they can use social media to their advantage. These platforms have the power to enhance the collaboration and healthy competitive spirit in the classroom. Students learn plenty of new things every single day. Teacher should explain how social media can help students learn and establish a great online reputation by being a great example for them and introducing them to the concept of responsible digital citizenship. Social media is one of the biggest elements that we live with and cannot ignore it. Learners play a key role as creators and connectors of knowledge that are shared with others through social networks. Students should also learn that different platforms have different audiences. Active participation, socialization of experiences and the approach to common issues of interest are all key aspects to the success of this tool. The use of internal and external social spaces aims to go beyond the simple interaction between people (chat) and delve into the thoughtful exchange of good -practices, thus creating a network of interest, knowledge, and new ideas.

Key words: *social media, education, teacher, student, classroom……*

Introduction

As 21st-century learners are immersed in social media, they must learn to navigate multiple platforms while maintaining the attitude of inquiry, critical thinking, and discussion—sharing information and, ultimately, acting in the real

world. Yet, each new platform appears to require new ways of working. How do we focus student's energy on the content of social media, rather than the particulars of using one platform? Students need effective strategies for dealing with social media. Brahimi and Sarirete (2015) note that in the traditional learning model, the teacher serves as the repository and transmitter of knowledge. We millennials want to know, read, understand and then speak our minds about it. That is where social media comes into play. Social media is one of the biggest elements that we live with and cannot ignore it which basically means any human communication or sharing information on internet that occurs through the medium of computer, tablet or mobile. There are numerous websites and apps that make it possible. Social media is now becoming one of the largest means of communication and is gaining popularity rapidly. Social media enables us to share ideas, content, information and news etc. at a much faster speed. The learning cycle is an ongoing process that must be designed to improve the quality of knowledge as well as the collaboration among learners (Brahimi & Sarirete, 2015).In last few years social media has grown tremendously at an unexpectedly fast rate and has captured millions of users around the world.

Meaning of Social Media

Social media is collection of websites, applications and other platforms that enable us to share or create content and also helps us to participate in social networking. Social media is not limited to blogging and sharing pictures, there are lot of strong tools also that social media provides. That is because the impact of social media is very high and far reaching. It can make or break images. Social media is defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content" Kaplan, A. M., & Haenlein, M. (2011).

Benefits of Social Media

The first and it might be the biggest advantage of social media is communication. You can connect with anyone you need anytime and anywhere. People who use the same social network create their own community with common interests, activities, and topics for discussions. Social media websites have improved student's communication as they can connect with their classmates easily. Another thing is the possibility to collaborate provided by these social networks. Group discussions and even video calls contribute to the efficacy of the delivered team projects.

Social media websites contain an abundance of different information with millions of links to other resources. That means that apart from games and music students can find answers to important for them questions there. These sites can be useful in preparing for the lessons as you can find some interesting data there or get help from others if there are any difficulties. Some sites offer groups by interest while others contain the latest data and survey results on a variety of topics.

Another great feature of social networks is an opportunity to learn about education. Many students desire to study abroad and look for opportunities to fulfill their dreams. The following sites offer much useful information on students programs and grants as well as you can ask other students from different countries about cost of living or studying personally.

One feature of social media is connectivity. Once information is being posted and seen by another user, this serves as a source of spreading information speedily to numerous audiences and regardless of time and place. Considering students, more often, especially in higher education, they find more pleasure using social media for it is not just source of information but also a bridge to communication. It is found out based on previous research the students use social media for personal but too rare for educational purposes. It's very pivotal to encourage students to use the internet or the social media for it also provides scientific information that is very useful in the field of education.

Role of Social Media in teaching-learning process

The emergence of social network sites has revolutionized communication tools for facilitating teaching and learning activities. Sol, Beers and Wals (2013) define social learning as "an interactive and dynamic process in a multi-actor setting where knowledge is exchanged and where actors learn by interaction and co-create new knowledge in on-going interaction" (p. 37). In recent years, social networking has become one of the most significant communication tools among people in which exist through the Internet that provides accessibility for tremendous amount of people. Applying Social Networking Sites (SNSs) in teaching and learning offer a positive impact on the adoption of SNSs and open the door to the new days of learning and teaching. Recent years have witnessed an increased interest in using social media/social learning with courses in higher education. New technologies, most often referred to as Web 2.0 have created a growing phenomenon in public and academic use, changing the way organizations and people create, engage, and share existing or newly produced information through multi-way communication.

We are seeing education institutions adapting these developments into their systems and relying on group resources and mechanisms to improve the student life. The use of social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. Social network tools afford students and institutions with multiple opportunities to improve learning methods. Through these networks, you can incorporate social media plugins that enable sharing and interaction. Students can benefit from online tutorials and resources that are shared through social networks and LMS's. There is valuable knowledge to be gained through social media such as analytics and insights on various topics or issues for study purposes. Social media is also a medium where students can establish beneficial connections for their careers. As an educational institution, it is crucial to be active in many social platforms possible, this helps create better student training strategies and shapes student culture.Media can be a component of active learning strategies such as group discussions or case studies. Media could be aa film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience.

Role of Media to Enhance Teaching and Learning

Media - like all other teaching techniques - should be used judiciously in the learning process. Media can be used to motivate discussions or lock in concepts. However, there are a number of important considerations for faculty before they integrate media or ask their students to use or develop media in their courses. At the same time, social networks have created conditions for the development of new paradigms and methodologies in education (Putnik et al., 2015) such as community based learning or social learning. The dramatic growth of social media creates new opportunities for engaging students. These include social networking sites such as Facebook, My space, LinkedIn, and Twitter along with blogs and wikis.

Many media sources like feature films, music videos, visualizations, news stories etc., have very high production quality capable of showcasing complex ideas in a short period of time which helps to develop quantitative reasoning. Media offers both cognitive and affective experiences. It can provoke discussion, an assessment of one's values, and an assessment of self if the scenes have strong emotional content. The use of media sources help connect learners with events that

are culturally relevant. As a result, a positive consequence of utilizing media is that instructors must keep their materials and examples up-to-date. News stories can be used to connect theories taught in the classroom with real world events and policies.

Benefits of Social Media for students

Popular media (films, music, YouTube) are a familiar medium to students that helps gain attention and maintain student interest in the theories and concepts under discussion. Students can see the theories and concepts in action. Learners become the authors, drivers and assessors of their experiences and educators become a guide – as -the-side, coach, resource suggester and cheerleader who encourage learners to create their own learning journey and knowledge. (Gerstein, 2014). In more than a figurative sense, theories and concepts leap from the screen. Students can hone their analytical skills by analyzing media using the theories and concepts they are studying. The use of media in the classroom enables students to see concepts and new examples when they are watching television, listening to music, or are at the movies with friends. Students can experience world beyond their own, especially if the media is sharply different from their local environment.

Social Media in the Classroom

Today's younger generation is hooked on social media. If given the choice between Tweeting or textbooks, which would students choose? Many teachers think that if they allow their students to use social media in the classroom, students will be posting status updates about how their day is going, which would only detract from educational experiences. However, social media can be a powerful educational tool that provides unique and dynamic learning experiences to students and teachers alike. Social media are internet sites where people interact with one another. They provide a place for people across the world to share information and engage in discussions. Social media provides the means to share graphics, videos, and audio files. With a history dating back nearly 20 years, social media has become second nature to today's students.

Limitations of Social Media in classroom

Practically Multimedia lessons or components of lessons delivered via video or image require computers, projectors and other electronic devices depending upon the subject and the amount of original material a teacher creates. The expense associated with quality projectors or computers for every student can

be quite high, and the amount of images and videos in a lesson can slow down the delivery and pace of the class as a result. Student access to computers at home may also cause problems, and varying quality of student electronic devices can create inequity in projects and presentations.

Apart from the practical limitations of media, educational disadvantages includes the designing a multimedia learning experience, the role of the teacher shifts from instructor to facilitator. If a lesson allows students to complete learning at their own pace as they move through stages of learning, classroom management becomes increasingly difficult. This is particularly true if students work in groups to view multimedia sources or share computers. Additionally, students who are not as proficient with technology may have to spend more time learning computer skills to access information than focusing on course materials.

Role of teacher

Teacher's' role in education is not just to define or dictate ideas, to generate or to assign contents, but also to help every learner to construct learning paths to make them learn how to learn Anderson, T., & Dron, J. (2011).If a teacher, is likely looking for ways to get their students excited about learning. One innovative method is through social media. To introduce connectivism as an essential element of a learning model is to assume that the learning process is no longer an internal or individualistic activity (Siemens, 2014). Using a variety of instructional tools in all grade levels can have several advantages, and the use of social media in the classroom can offer particularly relevant tools for students from elementary to post-secondary classes. Networking, communication skills, and classroom support are all benefits of incorporating various social media tools into curriculum.

Parents and Social Media

Another benefit of using social media in classes is the ability for parents to stay involved and informed through every step of a student's education. Parents can get real time updates during field trips, check homework, review grades, and even get involved in support through sharing their own experiences and knowledge with a classroom of students.

As social media continues to be an increasingly prevalent part of society, particularly for younger generations, the use of these tools in classrooms is advantageous for preparing for the future of communication. Social media in the classroom is beneficial for students and parents in various areas of educational support, positive communication, and relevant career skill building.

Conclusion

As teachers are always on a look out for ways in which learning can be made active, perhaps including social media in the learning space can just do the trick! Those teachers who are against the idea of using social media in learning must take into consideration that, these platforms need not be a platform of distraction and kids can be safe under the supervision of teachers to use different social channels in a positive way. So, the power lies on the teachers to channelize students' action towards the positive ways of using social media in learning. Despite the disadvantages that social media provides a distraction to the students, there is still useful use of social media in education. With all this it is important to be careful with the way in allowing students to use social media during class since these platforms can easily become a great distraction and every school has different policies as to what they allow. Discipline students and should explain the importance of social media as an educational tool. If it is noticed that a certain method is not yielding good results, always can try something different. The important thing to keep in mind is that social media platforms have great educational potential. Now it is the time to start exploring them. Learning through social media takes place in the midst of a plethora of communication purposes. Learning a particular social media platform isn't enough; students need skills in creating multimedia content, evaluating the meta context of a platform, and participating in a community for a certain purpose. Only then will 21st-century learners be equipped to make informed decisions about their online activities.

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PERCEPTION OF SCHOOL TEACHERS IN THE IMPLEMENTATION OF ENVIRONMENTAL EDUCATION IN SECONDARY EDUCATION SYSTEM

Mallicka Banerjee
Student, Masters in Education, WBUTTEPA

ABSTRACT

Education is a powerful instrument for overcoming all the inequalities, promoting sustainable development, accelerating stable economic progress. Achieving the sustainable development through the active participation of the world population has been a great concern from the early period of 21st century. And in this respect education has a central role to play to protect our earth from the increasing greed of man. Actually, the moral, ethical and aesthetic reasons to value and protect nature are completely missing from the present generations of our society. So the implementation of Environmental Education in the formal school curriculum is too important to spread the awareness regarding nature. The present paper focuses upon the perception of the teachers to implement this education in the secondary school and also identify the core knowledge of the teacher regarding this content.

Key Words: Environmental Education, Teacher, Perception, Implement.

Introduction:

Environmental education is the focal concern of all curriculum of the 21st century in the transmission of knowledge about the environment to the humans. This education is particularly very much important to secure the sustainable future for earth and to make the humans more concern about their behavior.Education is not only the way about to gain knowledge, but it also helps to form the positive behavior to be applied during the interaction with nature.

There has been a great crisis over the detoriation of the environment due to the technological expansion of modern world. In the large scale, it was found that human beings are responsible for exploitation of natural environment to an extent that natural resources are not enough to meet man's greed (**White, 2001**). The contemporary major environmental concern like local climate change, gradual

increase of temperature, ozone depletion, diversified rainfall distribution are all caused by over plundered of natural resources by human activity. May the resource has exploited on different scale in different region, but the impact is so broad and intense.

Stockholm conference, 1972 has also supported strongly to spread the concern of environmental education as an important critical element to control the environment crisis. Many researchers feel that education is the most effective means that society possesses for confronting challenges of the future. If the society thinks that the citizens will control their environment by sustainable manner, then the proper knowledge, attitude, values and skills should impart into them by the practice of environmental education.
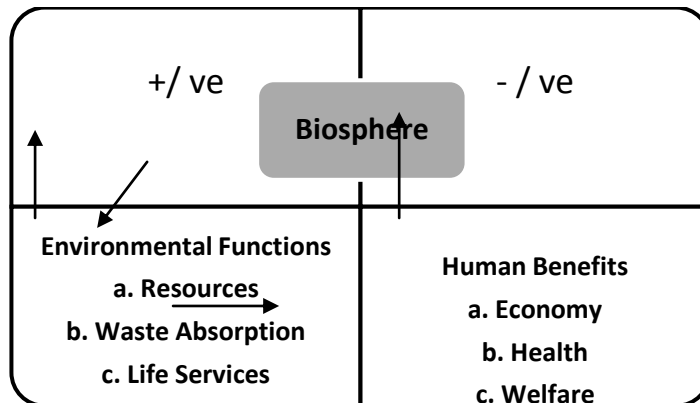
Figure 1: Environmental Functions and Human Benefits.

(Source: Ekins, 2003)

Strong, 1998 has also put stressed on catching the young personal to spread the environmental awareness through an effective way. Because if the system can able to inculcate the values about the nature into the young persons, then they would not depart from it through their age. Hence education is the only means which foster this critical thinking into every individual. And it is found that in every report of national and international institutions are always very fond to spread the environmental education through school curriculum.

Table 1: Perspective of different International Body to impart the environmental education into school curriculum

International Institutions	Basic Concern
UNESCO	With the formation of International Union for the Conservation of Nature (IUCN), 1948 UNESCO has started to spread the awareness about the preservation of natural resources. It emphasized the inherent role of Environmental Education to impart the knowledge among the society in enhancing public awareness. In 1972, UNESCO has started International Environmental Education Program to give a broad vision about the role of education in respect to environment. However in every conference UNESCO has strongly emphasized to taught the environmental education outside the traditional classroom also. In the Global Education Monitoring Report (GEM), UNESCO, 2016 showed the potential of education as propel on of sustainable development.
UNICEF	It has also played a pivotal role to create the sustainable future for earth. It address the sustainability to protect children's right from degradation of world like climate change, degradation of resources etc. and to spread this awareness into the common people, it has also recognized the critical role environmental education.
Earth Summit,2012	United Nation Conference on Sustainable Development, held on 2012 in Rio has consciously addressed the importance role of education to create a biological and socio-cultural system to be more stable. And also sought for the spread of Agenda 21 through the school children.

Followed by the above concern and consciousness from the international forum, India has also initiated some justified steps to spread the environment related knowledge through the education. In 1991, M.C.Mehta has filed a petition in the Supreme Court of India to give a constructive order to start the environmental education program in school. Supreme Court has provided the mandate to the support of M.C.Mehta. And in 1999, Ministry of Environment and Forest has declared to make environmental education as a compulsory part of school curriculum from 2000. Following by this mandate, NCERT has addressed environmental education as a multidisciplinary aspect of study. The main focus of this education should be to expose the students to the actual world of their local area. And learners must be able to look about their local problem and equip themselves to resolve them. They proposed a transaction model for the school education system:-

Table 2: Mode of Transaction of Environmental Education, NCERT

Class	Mode of Transaction
I – II	Through Activities
III – V	Environmental Studies
VI – X	Infusion Model
XI - XII	Project Based

In this aspect, teacher and the school administrators as the implementators of government policy, especially in the implementation of environmental education across the curriculum, play an important role in ensuring that the objectives and the goals are achieved. And schools are the only institution where student can learn about the effective knowledge towards the great future.

Objectives:

The basic objective of this paper is to analysis the perspective of teachers about the implementation of environmental education in the West Bengal Board of Secondary Education System.

Methodology:

This is a descriptive analytical study based on primary survey, which was conducted to examine the perception of the teachers to impart the environmental knowledge to the secondary level students in North Dum Dum Municipal area. In order to analysis the basic perception of teachers regarding the spread of environmental education, 30 sample of teachers from different streams of 5 selected schools has been considered through stratified random sampling. The data has been collected through semi-structured questionnaire survey and Focus Group Discussion during 12march, 2019 to 22nd April, 2019. The names of the selected schools are Khalisakota Girls High School, Nimta High School for Boys, Shyamaprasad Girls High School, Birati High School for Boys and Haradayal Nag Boys High School.

Table 3: Distribution of samples from different stream

Stream	No. of Sample
Science	10
Social Science	10
Literature	10
Total	30

Analysis and Discussion:

So, the argument to develop the base of environmental education in the school curriculum are so strong. International forum as well as national forum has sought to spread the environmental education in the basic knowledge and they have also delimited the structure of this education. But till now, this curriculum has not been found so intensely in every corner of India. In this context, it can be stated that there are 12 schools in North Dum Dum Municipality. But except 3 schools, no schools have organized any program regarding the awareness of environment. The aforesaid 3 schools have celebrated 5th June as Environment Day and they also organize the afforestation camp, cleaning program in every academic year. But the massive awareness and basic knowledge regarding the present environment is missing. But in general enthusiasm between the teachers and the pupils are very strong. Teacher has agreed that every student should have the basic knowledge about the nature and the future generation should be nurture by a way that they can develop the earth through a sustainable manner. But to impart this sustainable knowledge into the students, the role of the teachers is so important. As Einstein stated- "It is the supreme art of the teacher to awaken joy in creative, expression and knowledge." So the teaching is a process of collaboration where teacher helps to unfolding the creative image of students. So, there was a strong believed that, the basic knowledge of the teacher has always promote the students towards broad perspective.

Table 4: Perception of teachers about the basic concept of Environmental Education

Basic Concern about Environmental Education	No. of Respondents	%
a. A subject which provides the knowledge of environment	16	53.33%
b. A content describe the relation between man and environment	7	23.33%
c. A subject which spread the awareness about environment	3	10.00%
d. The subject which describe the present condition of environment	4	13.33%
Total	30	100%

Hence, in table 4, the responses of teachers about the basic concept of environment have been collected. And clearly it has showed that about 53.33% of respondents stated that, it is a subject which provides the knowledge about the environment. And only 10% of respondents have stated that the moral content is to spread the awareness about the environment. But mane teachers have put a remark that the awareness is come when a person can know the importance. So, the core content of the subject is clear to the teachers. But the concept is not equally important to the science and humanities teacher. When the teachers has asked to mention the important element of sustainable future of earth then about 62% respondents has mention the ever mighty role of nature whereas about 38% respondents think that humans are the most important because without human being, earth system is incomplete and they also mention that humans are the fittest species of the earth who can survive in any situation. (Figure 2)
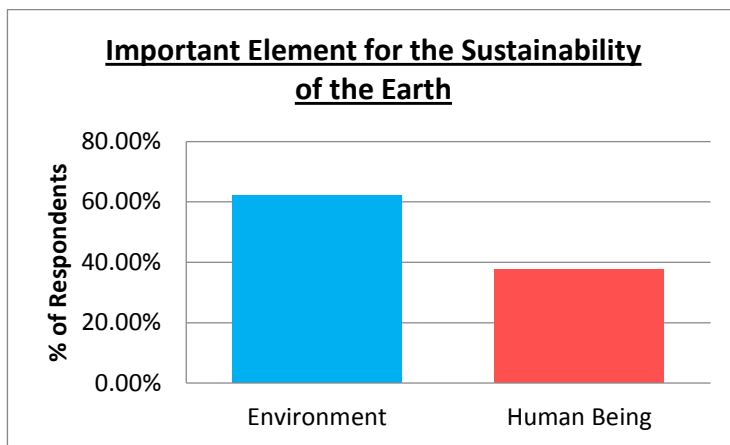
Figure 2: Important element for the sustainability of earth

Respondents of the teacher also varied according to their stream, when they have asked about the causes of environmental vulnerability, about 70% respondents from science stream critically acknowledge the negative role of humans where only 30% respondents from humanities background accuse the man for degradation. They mostly identified the natural hazard for natural loss (Figure 3). Here, it is very clear that every respondent are not equally aware about the role of human being in modifying the earth system.
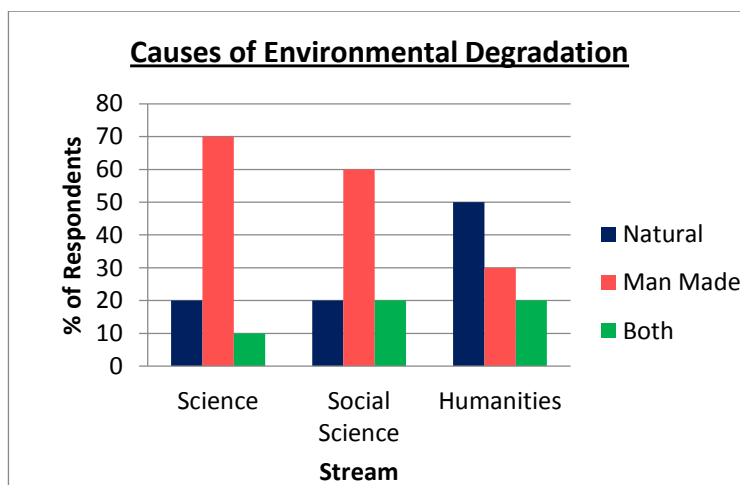
Figure 3: Stream wise responses of the teachers about the causes of Environmental Degradation

So, the spread of environmental knowledge is now being justified to the every segment of our society. And this initiative should be started through the formal education system because we cannot transform the critical thinking into the society unless we have a strong structural base. In this respect, about 57% respondents have agreed to initiate a separate curriculum for this subject from the very beginning of upper primary level because through a separate curriculum it is possible to impart more attention into this subject. Whereas 17% respondents have agreed to initiate the integrated curriculum for environmental education. And only 10% of respondents supported project based curriculum for this subject in school level (Table 5).

Table 5: Opinion of teachers in the structure of Environment Education

Some suggestions to incorporate the curriculum into the schools	No. of Respondents	%
a. A separate curriculum	17	56.67%
b. Integrated Curriculum with other subjects	8	26.67%
c. Project wise curriculum	3	10%
d. Co-curricular activity by the formation of Eco club/ Nature club	2	6.67%
Total	30	100%

Perception analysis also being carried out to understand about the core knowledge of this subject within the different teachers. Because to grow the moral values in the students, it is very necessary to play a progressive role by the teachers. The perception regarding 10 statements has been collected through 5 point rating scale where all the positive statements have used and responses was valued by1-2-3-4-5 respectively strongly agree to strongly disagree.

Table 6: Perception analysis of the teachers about the basic content of Environmental Education

Content	Mean	Mode	SD
a. Environment Education is very important to know about the contemporary issue of climate	1.6	1	0.77
b. Every person should have the basic knowledge about environment	1.77	1	0.86
c. Environment are the base of every civilization	2.43	2	1.16
d. To impart the knowledge of environment into the layman, children's are the most suitable	2.73	3	1.31
e. School should play an important role to construct this curriculum	3.47	3	1.07
f. Every student should have the basic knowledge about local/regional environment	1.4	1	0.67
g. Every school should initiate nature /eco club	2.07	1	1.08
h. School should organize a ecological program in every 6 months	3.07	4	1.44
i. Student should be inspired to participate spontaneously	2.47	3	1.07
j. School community should organize some special awareness camp on local area by students	2.93	4	1.11

Above data has shown the details of perception regarding various statements. Where most of the teachers (Mode is 1) have strongly agreed to the importance of environmental education and to have the basic knowledge of environment but as the mean is higher than mode so the average responses is located between 1 to 2 that means agree to strongly agree. But when we asked about the role of children's to aware the layman and they should inspired to participate in this work, then the responses is varied (Where the mean value is 2.73 and 2.47 respectively) and most of the teachers put their responses in the middle positions. And in respect to organize the ecological program in school and to organize the special awareness camp, most of the teachers expressed their negative perception. SD value in these two aspects also above 1 that means the diversity in responses is

there. So, according to the above analysis, it can be stated that the perception of the teachers is so diversified. They want to initiate this subject within a limited knowledge of theory. The practical concern of this subject is not truly accepted by most of the teachers.

Conclusion:

At the end of the analysis, we have found that every teacher has the basic idea about the degrading nature of the environment and they also acknowledge the role of man in the exploitation of nature badly. In this respect, most of the teacher has agreed to incorporate the environmental education in the present curriculum to spread the knowledge about environment as a separate subject. Analysis has also revealed that the surrounding local environment should be taught as a core curriculum rather than worlds perspective. And they also strongly argued to incorporate the environmental education in the school curriculum with varied opinion.

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OUR EDUCATION & OUR BELIEVES

Dr. Indrani Basu

Assistant Professor, Dept. of Economics
Berhampore Girls College, Murshidabad, West Bengal

INTRODUCTION

Literacy is the pioneer of development of any society. Education is the most important factor required for all round development of human being. Academic Achievement is considered as primary milestone in the context of an education system aimed at macro level development of the child and human resources. The scientific rearing and educational achievement of a child are monitored on the basis of his/her academic performances. Academic achievement is the core of the wider term i.e. educational growth (Ahmar and Anwar, 2013). Sound academic records are the pillars on which the entire future personality stands. So access of getting educational facilities builds the capabilities of every individual to live their life in a decent way.

To ensure sustainable growth in sphere of education, policy makers should not be ignorant about the availability of opportunities for women to be educated. Education is the one important factor to ensure gender equality and empowerment. Women education refers to every form of education that aims of improving the world of knowledge and skill for women and girls. It comprises basic education at schools and colleges, vocational and technical education, professional education, health education etc. Educated women are capable of brining socio-economic changes. In India like other democratic countries, the Constitution ensures equal rights to both men and women. Primary education is now a fundamental right.

Over the 72 years, India has witnessed a continuous growth in its achievement in education. The Gross Enrollment Ration (GER) for all persons in elementary education increased from 81.6% in 2000-01 to 96.9% in 2014-15. At this level, the GER for boys and girls increased by 4.5 (from 90.3% to 94.8%) and 26.4 (from 72.4% to 99.2%) percentage point respectively during the 2000-2015 (Ministry of Human Resource Development, Government of India, 2016) (website:http://mhrd.gov.in/statist) (The Gender Parity Index (GPI) which is an indicator of women empowerment can be measured by the ratio of the number of female students enrolled at primary, secondary and tertiary levels of education to the corresponding number of male student in each level. During 2005-06 to 2014-15,

substantial progress has been achieved towards gender parity in education in India. Adult female literacy rate are also increasing. Under such a perspective one can say that India has been achieving success to built up strong base of women education.

Along with these successful achievements, drop-out rate is still higher for female students than male students. Apart from that gross enrolment of female students are still lower at senior secondary (xi-xii) and higher education (above xii) (Government of India,2016) . In spite of providing several opportunities women are still avoiding such sectors like Bachelor of Engineering, Bachelors of technology, Bachelor of business administration, Bachelor of law, etc (Government of India, 2016). Question is why?

Within each society several social processes are operating. These are economic and non-economic in nature. Among them cultural process is such an ideological process which influence our custom, tradition, believes, etc. This process left deep impression into our mind which may rule over outcomes of government policies also. These processes are mutually constitute each other. Under their over-determined influence, we may find that desired outcome of any policy could not be achieved. For these unsatisfactory performances one ought to analyse the effects of underlying social processes in order to identify real causes and after that one policy maker might thought what suitable measures should be opted to reach at desired destiny.

In this paper, we will try to analyse effect of social processes behind status of women education in a rural area that situated in the district of Nadia of West Bengal. This paper proceeds as follows. Section 1 builds-up a literature review necessary for our under-standing of gender divide in education. Section 2 states the objective of the work followed by section 3 which talks about data and methodologies that we have followed. Section 4 illustrates the major findings of the study. Finaly section5 comprises with conclusion and recommendation.

Key indicator: GER, GPI, Adult literacy rate, Social processes, Theory of over-determination etc.

Section 1: Literature Review:

Socio-economic status differences in children's reading and educational outcomes are ubiquitous, stubbornly persistent and well documented" (Aikens and Barbarin, 2008 as cited in Ahmar and Anwar, 2013). Meeuwisse, Severiens and Born (2010) examined the interaction of variables that characterizes the

investigation of socio-economic status (SES) and aspects of students' behavior, choices and outcomes is tremendously complex. Educational achievement of an individual help to move forward and turns that person to be empowered.

'Empowerment' seems to be a modern idea that was not recognized even two centuries ago (Bhadra 2001). Empowerment refers to the process by which power is gained, developed, seized, facilitated or gained. The World Bank (2012) defines the term empowerment as ―the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. Therefore, the term empowerment refers to a multi-dimensional social process and it helps people gain control/ autonomy over their own lives.

Many researches contributed to show that there is a relation between women education and empowerment. Larger participation of women in higher education increase employment opportunity. Empowerment cannot be fully achieved without the women's full participation in education as well as employment(Alam, 2015). If anyone tries to identify the factors those are lying behind the performances of an individual about his /her educational attainment , researcher must consider educational statistics those are collected from both the educational institutions and households. The educational institutions provide the data on enrolment and number of teachers whereas information on aspects like literacy, educational level of population, private expenditure on education etc., is available only from households. These are essential because society is a web of social processes. These social processes are economic and non-economic in nature. On the basis of their relative strength these processes either oppressive or non-oppressive. Social processes exist in all sphere of societal institution (like educational institution, family, market, etc).However their over-determined effect helps us to explain the ces in different performances in educational attainment.

A single indicator is insufficient and incomplete to realize women's empowerment, which is considered as a multi dimensional concept in multiple domains in which a woman generally functions and discharges her duties. As there are several social processes within society, therefore we have diversified knowledge on women's empowerment. Each space defines women's empowerment using their discipline. So the conception also varies across the spaces. Educational attainment of a girl student depends upon the strength of social processes which are operating in both educational institution and household sphere. Their positions within

households (synonymous as private space) and also in educational institution (synonymous public space) operate as both causes and effects of each other. They mutually constitute each other in over determined sense (Fraad, Resnick and Wolff, 2009).

Fradd et al. (1994) introduced a new analysis which shows the mutual interdependence of gender, class, cultural, legal and political processes. Class process is an economic process which concern with the production, appropriation, distribution and receipt of surplus labour. So it is the process concerned with the production and distribution of goods and services. Class is not the name for a group of people. Class is an adjective, which qualify particular economic processes which rooted in processes of surplus labour (Dhar and Dasgupta 2014). Dhar and Dasgupta (2014). Class processes as a process which could be either exploitative or non-exploitative depending on whether performed surplus labour is appropriated by the performer or by the non-performer. From our class-focused point of view it is clear that unless and until an individual appropriates surplus labour, it is not possible to her/him to construct property and exert power. Therefore, one's life is shaped by the several class processes which prevails both inside (private sphere) and outside (public sphere) the household.

A society produces multiple gender processes. Individual are pushed and pulled by the contradictory definitions of identities and standardized lifestyles that are projected by alternative gender processes (Fradd etal.1994). Political, legal, economical, religious and cultural processes combine to form different gender processes projecting different conceptions of male and female within society.

Society as a heterogeneous space does not furnish equal benefits in terms of resources, training, opportunities and entitlements. Such type of socialization ensures separate gender processes that explain the relationship between male and female members within society. Such gender processes teach the members what role she/he should play within family and in public place. Gender is also a set of processes that are cultural or ideological processes (Barrett 1980).

As these gender processes are cultural and ideological, therefore, these processes have left deep impression within minds of members of society. However, non-cooperative gender processes and exploitative class processes are obstacles for women to be productive and efficient into society.

Cultural processes mean the processes of producing and disseminating meanings in society

(Fradd et al 2009). So, proper womanhood means caring for family and its members while adopting a sub-ordinate, exploited and oppressed position in relationship to the master of the family.

By political conditions of existence, we mean processes of establishing and enforcing rules of family behaviour and adjudicating disputes over those rules. Generally, laws punish physical or sexual assault in the market while treating such assault within family more leniently or not at all. Now the political process of establishing and differentially enforcing laws helps to maintain feudal family pattern in which the rights of women in the family are different from the rights of citizens outside of family. At the same time if laws fail to punish physical and sexual assault in the public place widely, then these steps not only encourage the gender-discriminated exploitative class process in the market, it further strengthen the roots of feudal class processes within family. On the other hand if the woman faces favourable political and legal processes in the market, then it may help her to resist exploitation and oppression within family and also, to transform the existing exploitative and oppressive family structure into non-exploitative and non-oppressive one.

However, transformation of family pattern is not quick to occur. Implementation of non-discriminated laws will create favourable environment for women within society.

Resnik and Wolf follow the Class focused Marxist approach which is based on the Althuserian logic of over-determination where two variables X and Y mutually constitute each other each being cause and effect of the other in order to identify effect of over-determined social processes on an indicator of development.. Hence, it cannot be said which one is before and which one is later. The concept of over-determination is premised on the understanding that no element can exist on its own. Thus over-deterministic logic has rejected the logic of unidirectional causality. In this over-deterministic Class Focused Marxist Approach we can say economic and non-economic processes mutually constitute each other and none is more significant than the other.

Section 2: Objective

Within both educational institution and household sphere we have existence of several social processes. Relative strength of these processes help us to understand causes behind educational attainment of boy and girl's students at different stage of education.

The present study was aimed to ascertain educational attainment among male and female students at different stage of education at school level and to determine the effect of social processes behind their achievement.

Section 3: Data and Methodology

There is an ever present need for methodological work at all stages of survey process. The study is empirical in nature mainly based on both the secondary data collected from 'Education at a glance, 2016' published by Ministry of Human Resource Development, Government of India and primary data collected from rural region of district of Nadia in West Bengal in 2017.

Nobody would deny that in an empirical study it is very much important to look into the nature of the socio-economic and demographic characteristics of the surveyed households and respondents. In order to carry out this empirical analysis we have conducted a primary level survey in selected educational Institutions of Betai of district Of Nadia, West Bengal. From this survey and field observations we have collected information on various aspects of educational status of students under different educational level and socio-economic and demographic characteristics of their family. This empirical study is based on the information of 80 students in the Betai which is a sub-division under district of Nadia. We have conducted the survey during the period 2017-18. During the course of our survey we have observed that pupils of our survey are of different categories with respect to their family composition, their main source of livelihood, with respect to their caste and religion and educational status. There is also some heterogeneity among the sample in terms of household income, number of child, dependency ratio, household expenditure pattern, social caste and community etc. Betai is a backward part of Nadia district. It was vastly populated rural area. Here maximum people are depending on agriculture, fishing, and labour. In the following section we are going to present the descriptive statistics of the surveyed pupils and their households.

Section 4: Major findings along with discussion

Section 4.1: Demographic and socio-economic aspects of the respondents:

The primary data were collected from 100 girl students of various age limits. From figure 1 it is clear that that more than 38% of girl students belongs to the age group that lies less than 10 years old. 28% of girl students belong to age group of 11-15 years old and 34% of students belongs to the age group above 15 years . Here we have collected the information of girls' students who belongs to primary section (I-V), upper primary section(VI-VIII), secondary section(IX-X) and senior secondary section(XI-XI).

Table 1: Distribution of respondent along different level of education

Sl no	Level of education	Percentage of respondents
1	Primary Education	38%
2	Upper Primary	18%
3	Secondary	26%
4	Senior Secondary	18%

Source: Compiled by author herself

Figure: 1

source: Author"s calculation based on field survey in the district of Nadia during February, 2017-

In our survey we found that almost 99% girl students are believing in Hindu religion and more than 53% of them came from scheduled cast communities. 25% of Hindu students came from OBC-B community and 4% of girl students belong to scheduled tribes. 82% of Hindu students belongs to reserve categories (Figure 2).
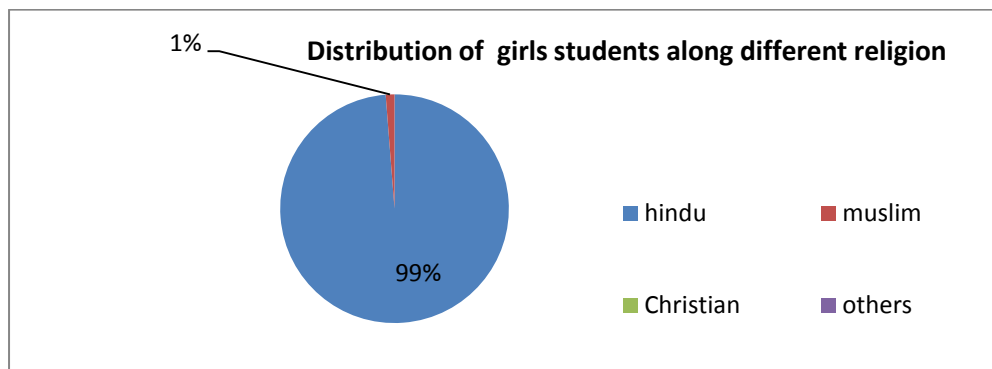
Figure: 2

Our survey has revealed that 45% of the respondents came from such household whose annual earning lies between Rs 40000-Rs 50000. Only 6% of them belong to such family which earns Rs100000 per annum. So majority of students comes from poor household.
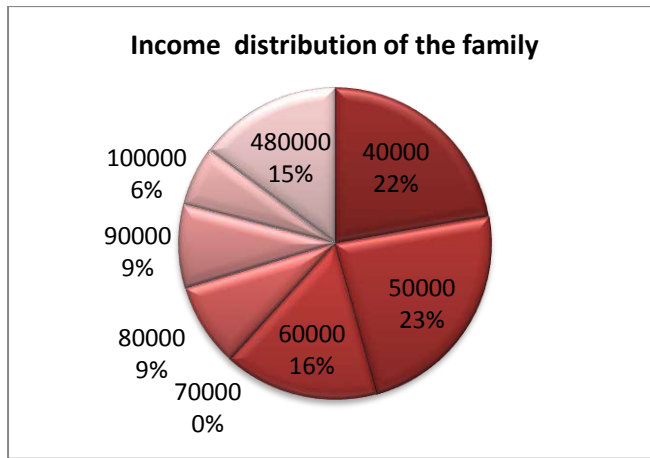
Figure: 3

source: Author''s calculation based on field survey in the district of Nadia during February, 2017-

In our survey we find that almost 94% girl students are regularly attending their schools, it refers to the consciousness of them. We observed that 98% girl students are living between 3 K M from the school campus. Due to short distance maximum girl students are coming school by walk.
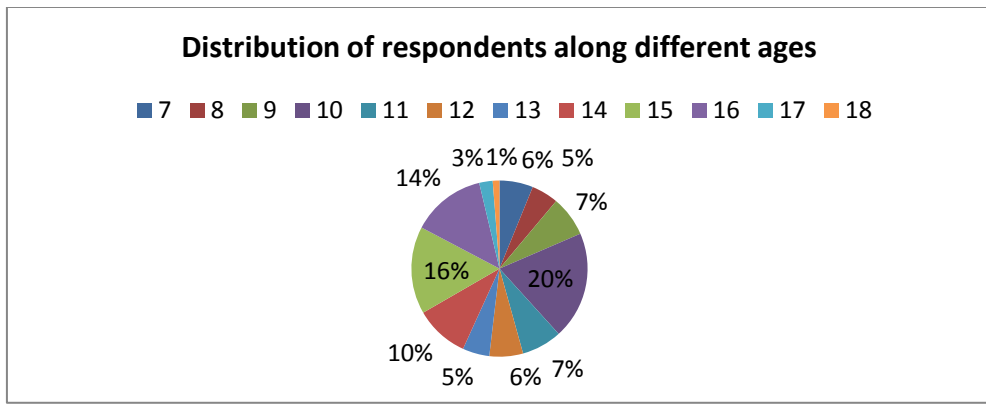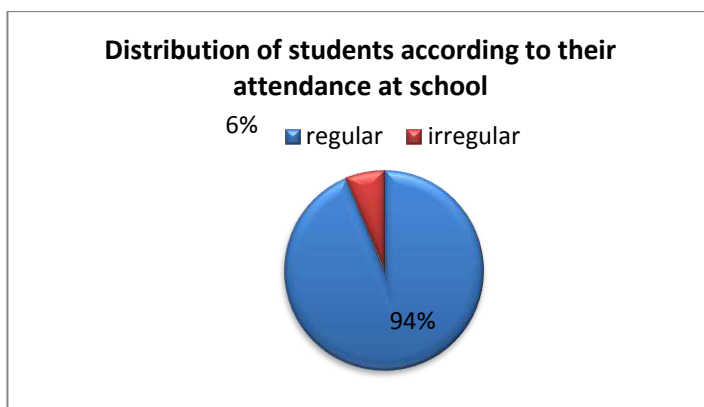

Figure: 4

source: Author''s calculation based on field survey in the district of Nadia during February, 2017-

we have found that more than 90% students are opted private tuition. This is because parents of these girls students do not have adequate education so that they can guide their child. On the other hand lack of proper educational infrastructural facilities (like availability of adequate number of teachers, library, laboratories, etc) are also responsible for their opting private tuition.

Figure: 5

source: Author"s calculation based on field survey in the district of Nadia during February, 2017-

Section 4.2: Prevalence of political and legal processes

We have already mentioned earlier that by political conditions of existence, we mean processes of establishing and enforcing rules of family behaviour and adjudicating disputes over those rules. Further, it also includes the matter related to have opportunity to get facilities that provided by the Goverment welfare projects.

If political process helps girls students to have such opportunities to avail facilities of Government welfare projects, then this effort becomes conducive to reduce and/or eliminate barriers to be educated and oppressive surroundings for girls students. This is by no means that political process of ownership itself undermines feudal family. Whether and to what extent it does so depend on all other processes and also it influences the existence of other processes. If a girls students may face a very non-oppressive polical and legal processes within her educational institution, she then gain confidence that help her to enhance productivity and fight against all such exploitative and oppressive class processes that are operating within patriarchal family structure. Otherwise in absence of non-oppressive political legal

processes, girls students fail to achieve such strength. In following few figures we have represented nature of political and legal processes that are operating within educational institution.

None of the schools have any library. Though 76% of girls students are like to play game but schools do not have suitable play ground. Polluted underground water is a one of the biggest problem in this region. Residence of this area usually spend Rs 600-800/month for purchasing purified water But during school hours students don't have any such facility to consume purified water that arranged by school authority.
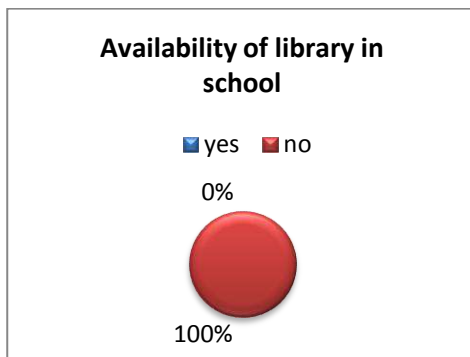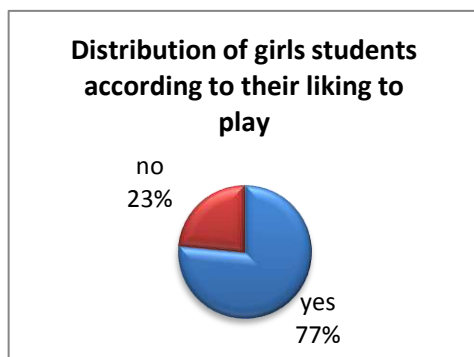
Figure: 6   **Figure: 7**

source: Author''s calculation based on field survey in the district of Nadia during February, 2017-

Today we are dreaming about Digital India But there is almost 89% students do not have knowledge on computer and computer laboratory is also unavailable in these schools.ht
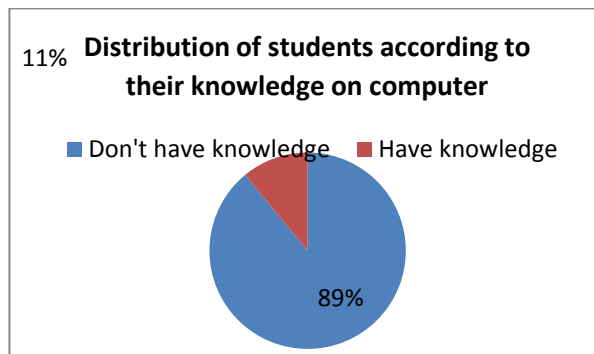
Figure: 8

source: Author''s calculation based on field survey in the district of Nadia during February, 2017-

38% of our respondents are getting financial helps that provided through Project of Kanyashree and 57% students are getting mid-day meale regularly. However except one institution we have found lack of infrastructural facilities that essential for successful operation of such project. They don't have proper dining room where students can take their foods and unavailability of purifies water makes cooking unhygienic. Both girls and boys students use same toilet. No facility to avail separate toilet for girls students is present there.

On the other hand 27 % of students are getting cycle under Sabujsathi Project, but as mahority of students live in nearby areas, so they usually prefer to come school by walk. Here we think inability of administrators to implement need specific project. Here students do not need cycle but they need purified water at school, availability of library facilities, computer laborotary and play ground. So Government should chalked out need specific and area specific welfare project rather than uniform welfare project for all areas that seem to be useless to ensure cooperative political and legal processes.
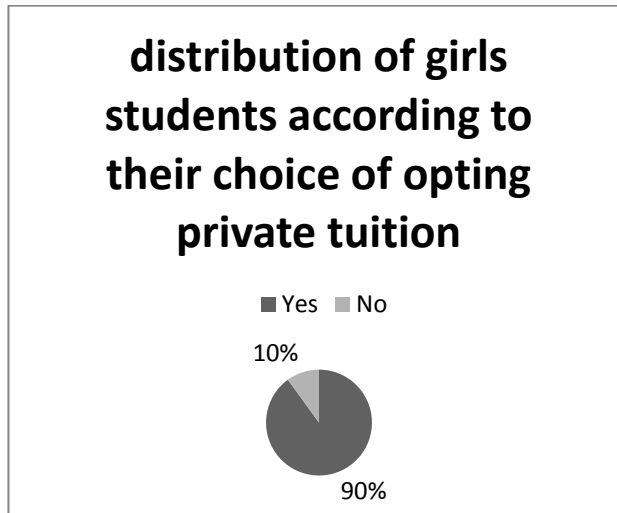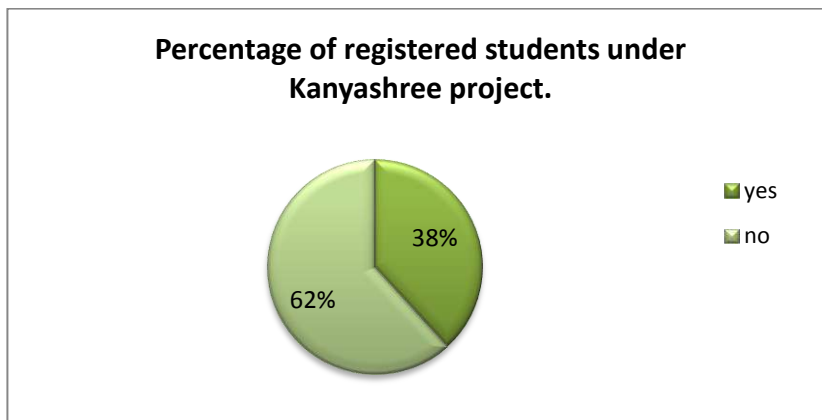

Figure: 9

Source: *Author"s calculation based on field survey in the district of Nadia during February, 2017-*

Section 4.3 : Nature of prevalence of Gender and cultural processes

Gender process projects the role of male and female within society whereas Cultural processes mean the processes of producing and disseminating meanings in society (Fradd et al 2009). So, proper womanhood means caring for family and its members while adopting a sub-ordinate, exploited and oppressed position in relationship to the master of the family

As these gender and cultural processes are cultural and ideological, therefore, these processes have left deep impression within minds of members of society. However, non-cooperative gender processes and cultural processes strengthen exploitative class processes within patriarchal society that create obstacles for girls students to avail the opportunities to be educationally sound and become more productive and efficient into society. Indian family structure are patriarchal in nature, Here girl child performs a sub-ordinate, exploited and oppressed status in relation to the master of family. This can be clear from the following data.

Table2: Percentage Enrolment in various Programmes in Higher Education 2014-15

B.A.-Bachelor of Arts	24.60	32.96
B.Sc.-Bachelor of Science	11.44	12.22
B.Com.-Bachelor of Commerce	10.96	10.77
B.Tech.	8.68	3.78
B.E.	7.61	3.57
M.A.	3.27	5.36
B.A.(Hons)	3.31	4.23
B.Ed.	1.37	2.85
M.Sc.	1.33	2.15
M.B.A.	1.89	1.28
B.C.A.	1.53	1.25
B.Sc.(Hons)	1.37	1.25
B.B.A.	1.28	0.91
M.Com.	0.84	1.33.
L.L.B.	1.05	0.54
Others	19.47	15.55

Data Source: Ministry of Human Resource Development, Government of India (website: http://mhrd.gov.in/statist)

Table3: Examination Results. Class XII 2010

Category	Pass percentage		
	Male	Female	Total
All (Includes general, SC, ST , etc)	73.2	81.5	76.8

Source: (Ministry of Human Resource Development, Government of India, 2016) (website:http://mhrd.gov.in/statist

Table 4: Gender parity index during 1950-2016

Level/ Year	Primary (I-V)	Upper Primary (VI-VIII)	Elementary	Secondary (IX-X)	Senior Secondary (XI-XII)	Higher Education
1950-51	0.41	0.22	0.38	NA	NA	NA
1980-81	0.67	0.53	0.63	NA	NA	NA
2010-11	1.01	0.95	0.99	0.88	0.86	0.86
2015-16	1.03	1.09	1.05	1.01	0.99	0.92

Source: (Ministry of Human Resource Development, Government of India, 2016) (website:http://mhrd.gov.in/statist

We know that education is the one important factor to ensure gender equality and empowerment. The Gender Parity Index (GPI) is the ratio of the number of female students enrolled at primary, secondary and tertiary levels of education to the corresponding number of male student in each level. Thus GPI (based on Gross Enrollment Ratio-GER) which is free from the effects of the population structure of the appropriate age group, provides picture of gender equality in education. During 2005-06 to 2014-15, substantial progress has been achieved towards gender parity in education .At present, in elementary and secondary education, the enrolment is favourable to females as the corresponding GPI has crossed the limit 1. However one may observe from Table 4 that GPI has failed to ensure equality at senior secondary and higher education. But surprisingly Table 3 shows that performance percentage of girls students at senor secondary stage is better than that of boys. This is very surprising to consider the matter being perform better girls are unwilling to enter into higher education. Along with this table 2 revealed that girls students are still preferring such subject which are traditionally women dominated. Our primary data also reveals the same pattern of choice (Fig..). This is the outcome of traditional oppressive cultural and gender processes that emphasized that women are best suit for teaching and nursing profession that strengthen their nature of eternal motherhood.
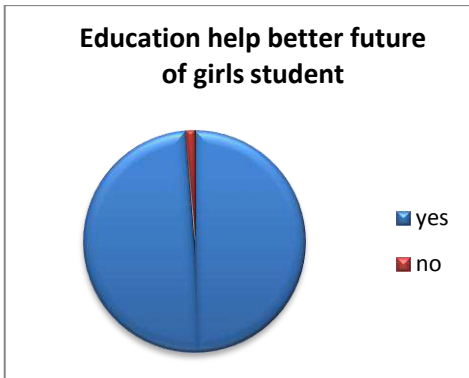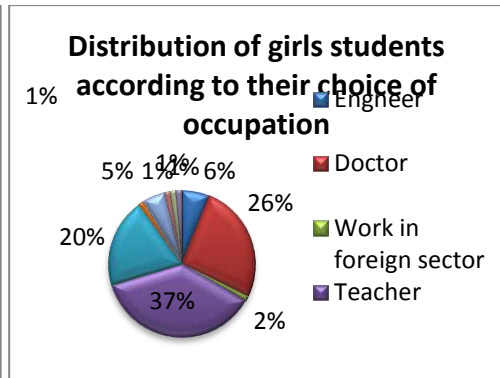
Figure: 10   **Figure: 11**

source: Author"s calculation based on field survey in the district of Nadia during February, 2017-

Favourable GPI upto secondary level is the result of that traditional cultural process that girls students who passed the secondary level may get better groom in market of marriage. Still majority of Indian parents believe that education for their girl child is essential to get a better groom rather than to be empowered.

Section 5: Conclusion and recommendation

From our findings we have seen that though Gross enrolment ration at different educational level has increasing in favour of women, still such statistics could not work at higher level of education. Having the knowledge that education can help them to build up the strong base of decent life and ensure to be empowered at different sphere of society women are stand behind to take the opportunities of higher studies. If we want to locate the reasons behind this matter our theory of over-determination tell us that it is due to over-determined effects among the several social processes that are operating within different sphere of society. As girls students of Betai in primary level and all Indian girls students at major level are still facing oppressive cultural process that is a pillar of age-old patriarchal society, they would not be able to denied the verdict of master of family to quite education and ready for marriage in-spite of scoring better marks in examination than the boys. However this ideological cultural process that left deep impact in our mind girls students would able to throw the system if they are properly assisted by non-oppressive legal and political process within educational institution.Because political process is reluctant to interfere into household matter. But it can help poor women to raise their voices against oppression of patriarchy by providing adequate

facilities that required for gaining empowerment. But our primary data shows that school are suffering from adequate infrastructural benefits (like lack of library, laboratory, play ground, purified water, etc) which may hinder the growth of the dream of girls students to acquire more knowledge and enter into higher study. That is why we can opt theory of over-determination to explain failure of government effort to ensure gender parity at all level of educational attainment. Woman under such circumstances could not be able to enhance her perception and may be caught in productivity trap that is working hard on an uneven playing field with unequal access to productive inputs. Further it is argued that owning education substantially enhances women's voice and agency in the family. But if the gender processes which create the image of women as mother and obedient daughter, then women may perform more feudal surplus labour without imagining the possibility of using their power and agency to resist their family decision. If the women are unwilling to change the non-co-operative, oppressive gender processes and cultural processes, then they may be categorized as silent adaptor.

So what we need:

1) We need government should develop a non discriminatory infrastructural base in education system that allows every pupil irrespective of sex to gather proper knowledge and feel enjoy to continue their education.

2) Non-oppressive political and legal processes should alter the mindset every students that students of both sexes have equal right to continue study and raise their strength to get out from patriarchal ideologies.

3) Welfare programme should be need specific and area specific so that it uphold talent of each region properly and stop the wastage of monetary resources of Government.

4) Policy maker should be more devoted to build up condusive structure so that none can thing to end their study before its completion.

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COMPARISON OF CAREER ORIENTATION AMONG FEMALE COLLEGE STUDENTS ON THE BASIS OF STREAM OF STUDY AND LOCATION

Rupinder Kaur Punia
Research Scholar
Punjabi University Patiala
Email: rupinder389@yahoo.in

ABSTRACT

The present paper is an attempt to study the career orientation of female college students in relation to stream of study and location of residence. The main purpose of present study was to compare career orientation of female college students on the basis of stream of study and location of residence. For present study 250 female college students were selected using random sampling from five degree colleges affiliated to Punjabi University Patiala. Career Orientation Scale designed by Tanwar and Singh (1988) and Personal information data sheet was developed by researcher herself to seek general information regarding famoly background and location of residence. There are no significant differences found in career orientation of female college students on the basis of stream and location.

Key Words: Career Orientation, Female College Students, Stream of Study and Location

Introduction

Education is the most important tool for changing women's subjugated position in the society. As it is evident from the Census (1951-2011), the literacy rate has increased in our nation, both in case of male group (27.16% to 82.14%) and female group (8.86% to 65.46%). In the last 10 years, women have shown an impressive incremental increase of 11.8 per cent in comparison to 6.8 per cent for males. No doubt, progress is there but question of gender inequality is still wider. According to the Human Development Report of the United Nations Development Programme (2014), India has been ranked 127 among the 152 countries in the Gender Inequality Index. In general, the number of girls enrolled at all levels - primary, secondary and higher education is less than their counterparts. Women enrolment in higher education, which was less than 10 per cent of the total

enrolment on the eve of Independence, rose to 41.5 per cent in 2011. However the majority of women in the country are enrolled in non professional graduate level courses. The female work participation rate in organised sector (public and private) increased from 37.81 percent in 1991 to 59.54 in 2011. However, women's participation in public and private sector is still very low as compared to men (National Economic Survey 2012). There are certain factors that impede women's career paths. The persistence of cultural values and gender role stereotypes strongly support women's childcare, family and domestic responsibilities as priority over career aspiration.

The concept of career development plays an important role in one's life especially in the life of female. Female has to play the dual role of home maker and career. The word 'career' has two different meanings and paths, traditionally it has been a chosen profession or occupation that was pursued and one continued until retirement. The term career orientation, being women specific, came into use during late 1950's and became widespread in the late 1970's, most often in literature of counselling, personal and vocational psychology. It connotes intention to work more or less continuously throughout life, desire to work even when there is no financial need, expecting to derive large amount of satisfaction from work. The researches in vocational psychology have contributed substantially to articulate the complex, interrelated external and internal factors that shape women's career development. (O'Brien et al. 2000; Gomez et al. 2001; Fassinger, 2002; Gupta, A 2007) .Career orientation is the process of managing life, learning and work over the lifespan. The career orientation among women pursuing higher education is basically a career choice that is consistent with one's interest and abilities, as well as involves decision about which societal role, individual will accept or rejects (Tokar et al., 1998). This is particularly true of women, who have to choose between traditionally female roles (wife and mother) and non traditional roles (career and person).

The career decisions of female students are found to be influences by socio economic background, environment and cultural expectations regarding gender role. These various reasons prevent girls from opting for science, mathematics, engineering and technology as discipline of study and as occupation. Female students are more dependent in the choice of careers. Women who pursued high career options and continued greater occupational aspirations appeared to value career roles. They moved from traditional female professions to high paying male

dominated professions and believe that it increases the opportunity for development, enhances status and personal prestige. (Sirohi Vineeta, 2013; Barrett Clare, 2014). It is also observed from the studies that some women with traditional gender ideology give more importance to domestic role and family. There are wider gender gaps in the selection of courses. (Wizarat and Arya, 2007; Bakshi, Korpershoek, 2012; Kumar Sella,2016).

In this line present research is an attempt to study career orientation of female students in relation to stream of study and location of residence. Because girls give impotance to home and family in the selection of their careers.

OBJECTIVES OF THE STUDY

1. To study and compare career orientation among female college students in relation to stream of study.
2. To study and compare career orientation among female college students in relation to location of residence

HYPOTHESES

1. There will be no significant difference in career orientation among female college students in relation to stream of study.
2. There will be no significant difference in career orientation among female college students in relation to location of residence.

DELIMITATION OF THE STUDY

1. The study was delimited to the female college students studying in Degree Colleges only.
2. The study was delimited to the female college students studying in Degree Colleges which are affiliated to Punjabi University Patiala. All the female students of final year (pursuing academic and professsinal courses) were included in the sample and belonging to all categories.

OPERATIONAL DEFINITIONS OF THE STUDY

1. Career orientation connotes intention to work more or less continuously throughout life, desire to work even when there is no financial need, expecting to desire large amount of satisfaction from work.
2. Stream of study is usually a field (academic/professional) after some kind of graduation/higher school. It is a field of study.

METHODOLOGY

Sample of the study

The population of the study was female students studying in Degree Colleges affiliated to Punjabi University Patiala offering academic and professional courses. In order to draw the representative sample, five colleges were selected by giving equal weightage to urban and rural colleges. Then 25 to 30 female students from each college were selected randomly by giving due weightage to stream of study. In the present study 250 female college students of final year graduate courses (academic/professional) were included in the sample.

Research Tools

1. Career and Family Value Scale by Tanwar and Singh (1988)
2. Background Information Sheet Prepared by the Investigator herself.

Method and Procedure

The study was conducted through descriptive method of research. The investigator personally contacted the identified college female students and administrated the research tools to seek the requisite information on the variables under study. The respondents were made aware about the purpose of the study. The female students were assured that the information given by them would be kept confidential.

The collected data was analysed by using different techniques of statistics such as mean median, standard deviation and t-ratio.

Comparison of Career Orientation among Female College Students on the basis of Stream of study

Table 1.1: Means and SDs alongwith t value of Career Orientation among female college students on the basis of stream of study

Stream	N	Mean	SD	Std. Error Mean	Std. Error Difference	T value	Result
Academic	96	138.61	14.316	1.461	1.820	5.19	Not Sig.
Professional	154	139.56	13.789	1.111	1.836		

It is evident from the table (1.1) that female college students with academic course have mean career orientation score 138.61 and those with professionalcourse have mean value 139.56. The SD values are 14.316 and 13.789 respectively. The t-

value came out to be 5.19 which is not   significant at 0.01level. It means that mean scores of Career Orientation of female students studying in Academic stream and students in Professional stream do not differ significantly.   Hence hypothesis I "There will be no significant difference in career orientation among female college students in relation to stream of study" is not rejected.

Comparison of Career Orientation among Female College Students on the basis of location of residence

Table 1.2: Means and SDs alongwith t vaue of Career Orientation among female college students on the basis of location of residence

Location of Residence	N	Mean	SD	Std. Error of Mean	Std. Error Difference	t-value	Result
Urban	191	138.30	13.817	1.000	2.071	1.836	Not Sig.
Rural	59	142.10	14.197	1.848	2.101		

The table 1.2 indicates career orientation of female college students in relation to location of residence.The female college students of urban area have mean career orientation score 138.30 and those of rural area have 142.10 The SD values are 13.817 and 14.197 respectively. The t-value came out to be 1.836 which is not significant at 0.01 level. It means that mean scores of Career Orientation of female college students of urban and rural area do not differ significantly. Hence hypothesis II "There will be no significant difference in career orientation among female college students in relation to location of residence is not rejected.

Discussion

The major findings of the study reveal that there is no significant difference in career orientation of female college students on the basis of strem of study and location of residence. The results of the present study may be seen in the light of some related research evidence. (Monteiro, 2015; Ahmed Kazi Afaq, 2017). The findings of the present study concluded that stream of study and location of residence have no significant impact on girls' careerorientation.

Conclusions

1. There is no significant difference in career orientation of female college students on the basis of stream of study.
2. There is no significant difference in career orientation of female college students on the basis of location of residence

Educational Implications

1. Career counselling should be introduced in secondary schools and colleges to equip the girl students to choose a career of their own choice as per their abilities interests.

2. Girls should be given freedom for making decisions regarding marriage and career because decision making is related with goal orientation and career concerns.

3. Colleges and universities should provide insight for educators and students in improving the students' career development process.

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PROSPECTIVE TEACHERS' ATTITUDES TOWARDS TEACHING IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

[1]Subhabrata Ghosh [2] Sumana Samanta Naskar
[1]M.Ed.Student, [2]Assistant Professor of WBUTTEPA
Department of Teacher Education
WBUTTEPA, Kolkata, INDIA
Email: sg.bapin14@gmail.com

ABSTRACT

Attitude towards teaching is important both by the way of professionals pride as well as determining the level of commitment towards the profession. Attitude towards his/her profession has an impact on his/her performance. The same is true for teaching profession also. The present study aims to find out the prospective teachers' attitude towards teaching in relation to their emotional intelligence. Two standardized questionnaire were used as tools for administering the present study. Questionnaire on Teachers' Attitude towards Teaching Constructed and Standardized by Sujata Mishra and Emotional Intelligence Scale (EIS) Developed and standardized by Singh was used to collect data. The study was done by random sampling on 200 prospective teachers of several B.Ed. Colleges of Kolkata and North 24 Parganas of West Bengal. The present study considers that there is a significant and positive correlation between attitudes towards teaching and emotional intelligence of prospective teachers. It is also found that the development of emotional intelligence catalyzes the attitudes of prospective teachers towards teaching more awfully.

Keywords: Prospective-Teacher, attitudes towards teaching, Emotional intelligence.

Introduction:

The teacher occupies a very vital position in the system of education. With the help of good leadership and appropriate teaching aids, the teacher's effectiveness can be enhanced. Increasing in attitude towards teaching of prospective teachers among different teachers teaching institutions play a very vital role in nurturing students in their professional life. Emotional intelligence among prospective teachers can help them to understand the others emotion as well as to

control their own emotions. In order to enhance successful teaching-learning process attitude of prospective teacher towards his or her profession is the most significant. Emotional intelligence of prospective teachers enables them to give more emphasis on their attitudes towards teaching.

Significance of the study:

➢ Attitudes of primary, secondary, higher secondary teachers towards their teaching profession in relation to emotional intelligence can be known.

➢ Education is very important for the students in each level. So, the positive attitudes of the teachers' life towards their teaching profession will be beneficial to cultivate that in the student's life. So, this study will be useful for the prospective teachers' teaching at different levels by studying their attitudes towards teaching profession in relation to their emotional intelligence.

➢ This study will also be helpful to the teacher education colleges and teacher-educators in developing positive attitudes of teaching in relation to emotional intelligence

➢ This study will be beneficial as because a thorough discussion of gender wise, locale wise and type wise (Deputed and fresher) difference in emotional intelligence and attitudes towards teaching was thoroughly analysed.

Objectives of the study:

The objectives of the present study are:

O_1:   To study the attitudes towards teaching of prospective teachers (B.Ed.) according to their gender(male and female), locale (rural and urban) and teacher's type (deputed and fresher).

O_2:   To study the emotional intelligence of prospective teachers' (B.Ed.) according to their gender (male and female), locale (rural and urban) and teacher's type (deputed and fresher).

O_3:   To examine the relationship between attitudes towards teaching and emotional intelligence of prospective teachers.

O_4:   To study the relationship between attitudes towards teaching and dimension wise emotional intelligence (Self Awareness, Self-regulation, Motivation, Social Awareness and Social Skills) of pupil teacher.

Hypotheses of the study:

      To test the hypotheses statistically the researcher used null hypotheses here. According to the objectives the following null hypotheses are given as follows:

H_01:   There is no significant difference in the attitudes towards teaching between male and female prospective teachers.

H_02:   There is no significant difference in the attitudes towards teaching between rural and urban prospective teachers.

H_03:   There is no significant difference in the attitudes towards teaching between deputed and fresher prospective teachers.

H_04:   There is no significant difference in the emotional intelligence status between male and female prospective teachers.

H_05:   There is no significant difference in the emotional intelligence status between rural and urban prospective teachers.

H_06:   There is no significant difference in emotional intelligence between deputed and fresher prospective teachers.

H_07:   There is no significant relation between attitudes towards teaching and emotional intelligence of prospective teachers of different teachers training institutions.

$H_07.1$:   There is no significant relation between Self Awareness and attitudes towards teaching of prospective teachers.

$H_07.2$:   There is no significant relation between Self-regulation and attitudes towards teaching of prospective teachers.

$H_07.3$:   There is no significant relation between Motivations and attitudes towards teaching of prospective teachers.

$H_07.4$:   There is no significant relation between Social Awareness and attitudes towards teaching of prospective teachers.

$H_07.5$:   There is no significant relation between Social Skills and attitudes towards teaching of prospective teachers.

Delimitation of the study:

      The present study was delimited to the following:

➢   The study was delimited to two major variables - i) Attitudes towards teaching and ii) Emotional intelligence and three categorical variables- i) gender, ii) locale and iii) type (deputed and fresher) only.

> ➢ The study was delimited to the B.Ed. students of several teacher training institutions of Kolkata and North 24 Parganas only.

> ➢ Sample was also delimited to a fixed sample size of 200(two hundred) only.

Research methodology:

Research Design: Descriptive survey research design was chosen to carry out this study.

Population & Sample:

The population for the research was B.Ed. pupil teachers and sample was 200 prospective teachers of different teachers training institutions from Kolkata and North 24 Parganas of West Bengal.

Table-1: Categorical Distributions of Sample :

Sl. No.	Variables	Category	Size
1	Gender	Male	87
		Female	113
2	Locale	Rural	118
		Urban	82
3.	Teacher's type	Deputed	26
		Fresher	174

Sampling Techniques:

In this study probability sampling techniques particularly simple random sampling is being administered in order to collect the data.

Research Tools:

Mainly two standardized questionnaire were used as tools for administering this study.

> ➢ Questionnaire on Teachers' Attitude towards Teaching. (Constructed and standardized by Sujata Mishra).

> ➢ Emotional Intelligence Scale (EIS). (developed and standardized by Singh, 2004).

Variables:

Major Variables: Attitudes Towards Teaching, Emotional intelligence

Categorical Variables: Gender (Male and Female), Locale (Rural and Urban) &Teacher's type (Deputed and fresher)

7. Analysis and interpretation:
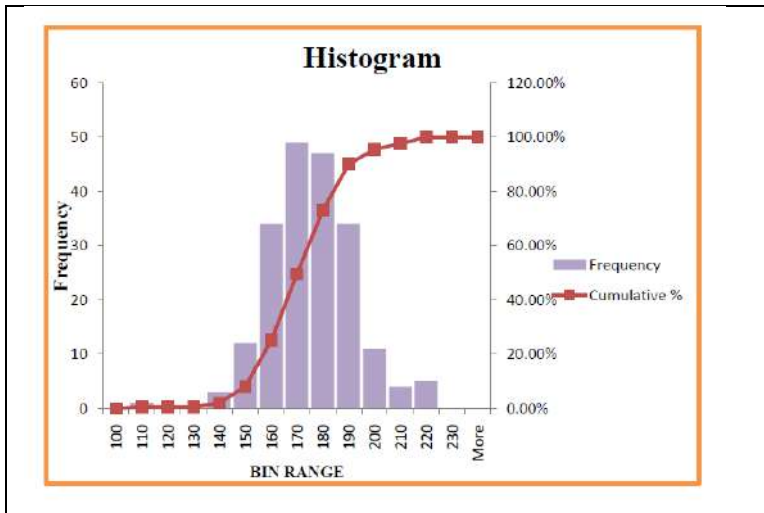
Fig-1: Histogram of the corresponding collected data of attitudes towards teaching

From the above diagram we see that the nature of data tend to be follow normal probability distribution pattern so we can apply inferential statistics here.
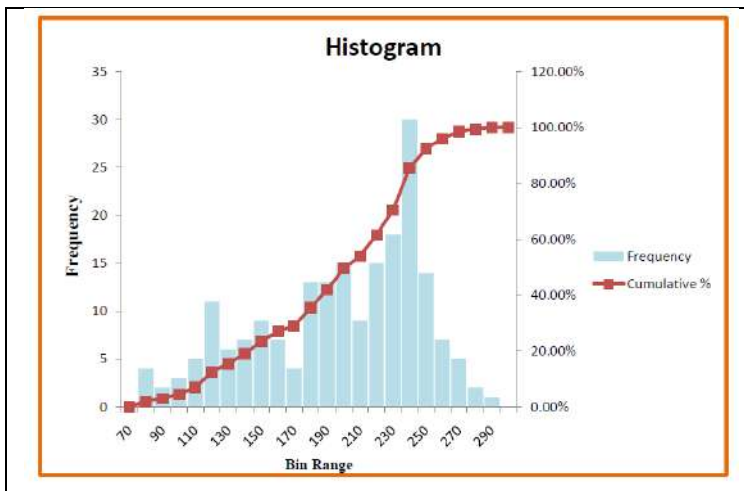
Fig-2: Histogram of the corresponding collected data of Emotional intelligence

From the above diagram we see that the nature of data tend to be follow normal probability distribution pattern so we can apply inferential statistics here.

Testing of Null Hypothesis H$_0$1:

H$_0$1: There is no significant difference in the attitudes towards teaching between male and female prospective teachers.

Table 2: Descriptive statistics and t-test of prospective teachers (B.Ed.) attitudes towards teaching according to their gender

Categorical variables (Gender)	N	Mean	S.D.	df	t$_{Stat}$	'P' value	t$_{Critical}$	Significance of Hypothesis
Male	87	173.16	17.21	198	1.526	0.1286	1.97	Not significant at 0.05 level of significance
Female	113	169.64	15.36					

Interpretation: It is found that the calculated $t_{(198)}$=1.526, P= 0.1286(P >0.05). So,'t' is not significant and **H$_0$1** is **accepted**. Hence we can conclude that, there is no significant difference in the attitudes towards teaching between male and female prospective teachers.

Fig.3: Bar diagram showing mean and Standard Deviation (S.D.) of prospective teachers' attitude towards teaching according to their gender

From, Table 2 and Fig.3 we observed that the mean score of attitude towards teaching of male prospective teachers (173.16) is greater than the mean score of attitude towards teaching of female prospective teachers (169.64). It may therefore be concluded that male prospective teachers have greater attitude towards teaching in comparison to female prospective teachers though the difference is not significant.

Testing of Null Hypothesis H$_0$2:

H$_0$2: There is no significant difference in the attitudes towards teaching between rural and urban prospective teachers.

Table 3: Descriptive statistics and t-test of prospective teachers (B.Ed.) attitudes towards teaching according to their locale

Categorical variables (Locale)	N	Mean	S.D.	df	t$_{Stat}$	'P' value	t$_{Critical}$	Significance of Hypothesis
Rural	118	173.03	16.18	198	1.96	0.0513	1.972	Not significant at 0.05 level of significance
Urban	82	168.49	16.04					

Interpretation: it is found that the calculated t$_{(198)}$=1.96, P= 0.0513(P >0.05). So, 't' is not significant and **H$_0$2** is accepted. Hence we can conclude that there is no significant difference in the attitudes towards teaching between rural and urban prospective teachers.

Fig.4: Bar diagram showing mean and Standard Deviation (S.D.) of prospective teachers' attitude towards teaching according to their locale

From, Table 3 and Fig.4 we observed that the mean score of attitude towards teaching of Rural prospective teachers (173.03) is greater than the mean score of attitude towards teaching of Urban prospective teachers (168.49). It may therefore be concluded that rural prospective teachers have greater attitude towards teaching in comparison to urban prospective teachers though the difference is not significant.

Testing of Null Hypothesis H$_0$3:

H$_0$3: There is no significant difference in the attitudes towards teaching between deputed and fresher prospective teachers.

Table 4: Descriptive statistics and t-test of prospective teachers (B.Ed.) attitudes towards teaching according to their types (deputed and fresher)

Categorical variables (Types)	N	Mean	S.D.	df	t$_{Stat}$	'P' value	t$_{Critical}$	Significance of Hypothesis
Deputed	26	166.42	20.72	198	-1.60	0.1102	1.972	Not significant at 0.05 level of significance
Fresher	174	171.88	15.41					

Interpretation: It is found that the calculated $t_{(198)}$=1.604, P= 0.1102(P >0.05). So, 't' is not significant and **H$_0$3** is accepted. Hence we can conclude that there is no significant difference in the attitudes towards teaching between deputed and fresher prospective teachers.

Fig.5: Bar diagram showing mean and Standard Deviation (S.D.) of prospective teachers' attitude towards teaching according to types (deputed and fresher)

From, Table 4 and Fig.5 we observed that the mean score of attitude towards teaching of deputed prospective teachers (166.42) is less than the mean score of attitude towards teaching of fresher prospective teachers (171.88). It may therefore be concluded that deputed prospective teachers have less attitude towards teaching in comparison to fresher prospective teachers.

Testing of Null Hypothesis H$_0$4:

H$_0$4: There is no significant difference in the emotional intelligence status between male   and female prospective teachers.

Table 5: Descriptive statistics and t-test of prospective teachers (B.Ed.) emotional intelligence status according to their gender

Categorical variables (Gender)	N	Mean	S.D.	df	t$_{Stat}$	'P' value	t$_{Critical}$	Significance of Hypothesis
Male	87	187.54	50.14	198	-1.386	0.1674	1.972	Not significant at 0.05 level of significance
Female	113	197.37	49.45					

Interpretation: It is found that the calculated t$_{(198)}$=1.386, P= 0.1674(P >0.05). So, 't' is not significant and **H$_0$4** is accepted. Hence we can conclude that, there is no significant difference in the emotional intelligence status between male and female prospective teachers.
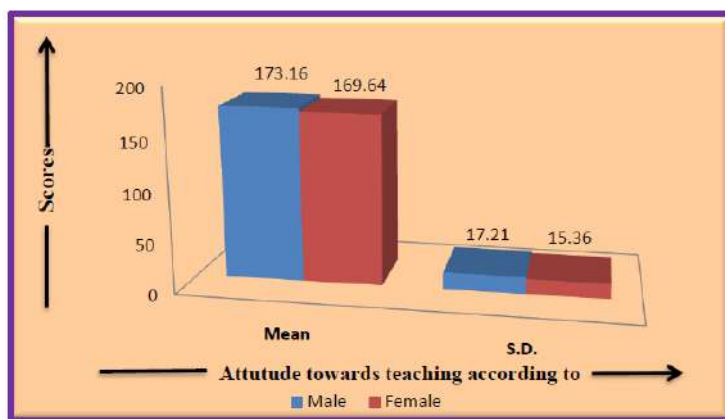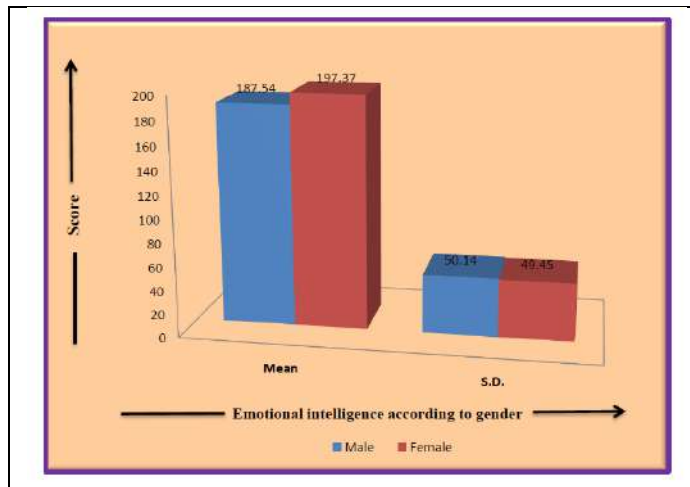

Fig.6: Bar diagram showing mean and Standard Deviation (S.D.) of prospective teachers' emotional intelligence according to their gender

From, Table 5 and Fig.6 we observed that the mean score of emotional intelligence of male prospective teachers (187.54) is less than the mean score of emotional intelligence of female prospective teachers (197.37). It may therefore be concluded that male prospective teachers have less emotional intelligence in comparison to female prospective teachers but the difference is not significant.

Testing of Null Hypothesis H_05:

H_05:   There is no significant difference in the emotional intelligence status between rural and urban prospective teachers.

Table 6: Descriptive statistics and t-test of prospective teachers (B.Ed.) emotional intelligence status according to their locale

Categorical variables (Locale)	N	Mean	S.D.	df	t_{Stat}	'P' value	$t_{Critical}$	Significance of Hypothesis
Rural	118	191.49	50.83	198	-0.544	0.587	1.972	Not significant at 0.05 level of significance
Urban	82	195.40	48.65					

Interpretation: It is found that the calculated $t_{(198)}$=0.544, P= 0.587(P >0.05). So, 't' is not significant and **H_05** is not rejected. Hence we can conclude that there is no significant difference in the emotional intelligence status between rural and urban prospective teachers.
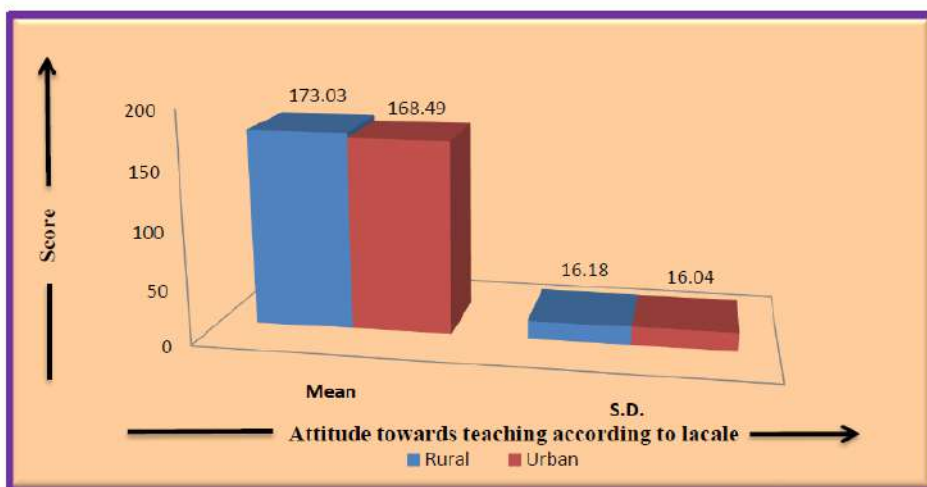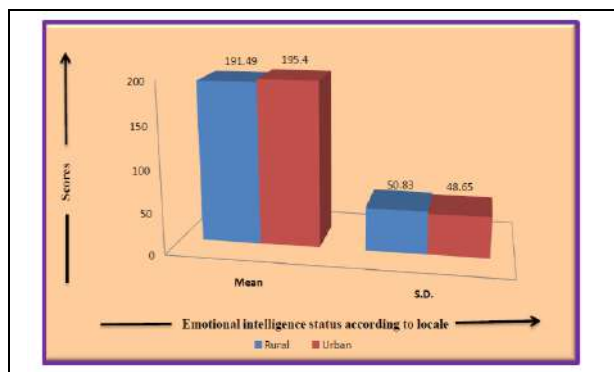

Fig.7: Bar diagram showing mean and Standard Deviation (S.D.) of prospective teachers' emotional intelligence according to their locale

From, Table 6 and Fig.7 we observed that the mean score of emotional intelligence of rural prospective teachers (191.49) is less than the mean score of emotional intelligence of urban prospective teachers (195.40). It may therefore be concluded that rural prospective teachers have less emotional intelligence in comparison to urban prospective teachers but this difference is not significant.

Testing of Null Hypothesis H_06:

H_06: There is no significant difference in emotional intelligence between deputed and fresher prospective teachers.

Table 7: Descriptive statistics and t-test of prospective teachers (B.Ed.) emotional intelligence status according to their types (deputed and fresher)

Categorical variables (Types)	N	Mean	S.D.	df	t_{Stat}	'P' value	$t_{Critical}$	Significance of Hypothesis
Deputed	26	209	38.48	198	1.753	0.081	1.972	Not significant at 0.05 level of significance
Fresher	174	190.72	51.01					

Interpretation: It is found that the calculated $t_{(198)}$=1.753, P= 0.081(P >0.05). So, 't' is not significant and **H₀6** is not rejected. Hence we can conclude that, there is no significant difference in emotional intelligence between deputed and fresher prospective teachers.

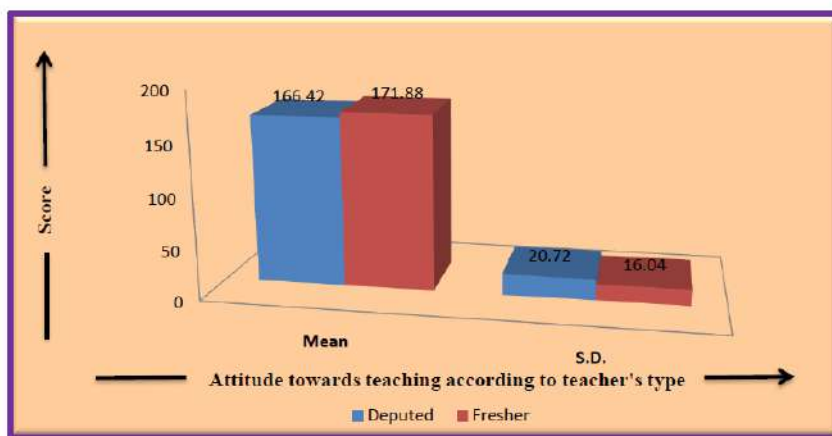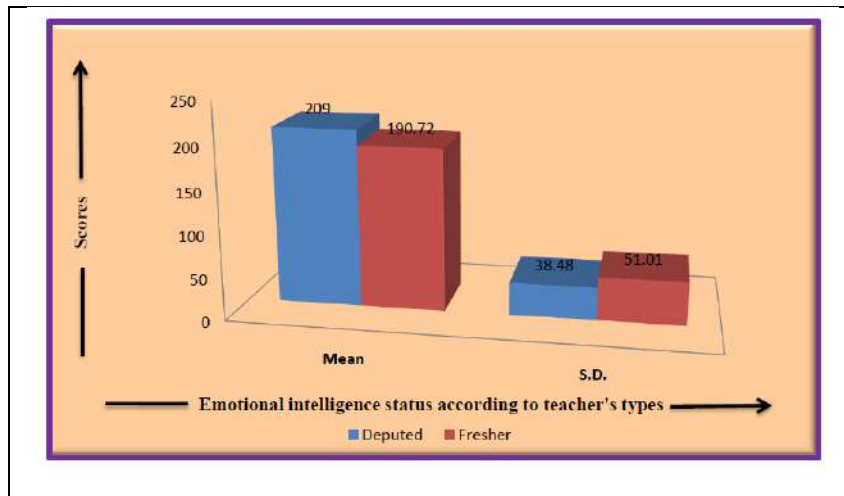**Fig. 8: Bar diagram showing mean and Standard Deviation (S.D.) of prospective teachers' emotional intelligence status according to types**

From, Table 7 and Fig. 8 we observed that the mean score of emotional intelligence status of deputed prospective teachers (209) is greater than the mean score of emotional intelligence status of fresher prospective teachers (190.72). It may therefore be concluded that deputed prospective teachers have more emotional intelligence in comparison to fresher prospective teachers. But the difference is not significant.

Testing of Null Hypothesis $H_0 7$:

$H_0 7$: There is no significant relation between attitudes towards teaching and emotional intelligence of prospective teachers among different teachers training institutions.

Table-8: Correlation between attitudes towards teaching and emotional intelligence of prospective teachers

Variables	Mean	S.D.	N	df	$|r|_{cal}$	r_{crit}	Remarks	Significance of Hypothesis
Attitude Towards Teaching	171.17	16.24	200	198	0.206	0.139	$|r|_{cal} > r_{crit}$	Significant
Emotional Intelligence	193.095	49.86	200					

Interpretation: Table-8 indicates that the value of correlation of Attitude Towards teaching and Emotional Intelligence is 0.206 which is greater than the critical value 0.139 (at 0.05 level of significance). So, r is significant at 0.05 level of significance. So, it is concluded that attitudes towards teaching and emotional intelligence of prospective teachers are positively correlated. It means that increasing in emotional intelligence implies increasing in attitudes towards teaching.

Testing of Null Hypotheses from $H_0 7.1$ to $H_0 7.5$:

Table-9: Correlation between attitudes towards teaching and emotional intelligence dimension wise (Self Awareness, Self-regulation, Motivation, Social Awareness and Social Skills)

Variables	$|r|_{cal}$	r_{crit}	Remarks	Significance of Hypothesis (at 0.05 significance level)	Interpretation
Attitudes towards teaching & Self-Awareness	0.191	0.139	$|r|_{cal} > r_{crit}$	Significant	$H_0 7.1$ rejected.
Attitudes towards teaching & Self-regulation	0.164	0.139	$|r|_{cal} > r_{crit}$	Significant	$H_0 7.2$ rejected.
Attitudes towards teaching &	0.157	0.139	$|r|_{cal} > r_{crit}$	Significant	$H_0 7.3$ rejected.

Motivations					
Attitudes towards teaching & Social Awareness	0.152	0.139	$|r|_{cal} > r_{crit}$	Significant	$H_0$7.4 rejected.
Attitudes towards teaching & Social Skills	0.252	0.139	$|r|_{cal} > r_{crit}$	Significant	$H_0$7.5 rejected.

Interpretation: it is concluded that Attitudes towards teaching and dimension wise emotional intelligence (Self Awareness, Self-regulation, Motivation, Social Awareness and Social Skills) of prospective teachers all are positively correlated. It means that increasing in Self Awareness, Self-regulation, Motivation, Social Awareness and Social Skills implies increasing in attitudes towards teaching of prospective teachers of B.Ed. among different teachers training institutions.

Findings and discussion:

The difference in the attitudes towards teaching of prospective teachers between male and female is not significant as they reveal same attitudes towards their teaching profession.

Also the difference in the attitudes towards teaching of prospective teachers between rural and urban is not significant. So, teachers living in various demographic locations have equal attitudes towards their teaching profession. It was also found that the difference in the attitudes towards teaching of prospective teachers between deputed and fresher is not significant. It has been thought that deputed teachers have more positive attitudes towards their teaching profession but what the researcher found that the fresher prospective teachers also have the same attitudes towards their teaching. Further, there is no significant difference in the emotional intelligence between male and female prospective teachers. So, the researcher found that the emotional intelligence status is indifferent of gender. Also the difference in the emotional intelligence of prospective teachers between rural and urban is not significant as the prospective rural and urban teachers living in various demographic locations have equal emotional intelligence status. The difference in the attitudes towards teaching of prospective teachers between deputed and fresher is not significant indicating the same emotional intelligence status. But the relation between attitudes towards teaching and emotional intelligence of prospective teachers among different teachers training institutions is significant. So, the researcher concluded that attitudes towards teaching and emotional intelligence

are positively correlated. It means that increasing in emotional intelligence implies increasing in attitudes towards teaching. It was also found that the relation between Self Awareness with attitudes towards teaching of prospective teachers among different teachers training institutions is significant indicating a positive relation between self awareness and attitudes towards teaching. The relation between Self-regulation with attitudes towards teaching of prospective teachers among different teachers training institutions is significant also. So, Self Awareness of prospective teachers has a positive relation with attitudes towards teaching. It has also been found that the relation between Motivations with attitudes towards teaching of prospective teachers among different teachers training institutions is significant and has a positive impact on each other. The same is true for the relation between Social Awareness with attitudes towards teaching of prospective teachers among different teachers training institutions. So, Social Awareness of prospective teachers has a positive impact on attitudes towards teaching and the relation is significant. Also Social Skills of prospective teachers has a positive impact on attitudes towards teaching and hence the relation between Social Skills with attitudes towards teaching of prospective teachers among different teachers training institutions is significant.

Conclusion:

From the present study it was found that development of emotional intelligence strengthens the attitudes of prospective teachers towards teaching. So, prospective teachers having high Emotional Intelligence may have high attitude towards teaching. Also it was found that attitudes towards teaching are indifferent of gender. So, gender variation has no impact on the teacher's attitudes towards teaching. It was also found from the present study that attitudes towards teaching are independent of demographic location. So, variation in location has no impact on the teacher's attitudes towards teaching. Also the attitudes towards teaching of prospective deputed and fresher teachers have no variation in attitudes towards teaching. Further, the emotional intelligence status is indifferent of gender also. So, gender variation has no impact on the emotional intelligence status. It was also found that the emotional intelligence status is independent of demographic location. So, variation in location has no impact on the emotional intelligence status. The emotional intelligence status of prospective deputed and fresher teachers has no variation in attitudes towards teaching. Also it was found that emotional intelligence dimension wise (Self-Awareness, Self-regulation, Motivations, Social Awareness & Social Skills) has a positive impact on the attitudes towards teaching.

Recommendations:

Emotional Intelligence plays an important role in the professional development of Prospective teachers. Therefore they should learn how to develop their emotional intelligence in order to build positive attitudes towards teaching. They can represent themselves as role models so that by following or observing these role models progressive teachers gradually learn how to analyse and cope with the positive attitude towards teaching. Teacher educators should help the prospective teachers among different teachers training institutions to express their emotions freely to build self-confidence in them. The B.Ed. Curriculum should be modified so that importance is given towards the positive attitude of teaching in the classroom activities in relation to emotional intelligence. Prospective teachers should be taught to develop a positive attitude towards teaching and towards life also.

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Education for All: Dream or Reality in Tribal Concentrating Areas?

Md. Imran Ali* & Dr. Surekha Sundari Swain**
*Md. Imran Ali is a Research Scholar in Utkal University, Bhubaneswar, Odisha
** Dr. Surekha Sundari Swain is SNO Cum Deputy Secretary,
Department of Higher Education, Government of Odisha

Introduction:

Education is light; it is a great fight against darkness. Education liberates human life, promotes happiness and it stands to be an important parameter of development in the society. Education is one of the important stepping stones in the process of nation building. The UNESCO Institute for Statistics (UIS) says that about 262 million children and youths are out of schools, year ending in 2017[i]. The World has been witnessing global efforts for making education a reality for all time to time. The global attention was given under Goal-2 of Millennium Development Goals (MGD) which clearly focused on achieving universal education with the target to ensure that by 2015, children across the earth, boys and girls must complete primary education. Similarly the Sustainable Development Goals (SDGs) No. 4 also emphasised upon quality education. By, 20130, targets have been set to ensure all girls and boys to complete free, equitable and quality primary and secondary education.

In Indian scenario, govt. has been trying its best to promote Universalization of primary education with its various efforts. However, still there are many hurdles in educating the weaker communities including the Scheduled Castes and Scheduled Tribes in India. The education to ST children still remains a major challenge for the govt. The Article 45 under Directive Principles of State Policy (DPSP), it has been stated that "The state shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the scheduled castes and scheduled tribes, and shall protect them from social injustices and all forms of exploitation"[ii]

Again, the implementation of "Right of Children to Free and Compulsory Education Act, 2009" after the 86th Constitutional amendment brought a new hope for all children especially for the children from marginalized communities for realization of free and compulsory education. It clearly mandated that all children between 6 to 14 years will have fundamental right to education and in no circumstances; there can be any denial of education.[iii] Again this Act mandates

schooling in nearby areas (1 km for primary and 3 kms for upper primary), it denies the denial of admission into school citing any reason including the birth or transfer certificate on the ground of late admission. The out of school children will be admitted in age appropriate class and special training will be given to them to make such children at par with other children. Similarly, attention is paid to provide appropriate transportation facilities which will help the children to complete elementary education successfully. This Act has made the schooling a community based one by giving priority to School Management Committee (SMC). SMC has been given the legal rights to look after the affairs of the school. Activity based education, no punishment to any child, inclusiveness of education including to the children with disabilities happen to be main ideas of this Act.   And most importantly, focus has been given to language and pedagogy so that language will never become a hindrance in teaching and learning process for the children.

Tribes and Education in Odisha

Odisha has occupied a very significant place in tribal map of the country. In Odisha 62 types of tribes are found and every tribe is different than others. The total tribal population constitutes 22.85% of total state population and it comes to 9.66% of the total tribal population of the country, (Census, 2011). 93.8% of the tribal population reside in rural Odisha.[iv] The tribal communities are still struggling with extreme poverty, deprivation and many other aspects and indicators of social development in the country as well as in the state of Odisha.

Table No.1: Literacy Rate of General Population and ST population in Odisha as per Census, 2011

Year	Scheduled Tribe				General			
	Male	Female	Gender Gap	Total	Male	Female	Gender Gap	Total
1971	16.38	2.58	13.8	9.46	38.3	13.92	24.38	26.18
1981	28.32	5.81	22.51	17.01	47.09	21.12	25.97	35.37
1991	34.44	10.21	24.23	22.31	63.1	37.7	25.4	49.09
2001	51.5	23.36	28.14	37.37	75.95	50.5	25.45	63.08
2011	63.7	41.2	22.5	52.24	98.16	64	34.16	72.9

(Source: Maharana S & Behera A.R., Status and Problems of Tribal Education in Odisha: Government Initiatives, Journal of Economics & Social Development, Vol. XIV, No. 1, 2018)

The above table clearly states wider range of disparity or gap between the education of tribal and general population of the state of Odisha. While the literacy rate of the general population of the state is 72.9% at the same time it is only 52. 2% for the tribal population as per the Census, 2011. And the picture of tribal women population in the field of literacy is much pathetic compared to the general population of the state.

Universalization of Education

After independence, our country has been stressing upon achieving the universal elementary education for all with various schemes, provisions and social legislation in the country. The initiation of the National Programme for education (NPE) emphasized on Universalization of elementary education in India. Various steps have been taken to achieve universal elementary education by introducing various educational programmes and schemes in the country. Under National Education Policy-1986, attention has been paid to bridge up the gaps of disparities, creating a healthy atmosphere which will enhance quality education of all. Revised National Policy on Education (1992), National Curriculum Framework (2005), Operational Blackboard (1987), Non formal Education (1992), District Primary Education Programme (1994), Induction of Mid Day Meal (1995), Sarva Siksha Abhiyan (2001), National Programme for Education of Girls at Elementary Level (2003), Kasturba Gandhi Balika Vidyalaya (2004) are the biggest national level initiatives to achieve universal elementary education in the country. And more importantly, the implementation of RTE, 2009 made the completion of elementary education for all as fundamental right under Article 21 (A) of the constitution of India.

Understanding Sarva Siksha Abhiyan

Sarva Siksha Abhiyan (SSA) is the biggest flagship programme for education of the country and it has been dedicated to achieve Universal Elementary Education (UEE). This flagship programme is initiated in 2001-2002 and emerged as joint initiative or collaborative initiative between the Union Govt. of India and the respective state governments of the country. SSA aims at promoting social justice by empowering the communities in the field of realizing elementary "Education for All". Thus, its slogan is "Sab Padhen, Sab Badhen" means all will get educated and all will grow. The state of Odisha has implemented SSA in all 30 districts with very clear following objectives[v]:

- ➢ All children of 6-14 years of age group in school by 2003
- ➢ All children to complete 5 years of schooling by 2007
- ➢ All children to complete 8 years of schooling by 2010
- ➢ Universal retention by 2010
- ➢ Bridge all gender and social category gaps at primary stage by 2007 and at upper primary level by 2010
- ➢ Focus on elementary education of satisfactory quality with focus on education for life.

Methodology

In this present study, the information has been collected from both primary and secondary sources. As part of secondary sources, books, articles, sources from internet have been referred and the first hand information has been collected from Head Masters/ Mistress, teachers and community people by apply the tool of Focus Group Discussion. A formal discussion along with 20 students has also taken place in order to understand various angles of education. Descriptive method is adopted here and qualitative information has been gathered in this present study.

Two numbers of schools have been randomly picked up in Kaptipada block of Mayurbhanj district of Odisha. And in these two schools more 95% of the students belong to tribal community. Participatory observation is also used as an important tool of data collection from the field.

Objectives of the Study

- ➢ Finding out various challenges for the education of Tribal children
- ➢ Finding out infrastructural support being provided to the Tribal concentrating schools
- ➢ Finding out the community participation in schooling of the children

Mayurbhanj at a Glance

Mayurbhanj is the biggest district of Odisha having 2,519,738 population. It is known as land locked district with a total geographical area of 10418 Sq. K.M and located in the northern part of the stat, it is bordering to West Bengal and Jharkhand. More than 39% of total geographical areas are covered with forest and hills.

This district is constituted of 26 numbers of developmental blocks, 404 Gram Panchayats, 26 Tahsils, 4 numbers of Sub Divisions and Baripada as its

headquarter. The SC constitutes 7.3% and ST constitutes 58.7% of total population in the district as per census, 2011. The census, 2011 gives the following figures about the total population and others.

Table No.2: Population and Literacy of Mayurbhanj as per Census, 2011

Children (Age 0-6)	Total	Male	Female
	351, 834	179,536	172,298
Literacy	63.17%	63.22%	45.53%
Scheduled Caste	184,682	92,127	92,555
Scheduled Tribes	1,479,576	730,487	749,089
Illiterate	1,150,341	462,042	688,299

(Sources: https://www.censusindia.co.in/district/mayurbhanj-district-odisha-376)

Kaptipada is one of the blocks of Mayurbhanj having total population of 76,427 as per census 2011. Out of them, 38,507 are males, and 37,920 are females.

Table No.3: Population literacy of Kaptipada Block of Mayurbhanj as per Census, 2011

Children (Age 0-6)	Total	Male	Female
	9,970	5,141	4,829
Literacy	67.81%	66.78%	51.02%
Scheduled Caste	4,954	2,522	2,432
Scheduled Tribes	38,834	19,397	19,437
Illiterate	31,363	12,791	18,572

(Sources:https://www.censusindia.co.in/subdistrict/kaptipada-block-mayurbhanj-odisha-2885)

Major Discussions and Findings

The followings are the important findings from the FGDs carried with the HMs and teachers of these schools:

➢ The biggest challenge for the children from Tribal communities is the extreme level of poverty. The guardians or parents of the children are mostly agricultural labourers, collecting minor forest produces and working as daily labours to earn livelihood. However, the income of these parents or guardians is very minimum and they are just surviving with the governmental social security schemes.

➢ The parents or guardians are not aware of the importance of education and never involved in the educational affairs of the children. Since the parents are illiterates, they are also not able to follow up about the learning of the children.

➢ Language happens to be another most important challenge for the children in tribal concentrating schools. Children of class one are not able to understand even a single language taught in Odiya language.

➢ And such schools have not been covered under Multi Lingual Education (MLE) programme. When the very beginning of the children becomes a challenge, non interesting and inactive to the first learners, the interest in education dies among the children. All the subject matters are being taught in Odiya language and the children are not able to understand.

➢ Intoxication is another stumbling block in the education of the children. Huge use of Handia, intoxicating drinks of tribal community and wine have caused tremendous loss to the tribal community. In maximum time, the men, specially are found in intoxicated and create violence in the family which ultimately badly affects the schooling and education of the children. Now days, Handia is mixed with tablets (narcotic) which again makes the people more addicted and violent in behaviour.

➢ The children are found involved in collection of minor forest produces, they are also helping the parents in the agricultural fields. Thus, during these periods, the students are found irregular to the schools.

➢ Taking care of the siblings is another bigger challenge for the school going children. Since the parents are going on work, the siblings are taken care by other little hands which again force the children to become irregular to the schools.

➢ The biggest achievement of SSA can be controlling child marriage in tribal concentrating areas. Since, the children are in touch with the schools till completion of at least elementary education, it has resulted controlling child marriage during those period.

➢ There is shortage of teachers in the schools and the teachers are engaged in many non teaching activities by the government. Two or three teachers are there in every school and the Head Master/ Mistress has to attend different meetings from cluster to district level. The teachers are running Mid Day

Meal and looking after the accounting of this scheme as well. As per the HM and the teachers of the schools, there is huge paper work in maintaining the MDM in the schools. And no clerical staff or office assistant is provided to the school.

➢ The meetings of PTA (Parents Teachers Association) are not happening and the meetings of School Management Committee (SMC) are conducted once in every month. However, this meeting is also just for name shake. The members are found sitting silently and not involved in the discussion. The Headmaster is the person to talk maximum in the meeting. This is the important occasion when the HM and the teachers convince the members of SMC to send all the children to school.

➢ The incentives and supports like Mid Day Meal, school uniforms, shoes, and textbooks are playing very vital role in schooling of the children in tribal areas. Very particularly, MDM is the main forcing reason to attract the children to schools. Most of the children are coming empty stomach to the schools and wait for the school bail to run with the plates to the dining place.

➢ School dress is another important incentive to the students in the schools. The children do not have better dress than school uniform. Thus, this school uniform is also used by the children while visiting the relatives or weekly markets or hatt.

Opinions from the Community

In this study, the researchers have conducted a Focus Group Discussion (FGD) along with the people of the community. The participants (8 females and 4 males) were the guardians/ parents including the SMC members, local level community leaders, members of women SHG. The followings are the major findings of the FGD:

➢ The parents or guardians are not literates; they are not involved in education of the children.

➢ The parents and guardians of the children are having extreme poverty and surviving upon minor forest produces agriculture and daily wage activities. The income of the guardians is very low and they are hugely dependent upon governmental schemes even for a square of meal.

➤ Even if the SMC is constituted with 19 numbers of members including 12 members from the parents or guardians still it looks one way communication in its efficacy. The community people or guardians, the members of SMC are not informed about the responsibilities of the SMC. They are just sitting as audience during the monthly meeting.

➤ SMC members are used as labourers to help out in manual labour if required for the school.

➤ In the SMC meeting, the Headmasters/Head Mistress insist the SMC members to send all the children to school daily and they are convincing the community to send the children daily. These members are also helping the schools for compulsory enrolment of all children in the school.

➤ The SMC members are not actually involved in the development plans of the schools. However, the chairperson and few members of the SMC are visiting the schools to monitor the MDM.

➤ SMC members have never been given any capacity building training which will help them to function better and play their role in a much better way.

➤ The teachers are regularly visiting the community and consulting the guardians of the children who are not regular to schools.

➤ Similarly, the teachers are also moving to the communities to consult the people for enrolling the children.

Major Findings of Interaction with Children in Schools

In this present study, the researchers have talked to 20 students (10 from each school) from class IV & V. The findings of this interaction can be cited as below:

➤ The children are coming to school within 1 to 2 kilometres by walking on foot.

➤ Most of the children are not able to answer the name of the Chief Minister of the state and the Minister of the country.

➤ Language of communication becomes a hindrance specially in class one because they do not understand Odiya language.

➤ All of the tribal children are using their own tribal language at home.

➤ Children are also engaged in collection of Minor Forest Produces and in agricultural activities and taking care of siblings occasionally as well. Thus, sometimes, being regular to schools become a difficult thing for them.

➢ The textbooks are supplied in the beginning of the academic year. But all books are not timely supplied.

➢ All of children like Mid Day Meal provided in the school and are of the opinion that they would not come to school if MDM is stopped.

➢ Many of them do not have any dream and some of them want to be farmers, police or teachers in their life.

➢ As per the children, their parents are not attached to their education and never asking them about their studies.

➢ The children accept about punishment given to them in some cases.

➢ Even if some classes are taught using activity based learning yet maximum time lecture method still exists during classroom transaction.

➢ The schools do not have sufficient classrooms, so that in single room more than one class also taken.

➢ The schools do not have library, electricity, science lab, common room, computer etc. Even the toilets are not connected with water.

➢ The children are going outside for urination.

Suggestive Measures

➢ The children must be taught in the language they are using at their home and the curriculum should also be prepared keeping the cultural aspects of the community.

➢ The teaching learning process must be so friendly that the students will never hostile to come to school at all.

➢ Punishments of all types must come to an end in real sense so that the children will never feel afraid of coming to schools.

➢ The members of SMC must be empowered through continuous training and capacity building activities so that they can be boosted up to take care of the school.

➢ Awareness generation activities must be initiated at grassroots level so that the parents and guardians can understand their responsibilities towards education of their children.

➢ The disparities among the teachers must come to an end, all teachers must be paid as per the spirit of "equal work, equal payment"

- ➢ The teachers should not be engaged in other than academic activities of the schools.

- ➢ The textbooks must reach to the schools and get distributed among the students on time without any delay.

- ➢ Infrastructural support to schools like class rooms, toilet, electricity, playground, computers etc must be provided to the schools.

Conclusion

To educate means to empower because education is power at the hands of the civilization to deal with any kind of difficulties and hurdles. However, still education has not been taken qualitatively to the unreachable areas, rural pockets and for the children of backward communities. A welfare country must strive to educate every child at its urgent work and the national attention must be paid for achieving the targets of Universalization of elementary education. The government has been taking positive steps making the elementary education more easily to rich the people in every corner still we need more focused efforts. The govt. communities, civil society organizations, media, local people and all of us have role and if our full collaborative approach is set to target, we can definitely turn the game into 'Education for All' in real spirit.

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SCHOOL MANAGEMENT COMMITTEE (SMC'S); A PIVOT FOR PRIMARY EDUCATION

Dr. Shailendra Kumar Verma
Associate Professor, Dept. of Education
Mahatma Gandhi KashiVidyapith, Varanasi, Uttar Pradesh, India
E-Mail: skv.mgkvp@gmail.com

ABSTRACT

As per Section 21 of the RTE Act all government, government aided and special category schools shall have to constitute School Management Committees (SMCs); SMC's have many responsibility & power but it have some challenges too, just like regular meeting of members of committee, as all the members do not show sensitivity towards meeting or do not understand the value behind it. The members of the committee are not desirably active in maintaining record of the events. The members do not have the knowledge of educational issues and capacity to manage education. Making awareness among the members is a great challenge because School Management Committee has limited fund. In this paper an attempt has been made to express the importance of SMC'S for the better functioning and quality enhancement of primary schools of India.

Introduction

India became one of the 135 countries to make education a fundamental right (86th Amendment, Article-21A) of every child when the act came into force on 1st April 2010. The government was committed to ensuring elementary education for all children aged 6-14 through its flagship program, **Sarva Shiksha Abhiyan**. The enforcement of this Right represents a momentous step forward in 100 year struggle for universalizing elementary education. Education is the most potent mechanism for the advancement of human beings. It enlarges, enriches and improves the individual's image of the future. India is a signatory to three key international instruments that guarantee the right to elementary education – Universal Declaration of human Rights, 1948, the International Covenant on Economic, Social and Cultural Rights, 1966 and the convention on the Rights of the Child, 1989. India is also to join, albeit after 62 years of independence, the host of countries that provide for a constitutional guarantee to free and compulsory education. The Right to Education is recognized as a human Right by United

Nations and is understood to establish an entitlement to free, compulsory education for all children an obligation to develop secondary education accessible to all children as well as equitable access to higher education, and a responsibility to provide basic education for individual who have not completed primary education .

School Management Committee (SMC)

Community based organizations, such as School Management Committees (SMCs) and other Panchayati Raj Institutions (PRIs) have a significant role to play in the local governance and functioning of schools. As an important aspect of RTE act, all government, government aided and special category schools shall have to constitute School Management Committee as per Section 21 of the Act; since private schools are already mandated to have management committees on the basis of their trust/society registrations, they are not covered by Section 21. It is the statutory requirement that 75% members shall be parents of children studying in the school, 50% of the total members women. School Management Committee is that important body which is solely responsible for academic functioning of primary school. SMC's are the root for primary schools which help in the maintain of quality education.

Salient features of School Management Committee in RTE act 2009

➢ A school other than the school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of local authority, parents or guardians of the children admitted in such schools and teachers :

- Provided that at least three-fourth of the members of such committees are Parents or guardians.

- Provided further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section.

- Provided also that fifty percent of members of such committee shall be women.

➢ The School and Management Committee shall perform the following functions namely:

- Monitor the working of the school.

- Prepare and recommend school development plan.

- Monitor the utilisation of the grants received from the appropriate government or local authority or any other source and.

- Perform such other functioning as may be prescribed.

- Every School Management Committee constituted under subsection (1) of section 21 shall prepare a school development plan in such manner as may be prescribed.

- The school development plan so prepared under sub section (1) shall be the basis for the plans and grants to be made by the appropriate government or local authority as the case may be.

Challenges before SMC'S

- In a regular meeting of members of committee, as all the members do not show sensitivity towards meeting or do not understand the value behind it.

- Not all the members of committee are desirably active in maintaining record of the events. It however just managed to show the paper work most of the times.

- Their members do not have the knowledge of educational issues and capacity to manage education effectively.

- Absenteeism of teachers is not taken in notice by School Management Committee.

- Making awareness among the members, because School Management Committee has limited fund.

Remedies and Policy Implications:

- School Management Committee should focus on tracking each child's progress and continuously monitor critical indicators. Records of attendance and achievement must be generated through systematic record keeping and made available to School Management Committee for school level planning and monitoring. School Management Committee should ensure the maintenance of these records and should also maintain detail financial records of income and expenditure.

- Meetings of School Management Committee must be conducted on a regular basis and should include discussion about participation of children and their access and retention in education as well as discussing funding and expenditure.

- School Management Committee need resources to build capacity and awareness among members to help them assess needs and requirements for effective learning .Guideline checklists are needed for School management committee and should be generated at different level (national/state/district) to give School management committee a framework .Most School Management Committees are not aware of levels of access, participation and attainment children in their area.

- There is a need for coordination of child related programmes making schools the nodal agency where the School Management Committee acts as the apex planning and implementing to oversee children's wellbeing and rights to education. The school development plans must be shared in gram sabha (village council meetings) organized from time to time

- The active participation of parents and community members from disadvantaged groups in developing an inclusive education system addressing issues of 'meaningful access' is important. School Management committee should contribute to a system of social audit at local level.

- More people should be involved in the proper functioning of schools through media campaigns including hoardings, poster campaign, and print and electronic media discussions.

- Financial support should be provided by the government for the smooth functioning of the School Management Committee and implementation of school development plans as envisaged by the recent Right to Education Act.

- In the meeting, irregular or rarely presence should not be ignore, causes of absence should be asked to every member and the member who make lame escape should be charged.

- Agenda of the meeting should be submitted and checked just after each meeting.

- Before organising the committee, rule, regulation, power and responsibility should be explained to the member of committee.

- Regular absenteeism of the teacher should be treated seriously. Teacher must have the accountability of his own absence.

- School Management Committee should conduct bridge courses, and conduct literacy campaigns with teachers to make parents and community members more aware, and encourage them to send their children

- As School Management Committee have insufficient fund for organising awareness programme, so government should organise it time to time

Conclusion:

As The School Management Committee is a vehicle for promoting a partnership between parents and other 'respectable' members of the community (for example, retired teachers) and the school. They sould be used to sensitize parents about their role in encouraging regular attendance of their children to prevent drop out 10and to mobilize community resources to improve schools monitor teachers and voice community concerns to local government. Apart from the statutory requirement that 75% members shall be parents of children studying in the school, 50% of the total members women, the model rule prescribes that the Chair and Vice Chairpersons should be from amongst the parents; it should meet at least once a month, the minutes of its meetings should be made public and so no parents and .committee member need to be sensitized toward their power and responsibility. To enhance the transparency of the School Management Committee, member requires interest in their work. If we could be able to follow abovementioned solutions our primary education would be soothing for students, teachers and guardians

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STUDY OF EFFECT OF SOCIAL ANXIETIES ON FEMALE TEACHERS IN EDUCATION

Suresh B. Goswami[1], Dr. Sureshchandra Joshi[2]
[1]Research Scholar, Department of Education,
[2]Supervisor**,** Department of Education,
Madhav University, Pindwara (Sirohi) Rajasthan

ABSTRACT

Teaching is a stressful profession, even under the best of circumstances. You must be "on"—engaging and affable in front of a group of learners—nearly all the time. Your work day frequently stretches well past 3 pm, and work responsibilities (and worries) spill over into your free time. You're assessed on measures (such as student test scores) over which you have little control. And all too often, you're working without the resources or support you need to really do your job well. Don't let depression and anxiety steal your love of teaching or your ability to enjoy life. These six tips, from teachers who've been there, can help you cope.

Introduction:

If you're a teacher with depression or anxiety, you're not alone. Read how other teachers manage these conditions.

Teaching is a stressful profession, even under the best of circumstances. You must be "on"—engaging and affable in front of a group of learners—nearly all the time. Your work day frequently stretches well past 3 pm, and work responsibilities (and worries) spill over into your free time. You're assessed on measures (such as student test scores) over which you have little control. And all too often, you're working without the resources or support you need to really do your job well.

These issues are challenging for all teachers. They're super challenging for teachers who have depression and anxiety disorders. Approximately 6.8 million American adults, or 3.1 percent of the population, have generalized anxiety disorder (GAD). More than 16.1 million American adults, or about 6.7% of the U.S. population age 18 and older, are diagnosed with Major Depressive Disorder in a given year. And about 3.3 million American adults suffer with Persistent Depressive

Disorder—a form of depression that usually continues for at least two years. And if you think the rate of teacher depression may be even higher, you could be right.

Both depression and anxiety are far more common in women than in men, and with the preponderance of women in teaching, it's highly likely that the rate of teacher depression and anxiety dwarfs the statistics for the population at large.

Don't let depression and anxiety steal your love of teaching or your ability to enjoy life. These six tips, from teachers who've been there, can help you cope.

In family member

All socially anxious people have different reasons for dreading certain situations, but in general, it's an overwhelming fear of:

Being judged by others in social situations

Being embarrassed or humiliated -- and showing it by blushing, sweating, or shaking

Accidentally offending someone

Being the center of attention

Buddy up

Prone to panic attacks, Find a colleague who can step in and take over for you as necessary. That's what Crystal J., a teacher in South Carolina, recommends: "I had a buddy at school. If I called her, she would come to my class and let me go to the bathroom."

Lauren P., a ninth grade English teacher, accidentally stumbled on the same solution. "I had a panic attack in the classroom right before second period started," she says. "The interventionist specialist I work with took over and let me go calm down."

Seek help

It can be really hard to admit you need help and even harder to get yourself to schedule a counseling session or medical appointment, especially when depression and anxiety are clouding your judgment and stealing your mojo. But teachers who have been there swear by appropriate treatment.

Rebecca S., a seventh and eighth grade English teacher in Buffalo, New York, was diagnosed with depression before she became a teacher, but years, she now knows, after her symptoms started. Medication and counseling have changed her life.

"[My antidepressant] gave me my life back," she says. She encourages other teachers to consult an expert. "When we experience physical symptoms, we go to a doctor, tell them our symptoms, and let them decide whether we need antibiotics or not," she says. "I say we should do the same thing for mental health. Share your symptoms, and they'll give you professional, expert advice."

"If you were diagnosed with diabetes, you would treat it," Rebecca continues. "You would take care of yourself, change your eating and drinking habits, see your doctor regularly, and take medication as necessary."

Get moving

Exercise boosts the amount of feel-good chemicals in the brain and can help ease the symptoms of both depression and anxiety. That's something T.D., an Oregon-based teacher, learned after she had to discontinue taking her antidepressant due to side effects.

"I searched for alternatives and discovered that exercise and getting out into naturereally balanced me," she says. "Now, I get out as much as possible and try to exercise regularly,"

Invest in other sides of yourself

Sometimes teaching is so all-consuming that we forget that there are many, many facets to who we are as individuals. Rekindle your interest in activities and pursuits outside of school. For example, if you are artistically inclined, take a drawing or painting class. If you love theater, try to schedule at least one performance a month. Join a club, sign up for a race, take a class just for fun. Create a network of people who have similar interests and whom you will look forward to meeting up with on a regular basis.

Try not to isolate yourself

It's natural to want to dive under the covers and hide when you're feeling depressed. Avoid feeling isolated by maintaining social relationships, if you are able. Make a coffee date, invite a friend over for take-out pizza or Facetime an old friend. Share your feelings with a close friend or relative outside of school, ideally someone who has known you for a long time and can help you put your current situation into perspective.

Establish routines

It's so easy to let teaching take over your life! But teachers who've learned to live with depression or anxiety say it's important to set boundaries and establish routines.

One junior high teacher told us, "It helps to wake up and go to bed at the same time, eat routine lunches, and set a schedule for after-school grading time and free time. For example, I will stay at school until 4:15 at the latest. After that I go home and have my free time and dinner. When I don't stick to the schedule, I overwork myself, and I can't sleep. I eat poorly, and I have headaches."

Robin C., a teacher at Prague Public Schools in Oklahoma, concurs. "Between my obsessive-compulsive disorder (OCD) and anxiety, I've found that having my plans well written and being prepared with all my supplies helps me mentally, both beforehand and during the day."

Prioritize mental health

There's nothing wrong—and whole lot right!—with taking an occasional mental health day, especially during periods of intense stress.

"I took one mental health day a month last year, especially if there was not a day off within that month," says one middle school teacher. Because she was working in a less-than-supportive environment, she didn't openly share the reason for her absences with administration, though she confided in some trusted colleagues.

And while many people would recommend relaxing self-care activities, such as massages and movies, for days off, she often used her mental health days to catch up on grading, phone calls, and doctor appointments.

The bottom line Listen when your internal voice starts screaming that you need some time off. If your schedule is impossibly packed, try taking **breaks throughout** the day to tide you over until you can take that mental health day.

Consider your environment

An eighth grade science teacher in Houston, Texas, who would prefer to stay anonymous, says she was miserable in her previous job. "I didn't have the kind of support or direction I needed. The teaching pay was the lowest in the country," she says, and those stressful conditions exacerbated her underlying anxiety disorder.

Counseling and medication eased her symptoms—but what helped most was switching to a different, more supportive school this year. "My pay is much better, and I get treated a lot better," she says. "I can't emphasize enough how important it is to have support. If I wasn't here, I know I would not be in as good of a place mentally as I am now."

How to Teach Students with Social Anxiety Disorder

Teaching students with social anxiety disorder (SAD) can be challenging. School can be difficult for students with SAD. If you are a teacher of a student with social anxiety disorder, knowing how to encourage and foster a good environment for learning is key. Below are some tips to help you structure your classroom in ways that will encourage the student with SAD.

How to Treat the Student With Social Anxiety Disorder

- Promote self-esteem by offering praise for small accomplishments and rewarding participation even if the student gives a wrong answer.
- In your interactions with the student, speak softly and calmly.
- Help the student confront feared situations with gentle encouragement.

Programs and Education

If you haven't already, implement a program like the "FRIENDS" group program in your classroom or school. This program is designed to prevent anxiety and depression for children ages 4 through 16.

For younger children, read storybooks about shyness, self-esteem, and bullying. For older children, read novels or watch movies with the same content.

The student with SAD may require social skills training or instruction in relaxation techniques delivered by a special education teacher or other team member.

Promote Relationships in Class

Pair students for activities rather than allowing students to choose pairs, to prevent the student with social anxiety disorder from being left out.

For younger children, make the child with SAD your special helper to give her a role in the classroom.

Encourage friendships between children with social anxiety disorder and friendly, outgoing classmates.

Allow the child with SAD to sit with classmates with whom she is familiar.

Assign a "lifeline" peer to the child who can help answer her questions if called upon in a group setting.

Class Rules

Ensure that you have a zero tolerance rule for bullying and discrimination of any kind.

Have punishments in place for students who embarrass or humiliate other children to prevent this behavior in the classroom. For example, during speeches, any child who makes fun during another student's speech would have marks deducted from his own grade.

Collaborate With Parents

Regular meetings between parents, teachers, counselors and other school staff are important for planning classroom strategies for the student with social anxiety disorder.

Special Accommodations

Allow the student with SAD to arrive late if it makes the transition easier.

Identify a "safe place" that the student can go if feeling overwhelmed; have a signal and exit strategy for these situations.

Modify instructional methods if necessary, such as explaining an assignment one-on-one with the student.

If a student misses a lot of school due to social anxiety, allow gradual reintroduction at a pace comfortable to the student.

Have a pre-set time each week that the student can talk with an adult about how he is feeling and his fears.

What Teachers Should Know

Social phobia (also called social anxiety) is a type of anxiety disorder. Extreme feelings of shyness and self-consciousness build into a powerful fear for people with social phobia. As a result, they feel uncomfortable participating in everyday social situations, like meeting new people, talking among groups, or speaking in public. People with social phobia can usually interact easily with family and a few close friends, but fear of embarrassment gets in the way of life

Social phobia is a fear reaction to something that isn't actually dangerous — although the body and mind react as if the danger is real. This means people with the disorder actually feel the physical sensations of fear, like a faster heartbeat and breathing. They're more sensitive to fears that they'll be embarrassed, look foolish, make a mistake, or be judged, criticized, or laughed at. This leads them to avoid these social situations.

Some kids and teens with social phobia are so extremely shy and so fearful about talking to others, that they don't speak at all to certain people (such as teachers

or students they don't know) or in certain places (like at someone else's house). This form of social phobia is sometimes called selective mutism.

Social phobia is treatable, and therapists can create plans to help students cope. Medicines may be prescribed to help ease the anxiety.

Students with social phobia may:

Feel self-conscious and uncomfortable in social situations

Avoid school or participating in class

Feel embarrassed, lonely, disappointed, or withdrawn

Have physical symptoms such as sweating, shaking, stomach pains, nausea, and a racing heart beat

Need intervention with a school counselor or therapist to help them handle social situations be targeted by bullies?

What Teachers Can Do

The best way to help your student is to acknowledge the problem in supportive, non-judgmental ways. You can:

Use structured classroom activities, small groups, or assigned partners so shy students are not left out

Assign a classroom buddy to provide support

Help with social interactions and rewarding efforts

Be patient and positive as students learn new ways to cope

Encourage all students in the classroom to try relaxation techniques

Encourage shy students to try to speak for themselves, when they can, rather than speaking for them

Identify a "safe place" for when a student feels overwhelmed

Encourage attendance, which may require shortened school days and modified class schedules

Collaborate with regular meeting with parents, counselors, and school staff

Getting Help

People with social anxiety who want to get past their fears in order to have a wider choice of jobs or to find jobs with a more social aspect can benefit from Cognitive Behavioral Therapy (CBT) and exposure therapy.

- Cognitive Behavioral Therapy is based on the idea that a person's own unrealistic thoughts and beliefs lead to their negative and unhealthy behaviors. Undergoing CBT helps the patient become aware of their unreasonable thoughts and beliefs so they can view a situation more realistically and react in a healthier way.

- Exposure therapy is a form of CBT that guides the person, via a therapist, into situations where they can face their fears and anxieties. Over time, gradual exposure to their social fears conditions the person to the situations they dread and they find it no longer provokes their anxiety.

Additionally, a study by Beidel, et al (2014), suggests that people with social anxiety can be helped even more effectively through a combination of CBT/exposure therapy and social skills training.

- Social skills training teaches the skills others take for granted – for example, talking with people at work or how to start a conversation. Through discussion, the therapist identifies the areas the participant would like to improve, then uses role play, feedback, and positive reinforcement to help the person practice during simulated sessions. The individual is also encouraged to practice their new skill outside of therapy.

During the Beidel, et al, study, participants used modeling, behavior rehearsal, and feedback to learn such things as basic conversational skills, assertiveness training, and effective public speaking. They also went through exposure sessions consisting of scenes designed to address each person's unique fears. At the conclusion of the study, 67% of the people treated with the combination of social skills training and CBT no longer met the diagnostic criteria for social anxiety disorder.

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AFTER THE 'DEATH' TRAUMA: DEVELOPING EDUCATIONAL RESILIENCE IN THE STUDENTS

Deepti Kavathekar
Doctoral Research Scholar
I.A.S.E., Faculty of Education, Jamia Millia Islamia, New Delhi

ABSTRACT

Children are the future of the society and the nation. When they grow up into young adults, they form the major working force, responsible for the development of the country. As the child grows, there are many developmental stages which shape the psyche, the socio-psycho behaviour and much more. Small child is incapable of surviving alone and needs support from parents in the developmental course. The mother is closest relation, the care giver of the child. Bronfenbrenner's Ecological System Theory (1979) elaborates the theory of human development. In relation to the human development the presence of parents are essential as well as the family. Parental death is the most stressful period in child's life and leaves a strong impact on the child's psyche. This research study aims to explore its impact on the educational achievements and behaviour in school going adolescents. Parental death and its aftermath vary depending on the external environment and many other factors. This research study is qualitative in nature following the case study method and data was collected through the non-participant classroom observation and; interviews from teachers and students (N=4, adolescent male students) from a private school. The findings revealed role of the teachers is very crucial in developing educational resilience. The care givers can be internal as well as external which are very crucial in balancing the mental health of the students.

Keywords: Parental Death, Resilience, Educational Resilience, Human Development

Introduction

As one explore the world around, war victims and deaths are most recurring phenomenon. The war and death toll in the areas of Afghanistan, Syria, Yemen, Palestine, Myanmar, and many parts of Africa had made millions of children go through the trauma of war and death of near ones. A large number of the children are orphaned war victims. In relation to the human development the presence of

parents are essential as well as the family. Parental death is the most stressful period in child's life and leaves a strong impact on the child's psyche. Many of the researchers such as Kranzler   et al.,(1989); Krupnick (1984); Raphael(1983) reported that the those who experience the parental death are more susceptible to depression, anxious behaviour and also disruptive behaviour. Also studies suggested that lack of the warmth, care and attention to the child leads to the development of the adverse conditions for the proper development (Bowlby, 1969; Clarke and Clarke, 1976; Rutter, 1981).

Horwitz (2007) had proved in his study about the psychological distress and its importance in relation to health and well being of the students. Also the study suggests that the distress may lead to the development of the risk behaviour and disease in the students. Further studies conducted by the Kessler, Amminger, Aguilar-Gaxiola, Alonso, Lee, et al. (2007) also suggests in the direction that distress if takes a prolonged time for treatment may lead to mental illness. It is crucial as it gives a serious problem to the education providers the school and the teachers in the classroom. Since the students are vulnerable to the stressful conditions of the education system , if not dealt properly will lead to depression and other mental disorders which may be harmful for the life and living of the child. The school can become a best stage to inculcate the educational resilience among the students. Resilience is an ability to develop well despite adverse environmental conditions (Masten & Powell, 2003, p.2). Educational resilience is the likelihood to attain high academic achievement in the adverse conditions (Wang, Haertel, &Walberg, 1997). So, educational institutions can be a support to the students who have faced the trauma of parental death by providing care and support in their studies and help in building the better future

Thus, this research gap in the literature is needed to be explored.

The research objectives of the present study are:

1. To study the educational achievements of the students in the school who lost parent.
2. To study the behaviour in the classroom of the adolescent students in the school who lost parent.

Methodology

The research methodology in this research is qualitative. In the subject study research, the past records are closely viewed to understand the challenges and

the issues. This provides for the in-depth investigation for complete understanding. (Zainal, 2007, p.1). According to Merrium (1998) "the case as a thing, a single entity, a unit around which there are boundaries" (p. 27). "In Merriam's view which is influenced by Miles and Huberman's (1994) understanding of "the case as a phenomenon of some sort occurring in a bounded context" (cited in Merriam, 1998, p. 27). Case Study method was used in the present study. The site of the study was a private school. Population of the study was adolescent students. Purposive sampling method was utilized to select the cases (samples).

Criteria for Purposive Sampling of the students:

- Adolescents

- Lost parent (either father/ mother)

- School Ongoing

- Belong to Economically Weaker Section

The tools used in the study was semi structured interview schedule for students focusing to decipher their educational achievements, dedication towards the academics, family backgrounds and their life as a general. An interview schedule focusing on the academic achievements and attendance were done with the teachers.

Data was collected by the observation in the classroom situations and interviews were done with students and their respective class teachers.

The students and teachers were informed about the research work and consent was taken due to the sensitivity of the issues. Due to ethical reasons the identity of the place, school, class and the students are kept confidential. Cases were identified as alphabets to protect the identity of the students.

Delimitations of the Study

1. This work is done on the male adolescents only.

2. This is a qualitative research work were the findings cannot be generalized to all the individuals.

3. Case Study was the method involved.

Analysis of the Data

The students were observed in their natural classroom setting. The data was collected through the interviews from students and class teacher.

The table presents the immediate family of the students.

Table 1: Shows the present status of the Students and their familial conditions

S. No.	Case	Age (present)	Death of Parent	Brother(s)	Sister(s)	Step Sibling	Step Parents	Residing With Family
1	A	17	Father	No	No	**No**	**No**	Yes
2	B	15	Father	No	1	**No**	**No**	Yes
3	C	14	Mother	No	No	**Yes**	**Yes**	**Yes**
4	D	17	Mother	1(died)	No	**Yes**	**Yes**	**yes**

It can be inferred from the table that two students live with their family formed by their step parent and Step-siblings where as two are residing with their mother. It was also observed that where there was death of mother, remarriage was done but not in the case where father's death took place.

Table 2: Shows the age of the students at the time of their parent death

S. No.	Case	Age of the students at the time of the death of the parent	Death of Parent
1	A	13 years	Father
2	B	14 years	Father
3	C	0 years	Mother
4	D	3 years	Mother

The above table revealed that the two students lost their parent in their middle adolescent and two in their early developmental years.

Table 3: Showing the educational achievements and school work of the students

S. No.	Case	Attendance (%)	Term Results 1st	Term Results 2nd	Home Work Done	Class Work Done
1	A	70%	**Fail**	**Fail**	Yes	Yes
2	B	80%	Pass	**Fail**	Yes	Yes
3	C	75%	Pass	Pass	Yes	Yes
4	D	45%	**Fail**	**Fail**	**No**	**No**

The data revealed that Case A, B and D were showing a downfall in the achievements in terms of the exam results whereas Case C did fairly well in the exams as well as in his day to day school activities. Case D performed poorly in exams as well as he was not seen interested in the school and school activities.

The students were observed for a long periods through non-participatory classroom observation. Analyzing the age of the children and their parental loss has a serious impact on the development of the child. The trauma had affected the

educational outcomes as well as in the classroom behaviour had been also affected. It had been seen that Case A and B had lost their father's at the age of adolescent itself. Interview data (from students and class teacher) revealed that during their developmental periods both the Cases were able to interact and communicate to their best with their fathers. Both assured to have a strong bonding with their father. Case A's father died due sudden cardiac arrest whereas the reason for Case B's father demise was due to stomach injury in road accident (father died on the spot)

Also, the Case A had grown to be a more dominant and responsible person managing the financial affairs of the family by himself (to some extent). He is more vocal, participatory in classroom activities, enthusiastic and attentive. Case A usually takes tuitions to manage household expenses. He shares a good relation with his mother.

Case B was seen to be is submissive, introvert, and a good singer. Case B was not involved in any employment activities as her uncle was taking care of the house hold expenses. He is very close to her mother in every regards. He has only a younger sister.

Case C is highly motivated, participatory in classroom activities, cheerful, happy and studious. He is regular in work and school activities. Her father remarried soon after her mother's demise. He has a step brother with whom he is presently living. He is not so much attached to his parents but with his step-brother. Case C's mother died giving birth to him due delivery complications. Earning member is father.

Case D is a vulnerable case with very disruptive behaviour, usually fights, lies, disturbs the class, bold while talking to teachers and friends but shows nervousness and anxiety. He usually breaks the stuffs of his classmates, scolded by the teacher mostly and bunks the class. Nobody told to him about his mother's death till he was 11 years old, his elder brother died within one month when he disclosed that real mother had passed away when he was 3 years old. His brother died due to liver problem. From young age he lived with her aunt till he was 11 years. His father soon remarried and left Case D to her aunt. But after her aunt's refusal to provide for the stay and schooling of Case D, he now stays with father, step mom and step sisters. He does not share cordial relations with her any of his family members. He is very nervous whenever teacher wants to call his father to Parent Teachers Meetings. Earning member is father.

Discussion

There was difference seen in Case A in his educational achievements and dedication towards the school work. A difference in behaviour was observed in those students who lost their parents at adolescence than those who lost at a very young age.

Case C and D were those two lost their mothers in their developmental period and their fathers got married soon after their mother's demise were seen to be different. The societal patriarchal norm which allows the remarriage of a widower is more frequent than a widow. The Case D was an extreme case who lost his mother and real brother before he entered the age of adolescence. It has been observed that in the developmental period of the child both Micro system and Mesosystem (Brofenbrenner, 1979) of the child plays a significant role in the mental development. In case of Case D, the father didn't support (emotionally) the child and left him to live in some other place. This seriously affected the psyche of the child. After a gap of many years he was taken back in the family when Case D's elder brother died.

The ideas of the developmental psychology and social theory and the work of Mayall (2002) was to look towards the sociological underpinnings of the childhood. Stance that is offered by sociology of childhood is that as we see the childhood, it not existing in vacuum or void. Also, it is not such a universal and finite in nature but it whole construction is under the social milieu of the child. (Quennerstedt & Quennerstedt, 2014, p.122). In simple words, child and his/her childhood are context specific which is influenced by the social, economical, familial, historical, religious and moral environment. Therefore, childhood in the sociology is to be discussed within the culture, locations, and time frame. Also, the child and childhood is needed to be studied as a social group with the effect of the culture over it. The position of the child and the power relations which dominates his/her life is also necessary to be worked as a social phenomenon constructed within the society and time. (Qvortrup et al. 1994; Mayall 2000; James & James 2004)

Also it should be considered that the child is an active agent in the society. He/she is much creative and inquisitive social agents "who are both shaped by and shape their circumstances and the surrounding society" (James & James, 2004). So, these active agents share the power in themselves as a participant as well as contributor to the society. And this in turn affects the behavioural outcomes of the

child. Thus, this aptly corroborates with the findings that the child's outer world (micro and meso system affects the) development of the child.

To reiterate resilience is defined as a process of combating the negative effects adversity, coping successfully and avoiding the negative trajectories associated with that adverse condition. A key requirement of resilience is the presence of both risks (in this study it was the Parental Death) and protective factors (individual and external factors) and that either help bring about a positive outcome or reduce or avoid a negative outcome. Educational resilience is the heightened likelihood to excel in the academics despite risk and adverse conditions(Wang, Haertel, &Walberg, 1997).   When the behaviours of all the students were analyzed then some inferences were drawn at individual level.

Case A had shown a positive response whereas the Case B is bending towards psychological distress. Case A had developed a character in which he had taken responsibility of his house and education. Case A had developed resilient characteristics of having long term goals towards life whereas Case C had developed higher level of engagements in school work, attending activities and have goals for the future. This goes in accordance with the study results of Wang, Haertel, &Walberg (1997). Cases A and C had shown the behavioural characteristics in accordance to the research findings of (Garmezy, Masten & Tellegen, 1984; Masten & Powell, 2003). It had been observed that the case A, B and C are readily involved in the school activities and participates in different classroom interactions. (Borman & Overman, 2004; Wang, Haertel, &Walberg, 1997). Case A and C were seen to have self confidence, control and responsibilities towards his education and home. So, these were their individual characteristics which aid there educational achievements in the school.

It was seen that Case A, B and C had developed a strong bond with the teachers. Two Teachers were seen to be a strong motivating force leading them to work hard for the future. These teachers were the subject teacher who taught them in the class. Case A, B and C assured that the teacher greatly affected their life. Teacher motivated them to study and had shown love and affection during the time of distress with Cases A and Case B.

It can be inferred that teacher plays a significant role in developing educational resilience among the students who come out from loss of the loved ones. Cases A, B and C had shown positive teacher expectations (Borman & Overman,2004; Wang, Haertel, &Walberg, 1997), and meaningful connections with

supportive adults(Borman & Overman, 2004; Wang, Haertel, &Walberg, 1997). The mental health of the students are seriously been affected in those children who are vulnerable in the family and had seen a loss of parents. In the Case A, B and C the ***teachers were helpful*** in comforting the students are observed to be relaxed in general classroom situations. Teachers emerged as a social support provider to these cases to maintain their involvement in the school and education. By the support of the teachers, students were able to develop characteristics of educational resilience at an individual level.

The behavioural pattern of the Case D due to sudden loss of the Sibling and mother had a great impact on the psyche of the child. His disruptive behaviour in the classroom goes in accordance to the research findings of Kranzler et al.,(1989); Krupnick (1984); Raphael(1983); Bowlby, 1969; Clarke and Clarke, 1976; Rutter, 1981; Horwitz (2007).

The **absenteeism** seen in the Case D was seemed to be a major hindrance for the social support from the teachers to be inculcated in the Case D.

Conclusion

There is a need to understand the behavioural patterns of the student in the class and if they are in need they had to be given care, understanding and time so that the mental health conditions as well as educational outcomes can be improved. In school where the child resides for almost 8-10 hours every day, need to have supporting adults so that they can survive the trauma which was disheartening. Teachers and school staff can become a support for these students and give and love, care and support, so that the students can have good mental health and they can contribute to the development of the self and nation.

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EDUCATION OF WARRIOR IN JAPAN: AN INTROSPECTION

Dr. Ajoy Kumar Das
Department of Japanese
Visva-Bharati, Shantiniketan, West Bengal, India

ABSTRACT

This article is about the education system of warrior in medieval era in Japan, and how the warrior class pursue their education and trained themself through archery and horsemanship. Archery and horsemanship are the most essential skill of warrior. These statements reveal clearly how the warriors regarded their qualities, and it is a very important point in considering the unique mode of the education system of warrior. Culture and military arts, archery and horsemanship, are to be studied constantly. It is as ancient custom that, on one hand, one should study letters, and on the other hand, the military arts. They should be mastered at the same time.

In this article various features of education of warrior has been discussed and parameters of traditional education and martial arts like spiritual arts, discipline, spiritual attitude and education in letters have been illustrated in details. In addition to warrior skills, samurai were expected to be well-educated in other areas, such as literature and history.

Introduction:

The warrior families traditionally described superior individuals as those who had a brave and courageous spirit, and excelled in archery and horsemanship. The great medieval leader *Minamoto no Yoritomo* (1147-1199) demanded three qualities in his bodyguards which was terms as "proficiency in the three virtue". These three virtues were: to be a man of a courageous family, to be excellent in archery and horsemanship, and to be restrained in behaviour. The warriors called themselves the "family of archery and horsemanship," and they regarded expertness in these activities as the most appropriate attributes of a warrior.

The samurai, members of a powerful military caste in feudal Japan, began as provincial warriors before rising to power in the 12th century with the beginning of the country's first military dictatorship, known as the shogunate. As servants of the daimyos, or great lords, the samurai backed up the authority of the shogun and gave him power over the *mikado* (emperor). The samurai would dominate Japanese

government and society until the Meiji Restoration of 1868 led to the abolition of the feudal system. Despite being deprived of their traditional privileges, many of the samurai would enter the elite ranks of politics and industry in modern Japan. More importantly, the traditional samurai code of honor, discipline and morality known as *bushido*–or "the way of the warrior"–was revived and made the basic code of conduct for much of Japanese society.

Features of Warrior education:

Military arts as archery and horsemanship were central in the achievements of the warriors, but they did not reject culture entirely or fail to take notice of it. Education in letters was required along with military arts, but cultivation of skill in warfare was primary. In the notion for second year of Kencho(1250) in *Azuma Kagami*, it is recorded that *Hojo Tokiyori* advised the shogun that there should be training in both cultural and military arts. Both teachers of Japanese and Chinese poetry and teachers of archery and horsemanship were to ne sent the place. This description reveals the essential points of the education of a shogun who had to excel as a warrior and also refinement.

Here is recognition that the correct education of a warrior included both cultural and military arts. However, the military arts were regarded as the basic element in the education of the warrior. Thus, the warriors concentrated their efforts on education their children in the military arts of archery and horsemanship. Warriors were taught these various arts from their childhood. Even in play children attained familiarity with archery and horsemanship as they used bows and arrows and rode horses made of bamboo and grass. Many pictures from this period portray the way in which the warriors educated their children.

Children of Samurai began practising the basics of fencing with wooden swords at the age of 3, being given a real weapon, a sword for self-defence, between the ages of 5 and 7. A child had to be able to protect itself from surrounding dangers, family enemies, robbers and vagrants, with his father and male relatives providing early combat training. Boys were sent to be raised by relatives or to the home of a fencing instructor, where they were taught military tactics, archery, riding, handling a spear and unarmed combat, *jujutsu*. There was no special school for Samurai daughters, who learned how to be good wives and housekeepers from their mothers. These young women also had to learn how to write Japanese syllabic symbols and read classic Japanese literature and poetry.

The bamboo-grass horse and the bow in hand symbolized the way of life of warrior children. As they grew up, even their spare time was taken up with training in these skills. For this purpose the warriors provided archery ranges and riding places in their estates. Archery and horsemanship were combined when warrior families competed against each other in contests held in the *bugeijo*. There the warriors gathered and demonstrated the skills which they practised daily. Whenever there were Shinto or Buddhists festivals, activities in the military arts were sponsored in order to demonstrate the various skills.

In the arts of shooting, effort was concentrated mainly on two types of contest called 'three objects shot on foot' and 'three objects shot on horseback'. Three objects shot in the position were the *omato* (large target), *kusajishi* (deer target) and *marumono* (round target). The three shots while on horseback were the *yanusame* (three targets), *kasagake* (bamboo hat target shooting) and *inuoimono* (dog shooting). The *omate* was round and about 62 inches across. The archery course was 33 bow lengths. Two archers stood together and competed.

Through daily practice, members of the warrior families received an education in the military arts. Other aspects of military training were the use of the sword, halberd and lance. Especially, much effort was put into training in swordsmanship because it was used extensively. Horse races were increasingly employed on ceremonial occasions. *Sumo* (wrestling) also regarded as an activity for training warriors. Forty eight techniques of *sumo* were devised about this time.

Since the object of such training in the military arts in the field was to prepare the warrior for battle field, we can understand the great attention given them. They provided the best opportunities to practise and perfect military techniques, and the earnestness of the warrior education can be discovered here. When a son of a warrior became thirteen or fourteen years old, he accompanied his father to the field. When passes his tenth year a special celebration was held to mark his coming of age and he was made to assume the responsibilities of an adult warrior.

During battle the military arts which the children had learned were supported by spiritual attitudes. These were all united together in the discipline of the children. The sprit most honoured on the battlefield was determination to honour one's family name. This spirit was forged by placing their children in a way of life in which they fought with a sense of gratitude and a willingness to offer their lives. The father admonished his son; the elder brother discussed it with his younger brother. They considered it most shameful to live by retreating and most honourable

to die advancing. They thought that to refrain from shameful acts was the only way to repay one's obligation to one's lord.

The warriors were first trained in this spirit in the practice of fighting and exercise in the military arts, but it was actually comprehended during battle when they risked their lives. A truly serious education was required for this. The military arts actually become their own as they really engaged in fierce battle. The warriors naturally considered such opportunities for the education of their sons as most valuable, and they always sought for such occasions. Here one can see their practical attitude towards education.

In normal times the education of the children was cared for at home and the warriors always set the example as they undertook the entire discipline of their kinsmen and vassals. It was of major importance that the warrior always took the initiative as the centre of the daily discipline. This initiative in peace time was in unity with the mode of education on the battlefield where the warriors led his retainers. In books of precepts made for warrior children we can observe that the parents undertook the education of their children in every phase of life.

In addition, unique methods for educating the children in letters were developed by the warrior families. Warriors pursued education in letters in their way of life; they did not establish special schools for that purpose as the nobility did. Since the warriors did not regard scholarship as the chief purpose of life, they did not demand it in the instructional method of their schools. Since education in letters was constantly required in connection with their life as warriors, they endeavoured to achieve ability in this area, too. Because the shogun regarded the best education in letters a necessity.

However, most warriors had a simple idea, and they made the temples they owned into centres for the education of their children. Originally there were children who lived in the temple with the intention of becoming priests in the future. The children the warriors joined them in the temples to receive an education in letters and become the companions of the child-monks. Here they spent several years, but they did not aspire to become monk. After receiving discipline in manners, spiritual training, writing and classical studies they would leave the temple.

Education in the military arts mentioned above was not only means to train warriors, but it was always required that a more practical system of training giving battle field experience be combined with these military arts. Ultimately the warrior

had as his aim to act as a superior warrior on the battle field and to brighten the honour of his family by making his name remembered in later generations.

Concluding Remarks:

During this period, Japanese education paralleled the militarism of the times. With the rise to power of the warrior, education in the cities and countryside added skills for warfare to the religious training. Medieval education for warriors included training in weaponry and horseback riding—while still teaching young samurai the importance of good manners and knowledge of their culture. Schooling revolved around the warrior's home, the estate of his lord, and the local temples. As for the shogunate and the ruling families, there continued to be educational opportunities unavailable to commoners.

We may note that the warrior's education was strictly different from that of the aristocrat. It also differed from that which we will find in Edo period. Its most conspicuous feature was that it had close connection to his way of life and lacked formal institutions. The warriors had a very practical philosophy of education which did not allow them to separate their children from their way of life as warriors by entrusting them to educational institutions.

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EFFECT OF SOCIAL ANXIETIES IN EDUCATION

Suresh B. Goswami[1] & Dr. Sureshchandra Joshi[2]
[1]Research Scholar, Department of Education
[2]Supervisor**,** Department of Education,
Madhav University, Pindwara (Sirohi) Rajasthan

ABSTRACT

Social anxiety disorder (formerly termed "social phobia") is a much more common problem than past estimates have led us to believe. Millions of people all over the world suffer from this devastating and traumatic condition every day, either from a specific social anxiety or from a more generalized social anxiety. Here's where motivation and practice come in. The more you can practice these small anti-anxiety methods and techniques, the sooner anxiety can be reduced, and social anxiety can be overcome.

What are social anxieties?

If a person usually becomes (irrationally) anxious in social situations, but seems better when they are alone, then "social anxiety" may be the problem.

Social anxiety disorder (formerly termed "social phobia") is a much more common problem than past estimates have led us to believe. Millions of people all over the world suffer from this devastating and traumatic condition every day, either from a specific social anxiety or from a more generalized social anxiety.

In the United States, epidemiological studies have recently pegged social anxiety disorder as the third largest psychological disorder in the country, after depression and alcoholism. It is estimated that about 7% of the population suffers from some form of social anxiety at the present time. The lifetime prevalence rate for developing social anxiety disorder is 13-14%.

Specific and Generalized Social Anxieties

A specific social anxiety would be the fear of speaking in front of groups (only), whereas people with generalized social anxiety are anxious, nervous, and uncomfortable in almost all social situations.

It is much more common for people with social anxiety to have a generalized type of this disorder. When anticipatory anxiety, worry, indecision, depression, embarrassment, feelings of inferiority, and self-blame are involved across most life situations, a generalized form of social anxiety is at work.

Symptoms of Social Anxiety Disorder

People with social anxiety disorder usually experience significant emotional distress in the following situations:

- Being introduced to other people

- Being teased or criticized

- Being the center of attention

- Being watched while doing something

- Meeting people in authority ("important people")

- Most social encounters, especially with strangers

- Going around the room (or table) in a circle and having to say something

- Interpersonal relationships, whether friendships or romantic

This list is certainly not a complete list of symptoms -- other feelings have been associated with social anxiety as well.

The physiological manifestations that accompany social anxiety may include intense fear, racing heart, turning red or blushing, excessive sweating, dry throat and mouth, trembling (fear of picking up a glass of water or using utensils to eat), swallowing with difficulty, and muscle twitches, particularly around the face and neck.

Constant, intense anxiety that does not go away is the most common feature.

People with social anxiety disorder know that their anxiety is irrational and does not make rational (i.e., cognitive) sense. Nevertheless, "knowing" something is not the same thing as "believing" and "feeling" something.

Thus, for people with social anxiety, thoughts and feelings of anxiety persist and show no signs of going away -- despite the fact that socially-anxious people "face their fears" every day of their lives.

Only the appropriate treatment works to alleviate social anxiety disorder, the largest anxiety disorder, and the one that few people know anything about.

Effective Therapy for Social Anxiety Disorder

The good news is that cognitive-behavioral therapy for social anxiety has been markedly successful. Research and clinical evidence alike indicate that cognitive-behavioral therapy, which should be comprehensive in nature, produces permanent changes in the lives of people.

Social anxiety disorder can be overcome, although it takes both consistency and persistence. But, barring cognitive problems (e.g., dementia, Alzheimer's Disease) everyone can make progress against social anxiety using the appropriate type of cognitive-behavioral therapy.

At The Social Anxiety Institute, we call cognitive-behavioral therapy for social anxiety disorder "comprehensive" cognitive-behavioral therapy, to differentiate it from the general idea that cognitive concepts are simplistic and can be addressed by using only a few strategies.

A successful therapy program for social anxiety disorder must address the dozens of cognitive methods, strategies, and concepts that will allow people's brains (i.e., their brain associations or neural pathways) to literally changes. The brain is continually learning, and irrational thoughts and beliefs can change as a result of this cognitive process.

A good therapy program will supply the necessary and specific strategies as well as indicate to people how and why they need to practice, work on, and begin to accept rational thoughts, beliefs, emotions, and perceptions.

How to Find Help for Social Anxiety Disorder
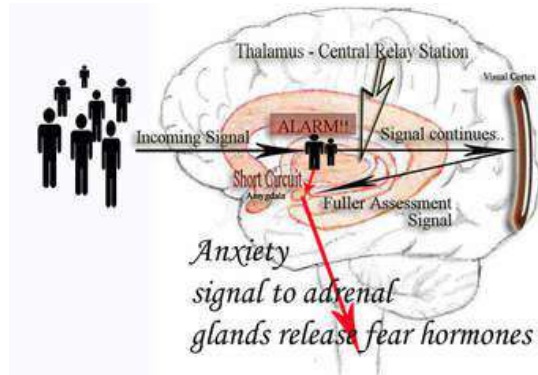
Social anxiety, as well as the other anxiety disorders, can be successfully treated. In seeking support for this problem, search for a specialist -- someone who (a) understands this problem well and (b) knows from experience how to treat it.

Become an informed client and ask questions. For example, does the therapist understand that you feel very self-conscious and that others are watching and forming a negative evaluation about you? – or do they minimize what you're saying and just say, "No, No, No, you're fine ... you're just exaggerating...." or expect you to go out and do unreasonable "exposures"?

It is true that we who have lived through social anxiety do realize our mind is many times irrational and we over-exaggerate, but it still FEELS like others are watching and judging us. Our self-consciousness is a feeling and it is very real.

If your psychologist/mental health care worker does not understand this, you know more than they do about social anxiety. Under these circumstances, it is very doubtful they will be able to help you.

Also, remember that the professional should always welcome your questions. If someone seems unfriendly or too clinical, they should not be your choice of a therapist.

Those of us who have (or have had) social anxiety need support, encouragement, and a relatively stress-free environment while we are in therapy, so that our brain can absorb all the changes that are occurring without being damaged by external factors (i.e., negative environments, negative people). If our environment is relatively peaceful when undergoing treatment for social anxiety, then it is easier to learn new habits that will permanently change our thoughts, beliefs, feelings, and our lives.

Does your therapist say, "Face your fears and they'll go away?"

Sorry, but this therapist does not understand the dynamics of social anxiety. We, as people with social anxiety, have constantly faced our fears ever since birth – we've had to – and we feel more fearful now than we did in the past.

In this case, seek another therapist. It is imperative you find a psychologist who understands social anxiety disorder completely – because if they don't even know what it is – how will they know what to do to help you overcome it?

Getting over social anxiety disorder is not an easy task, nor is it a difficult one. Many thousands of people have already done it.

While you're in the middle of the social anxiety syndrome, it feels hopeless – it feels that you'll never get any better. Life is just one gut-wrenching anxiety problem after another.

But this can be stopped, quenched, and killed in a relatively short period of time – by finding a cognitive-behavioral therapist who understands and specializes in the treatment of social anxiety.

The most important elements in overcoming social anxiety

1. An understanding and awareness of the problem,

2. A commitment to carry through with cognitive-behavioral therapy even when it is repetitious and seems difficult,

3. Practice, practice, practice to get that information (i.e., cognitive methods, strategies, and concepts) deep down into your brain - so that these cognitive methods become habitual and automatic,

4. Participation in a social anxiety therapy group in which you can slowly and gradually work on problems that cause you anxiety in the real world.

That is, the person who feels anxious while reading in public uses specific strategies to meet his goal, whereas the person who wants to learn how to make introductions and engage in small talk during social activities slowly works toward her goals. We use role-plays, acting, the tape recorder and video camera, question and answer periods, mock job interviews, and doing foolish things deliberately as part of our behavioral therapy group for people with social anxiety.

Note: A ladder or "hierarchy" should be used as a flexible guide in planning. We want to practice, meet our goals, move up our expectations, meet our goals, move up our expectations, until our goal is finally met.

Groups

Social anxiety behavioral therapy groups should not pressure, push, or cajole people to do things. No negative tactic should be employed because the individual must choose to participate at her own pace. If she wants to sit there in group and not say a word, that's O.K. No one should be made to do anything.

You may be asking, "won't people never make progress if they choose to do nothing each group?" Here's the secret: This has never happened. People in the group understand why they are there and, despite an amount of anxiety that is naturally present, they voluntarily choose to work on their specific anxieties. This is much more practical and real-life than being forced to do something.

Therapy groups for social anxiety should always be encouraging, positive, and supportive. If the right atmosphere is set, people can make and continue to make progress up their "hierarchy" of social anxieties.

It is impossible to stop a motivated person who refuses to give up. The role of the therapist is to know specifically what to do and how quickly to do it. This sounds easy, but it is not. You must be practicing the right material and you must proceed at the correct pace for your own anxieties. You are more in control of this process than you think.

Today, cognitive-behavioral therapy is used to treat both forms of social anxiety. With cognitive-behavioral therapy, we do not wallow in the past and continually bring it up --- because it doesn't do us any good. Instead, we focus on present-day problems and symptoms and use many small techniques and methods to eradicate anxiety thinking, feelings, beliefs, and belief systems.

Here's where motivation and practice come in. The more you can practice these small anti-anxiety methods and techniques, the sooner anxiety can be reduced, and social anxiety can be overcome.

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A REVIEW OF CYBERCRIME AWARENESS IN RELATION TO GENDERAND AREA AMONG COLLEGE STUDENTS OF HARYANA STATE

Dr. Surjeet Patheja
Director, Faculty of Education
Desh Bhagat University, Mandi, Gobindgarh, Punjab
&
Shalini Garg
Ph.D Scholar, Education
Desh Bhagat University, Mandi, Gobindgarh, Punjab

INTRODUCTION

The convergence of computer network and telecommunications facilitated by the digital technologies has given birth to a common space called 'cyberspace'. This cyberspace provides a platform for human activities which converge on the internet. The cyberspace has, in fact, become the most happening place today. Internet is increasingly being used for communication, commerce, advertising, banking, education, research and entertainment. There is hardly any human activity that is not touched by the internet. Therefore, Internet has something to offer to everyone. In this process, it is expanding day by day.

The internet has bestowed many gifts to humanity but they come with unexpected hazards. It has become a site to do all sort of activities which are prohibited by law. It is increasingly being used for pornography, gambling, trafficking in human organs, selling prohibited drugs, hacking, infringing copyright, terrorism, violating individual privacy, money laundering, fraud, software piracy and corporate espionage, etc. Well, the new medium which has suddenly confronted humanity does not distinguish between good and bad, between just and unjust, but it only provides a platform for the activities to the individual. Law as the regulator of human behaviour has made an entry into the cyberspace and is trying to cope with its multifaceted challenges.

A legal framework for the cyber world was conceived in India in the form of E-Commerce Act, 1998. Afterwards, the basic law for the cyberspace transactions in India has emerged in the form of the Information Technology Act, 2000 which was amended in the year 2008. The IT Act amends some of the provisions of our existing laws i.e. the Indian Penal Code, 1860; the Indian Evidence Act, 1872; the Bankers Book Evidence Act, 1891 and the Reserve Bank

of India Act, 1934. Though since 2000 the IT Act is in place in India for curbing cybercrime, this statute is more on papers than on execution because of lawyers, police officers, prosecutors and judges. They feel handicapped in understanding the highly technical terminology of the laws.

Moreover, cyber crime is not a matter of concern for India only but it is a global problem. Therefore, the world at large has to come forward to curb this menace. Further complicating cybercrime enforcement is the area of legal jurisdiction. Like pollution control legislation, one country can not by itself effectively enact laws that comprehensively address the problem of internet crimes without cooperation from other nations. While the major international organisations, like the OECD and the G-8, are seriously discussing cooperative schemes, but many countries do not share the urgency to combat cybercrime for many reasons which includes different values concerning piracy or espionage or the need to address more urgent social problems. These countries, inadvertently or not, present the cybercriminals with a safe harbour to operate. Never before, it had been so easy to commit a crime in one's jurisdiction while hiding behind the jurisdiction of other. Though the issue of jurisdiction in cyberspace cannot be settled spontaneously, but still a global effort in this direction is the need of this hour.

CYBERCRIME

Cybercrime is a term used to broadly describe criminal activity in which computers or computer networks are a tool, a target, or a place of criminal activity and include everything from electronic cracking to denial of services. It is also used to include traditional crimes in which computers or networks are used to enable the illicit activity. In cybercrime, the "cyber" component usually refers to perpetrating qualitatively new offences enabled by information technology or integrating cyberspace into more traditional activities.

A generalised definition of cybercrime may be "unlawful acts wherein the computer is either a tool or target or both". The computer may be used as a tool in the following kinds of activities: financial crimes, sale of illegal articles, pornography, online gambling, intellectual property crime, e-mail spoofing, forgery, cyber defamation, cyber stalking. The computer may however be target for unlawful acts in the following cases: unauthorised access to computer or computer system, theft of information contained in the electronic form, e-mail bombing, data diddling, salami attacks, logic bombs, trojan attacks, internet time thefts, web jacking, theft of computer system, physically damaging the computer system.

GENDER AND CYBERCRIME

As computer and Internet technologies have continued to advance over the last few decades, a considerable amount of research has been dedicated to exploring online behaviour. Criminologists, in particular, have been interested in examining cybercrime and online deviance. Contributing to this growing body of scholarship, the current research investigated the effects of gender on cybercrime and whether socialisation can account for the gender gap in online offending. It is important that we understand the relationships between gender and cybercrime, to inform crime prevention strategies and understand the particular problems offenders may face. This research draws from extensive data gathered in relation to cybercrime offenders, both male and female. Regarding the gender gap in computer crime, studies consistently indicate that boys are more likely than girls to engage in various types of computer crime; however, few studies have examined the extent to which traditional criminology theories account for gender differences in computer crime and the applicability of these theories in explaining computer crime across gender.

AREA AND CYBERCRIME

Cybercrime is undoubtedly the new emerging form of crime in the 21st century and is the most challenging crimes of recent times. It has become the most severe issue that is challenging our security and privacy. It becomes serious in case of states like Haryana, where information technology facilities are widespread but legal awareness in general is low. City dwellers are nearly twice as likely to fall victim to traditional crime as rural inhabitants, but there is no significant difference in terms of cybercrime. In 2016, 11 percent of the population in (very) highly urbanised municipalities claimed they had been cybercrime victims, versus 8 percent of the population in less or not urbanised municipalities. An explanation may be that chances of cybercrime increase the more active you are on the internet. As urbanised areas have more access to technology, the chances of cybercrime increase depending on area type.

REVIEW OF RELATED LITERATURE

The review of related literature provides a picture reflecting that college student's awareness of cybercrime is depend on many factors like home environment, school environment, socio- economic status, gender, area etc.

From their view of literature, it is evident that the role of technology is neither good nor bad, it is neutral. It is used as a force to generate energy in society.

Nevertheless, cybercrime is the product of technological development. Social networking has become so predominant in our lives because we all are living in "Network Society". We are in touch with the world constantly. Although, a massive literature has been generated on cybercrime and social networking sites, still ambiguity persists on the impact of technology and social networking sites on society because still the effect is in the infancy stage and much needs to be done. Indian society has a dearth of relevant literature on cybercrime and social networking sites. It is also noted that very few studies have been conducted and reviewed on adolescents' use of social networking sites in Indian context. The studies which are conducted on the effects of these sites on adolescents provide a mixed stand.

REVIEW OF INDIAN STUDIES RELATED TO CYBERCRIME AWARENESS

Chandra (2013) evaluates the problem of children's vulnerability to cybercrime through social networking sites which has become a favourite pastime among them. Cyber bullying and stalking are a cause of concern for parents. Dr. Jitendra Nagpal, senior consultant, in-charge of Institute of Mental Health, Moolchand Medicity said, "Around 60 to 70 percent cases of behavioural problems in children are associated with misuse of virtual space. Parents should talk with their kids and give them time instead of leaving them in the world of computer."

1. The article has caused turmoil in a parent's mind who otherwise feels proud of their much technical savvy kids.

2. It is a time when parents should guide their teenagers about risks associated with social networking sites.

K. Sridharan (2013) states that cybercrime is a criminal activity committed with the aid of or in the arena of internet. It is a new incarnation of old crimes through a new medium and a unique entity all its own. It differs from physical crime in four main ways: being easy to commit, require minimal resources for potential damage, being committed in a jurisdiction in which perpetrator is not physically present and often not being clearly illegal. This paper examines cybercrime from a variety of perspectives.

Mishra (2013) points out the rapid growth and popularity of social networking sites such as Facebook and Orkut in society. As information is easily accessible on these social networking sites, students rely on these sites blindfold. It

reduces the learning and research capabilities of students. The adolescents are eager to join these sites in spite of proposed age limit, otherwise they are termed as old fashioned and out dated. These sites have become a medium of fashion symbol as teens upload their latest photographs on these and expect to receive comment. Moreover, psychiatrists say that the teens who involve in many activities on social networking sites while studying, results in less attention, which eventually causes poor academic performance.

1. Children below 13 years of age are not mature enough to use these sites and hence become a computer addict, which reduces their academic performance and concentration as well. Teens who constantly use these social websites may also become more prone to mental ailments like depression and obsession.

2. This article highlights the negative effects of social networking sites on teenagers who are excessively engaged in these without realising how it will affect their academic, psychological and health aspects.

Ogut, Menon and Ragunathan, (2013) defines cyber warfare has been defined as the process of nation-state to introduce computers of other countries or networks to cause damage or destruction. Cyber warfare is a form of warfare that occurs on computers and the internet by electronic means rather than physical. Moreover, the internet is a means of easy access, where any person, remaining anonymous can proceed with an attack that is difficult to associate, virtually undetectable and difficult to smuggle, let alone reaching a high impact such action directly hitting the opponent by surprise. The term network security refers to protection against attacks and intrusions on corporate resources by intruders who are not allowed access to these resources.

Pavan Duggal (2013) describes the emerging developments in cyber law along with the dark side of internet and the World Wide Web and its consequent legal consequences have made the thing interesting in understanding the cybercrime and its controlling mechanism. Cyber law is a phenomenon has evolved in our own lifetimes. In the last few decades, huge developments have taken place which impacts every user of a computer, computer resource and communication device. Cyber law is one of the latest and most complex disciplines of legal jurisprudence.

Samiksha Godara (2013) states that internet has opened up a whole virtual heaven for the people in both good and bad ways. Both clever and naïve to enter

and interact with people of diverse cultures. The very same virtues of internet when go in wrong hands or when exploited by people with malicious intentions can make the internet a virtual hell.

Aeman Khan (2014) says that cybercrime is an activity done by using computers and internet. It is an unlawful act wherein the computer is either a tool or a target or both. Cybercrime can involve different criminal activities i.e. phishing, hacking, cyber fraud, piracy etc., which are subjected to Indian Penal Code (IPC). The abuse of computers has also given birth to new age crimes that are addressed by Information Technology Act (2000).

Mehta Ishani J. (2014) describes cybercrime as an act which subjects the doer to legal punishment for any offence against morality, social order, any unjust or shameful act. The offence is defined in code of criminal procedure to mean as an act or omission made punishable by any law for the time being in force. Cybercrime is emerging as a serious threat worldwide.

Iqbal, Sayed Mohd. Uzair (2015) states that information technology is a double-edged sword which can be used for destructive as well as constructive work. Thus, the fate of this technological venture depends on the benign or vice intention, as the case may be, of the person dealing with and using the technology. For instance, malicious intention forwarded in the form of hacking, data theft, virus attack etc., can bring only destructive results.

Talwant Singh (2015) indicates how difficult it is to convince the police to register a cybercrime case. For every 500 cybercrime incidents that take place, only 50 are reported to the police and out of them only 1 is registered. It emphasises on the establishment of cybercrime cells in different parts of the country so that cybercrime reporting and prosecution can be boosted up.

REVIEW OF STUDIES OF ABROAD RELATED TO CYBERCRIME AWARENESS

Ahn (2012) presents a study that explore adolescents use of social networking sites and their experience on bridging and bonding social capital. 'Social Grooming' in an online setting is quite different from social grooming in an offline setting. Online members disclose information about themselves on the profiles. Self-disclosure and networked communication build a natural relationship. It is consistently found in many researches that social networking sites are related to higher social capital. The author has examined a potential positive outcome between

adolescents and use of social networking site. Nowadays a significant portion of teenage life is influenced by social networking sites. These concerns are particularly heightened in the case of children and adolescents.

1. This article provides exploratory evidence that participation in various online communities has differential relationships with social capital. Activities and experiences on various social networking sites enhance social- information-seeking behaviour.

2. This article suggests, more positive effects of social networking sites than negative ones. The author has not seen any adverse effects of these sites, because he focuses on positive relationship between use of social networking sites and social capital.

Roland (2012): highlights in his study that computers and the internet are now a familiar part of our lives. You may not see them often, but they are involved in some way in most of our daily activities in the business, educational institutions, and government. Without the support of any of these tools, we would not be able to handle the overwhelming amount of information that seems to characterise our society. But the problem of security limits the integrity of information and computer systems. More people need to know the use of computers and the protections that are daily offered for the safe handling of information. The literature available on the subject reveals that there are a number research studies being conducted on the cybercrime and its impact on the society. Most of the studies have tried to find out the menace of cybercrime and it's possible control through the available legislation. The studies tried to find out that, how the cyber crime is committed and what are the distinctive modes of controlling them in the interest of the society. Another important observation is that an overwhelming number of studies have adopted the method of content analysis.

Katz and Shapiro (2014) explains in this study, 54 percent of American companies were attacked by hackers in their systems. The incursions of hackers caused total losses of $ 137 million that year. The Pentagon, CIA, UNICEF, the UN and other world bodies have been subjected to interference by these people who have much knowledge on the subject and a great ability to solve the obstacles they face. A hacker can take months to violate a system and increasingly sophisticated methodologies are used by the present-day hackers. A hacker enters a prohibited area to gain access to confidential or unauthorised information. The mass media

prefer to characterise them as criminals to intercept credit card codes and use them for personal gain. There are also those who intrude into airport systems producing chaos in flight schedules and aircraft. Today, hacking is a prime concern of businessmen, legislators and officials. A similar but different form of information intrusion is cracking. Crackers are people who disturb others; pirate software protected by law, destroying complex systems by transmitting powerful virus, and so on.

1. Restless teenagers quickly learn this complex craft. They differ with hackers because they lack any kind of ideology when they do their "jobs". Instead, the main objective of hackers is not to become criminals, but "fight against an unjust system" used as a weapon itself.

CONCLUSION

The Review of Related Literature is useful to recognise the contribution of different researcher and also explain why these study and theory are important for the proposed study. It provides a picture reflecting that awareness of cybercrime is based on many factors like gender, area, type of college, family status etc. The indications from review may be summed up as:

- Many prominent classical sociologists have contributed towards the effects of science and technology on social order and rising crime in society like Kraut (1998), McKenna and Bargh (2001), Furnell (2002), Kluver (2003), Majid (2006).

- Some research studies focus on the typology of cybercrime in which different types of cybercrime are being discussed like Jewkes (2006), Clarke (2009), Holt (2011).

- Certain studies are based on the relationship of social networking and adolescence like Koh (2006), Mikami (2010),Ahn (2011), He'tu and Marcelli (2011), Welsh (2011), Das and Sahu (2011), Chandra (2013), Samiksha Godara (2013), Mishra (2013).

- Some modern researchers also try to draw attention towards effects of technology and cybercrime on society like Rege(2009), Higgins (2010), Samiksha Godara(2013), Shaprio (2014), Iqbal, Sayed Mohd. Uzair (2015).

- Quite a few research studies address the issue of privacy and safety and

role of parents like Koh (2006), Tynes (2007), Chandra (2013), Mishra (2013).

- Many researchers provided the knowledge of law and legislation on cybercrime by their work like Nandan Kamath (2008), Jay Shankar (2011), Justice Yatindera Singh (2011), Vadhera (2012), Mehta Ishani J. (2014) Talwant Singh (2015).

- Few researchers given their attention over the increasing role of females in the sector of cybercrime like Hawthorne and Klein (1999), Holt and KIlger (2008).

From the above review of literature, it is evident that the role of technology is neither good nor bad, it is neutral. It is used as a force to generate energy in society. No doubt that cyber crime is the product of technological development. Social networking has become so predominant in our lives because we all are living in "Network Society". We are in touch with the world constantly. Although, a massive literature has been generated on cybercrime and social networking sites, still ambiguity persists on the impact of technology and social networking sites. Because the effects of cybercrime are stilling infancy stage and there is need to do more research work on these topics. Indian society has a dearth of relevant literature on cybercrime and social networking sites. It is also noted that very few studies have been conducted and reviewed on adolescents' use of social networking sites in Indian context. The studies which are conducted on the effects of these sites on adolescents provide a mixed stand. For any worthwhile study in any field of knowledge, the research workers need an adequate familiarity with the various sources of related research.

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EDUCATIONAL MODELLING LANGUAGE: DEVELOPED AT OUNL

Dr. Mahua Bandhu (Chatterjee)

Assistant Professor in B.Ed Department
Kalna College, Kalna, Burdwan, Pin-713409, W.B
Email: **mahuaband3@gmail.com,** Mobile: 9434952750

ABSTRACT

IMS Learning Design is based on the Educational Modelling Language (EML) developed at the Open University of the Netherlands (OUNL). The OUNL no longer updates or maintains EML, instead it contributes to the ongoing development of IMS Learning Design. Look at the Products and Services section below for more information of Educational Modelling Language (EML) developed at the Open University of the Netherlands (OUNL). As well as allowing an entire design to be shared or reused, IMS Learning Design allows these elements to be reused in other learning designs are based on the Educational Modelling Language (EML).

Key words: Education, Language, IMS Learning Design, Educational Modelling Language (EML), Open University of the Netherlands (OUNL).

Introduction:

The major things that Educational Modelling Learning allows you to describe and implement learning activities based on different pedagogies, including group work and collaborative learning.). IMS Learning Design relies on a number of elements. These include: roles that people perform (who does what); activities (what they do); and environments, which include where they do them (services) and what they do them with (learning objects). The overall scenario or design is described within the method element, which contains play, act, and role-parts elements, and is analogous to a theatrical play. A learning design may be based around the achievement of specified learning objectives by learners; it may also define prerequisites. In IMS Learning Design the structure of the learning scenario is separated from the learning materials and services. Materials can then be reused within different scenarios. The scenarios can also be reused and new materials added on the Educational Modelling Language (EML).

Objectives:

1. To know about Educational Modelling Language / EML

2. To discuss the concept of Language

3. To wit the relation between Education and Language

4. To ken the various effects of IMS Learning Design

5. To find out the development at the Open University of the Netherlands (OUNL)

6. To find out the controls of IMS Learning Design is based on the Educational Modelling Language (EML) and education at the Open University of the Netherlands (OUNL)

Effects on IMS Learning Design are based on the Educational Modelling Language (EML) developed at the OUNL:

- The language describes how people perform activities using resources including materials and services, and how these three things are coordinated into a learning flow.

- IMS Learning Design are based on the Educational Modelling Language (EML) does not define individual pedagogical models, instead it provides a high level language, or meta-model, that can describe many different Models.

- IMS Learning Design is a specification used to describe learning scenarios. It allows these scenarios to be presented to learners online, and enables them to be shared between systems and it can describe a wide variety of pedagogical Models.

- The implement of learning activities based on different pedagogies, including group work and collaborative learning.

- The approaches to learning, including group work and collaborative learning also important for IMS Learning Design are based on the Educational Modelling Language (EML).

- The Open University of the Netherlands (OUNL) developed EML, the language that IMS Learning Design is based on.

- The Open University of the Netherlands OUNL now take an active role in the ongoing development of IMS Learning Design and Educational Modelling Language (EML).

Implementation through EML developed at the OUNL:

- Developed by the OUNL, Copper Core is the first open source IMS Learning Design Engine that supports all three levels of IMS Learning Design (A, B and C).It is informed that more information is available at: http://coppercore.org/

- Recently one full implementation of the IMS Learning Design specification and tool development is progressing rapidly in this area with a number of tools already supporting mainly level A and B of the specification.

- IMS Learning Resource Meta-data or IEEE Learning Object Metadata - IMS Learning Design includes placeholders for metadata in a number of its structures.

- IMS and IEEE metadata may be used in these places on the Educational Modelling Language (EML) at the OUNL.

- The Learning Activity Management System (LAMS) is an authoring tool inspired by IMS Learning Design.

- LAMS or Learning Activity Management System is now available as open source software. Ongoing development includes making LAMS IMS LD compliant. More information is available from the LAMS website. You may go to: http://www.lamsinternational.com/

- The CETIS Educational Content Special Interest Group (EC-SIG) offers information, support and advice to people working with IMS Learning Design. Go to: http://www.cetis.ac.uk/educational-content/

- The CETIS Pedagogy Forum also has IMS Learning Design related material: http://www.cetis.ac.uk/pedagogy/.

- The OUNL also developed an EML player called EduBox. More information on this tool can be found on the Learning Networks site. Go to: http://learningnetworks.org/

- The Open University of the Netherlands (OUNL) developed EML, the language that IMS Learning Design is based on. They now take an active role in the ongoing development of IMS Learning Design and related specifications and standards.

- The IMS Learning Design specification is published on the IMS Global Learning Consortium website. The current version, Version 1.0 Final Specification, was released on 13 February 2003. Researchers may Visit:

  http://www.imsglobal.org/learningdesign/

- This guide was produced by the CETIS Educational Content Special Interest Group and edited by Sarah Currier and Scott Wilson, with Bill Olivier, Pierre Gorse and Colin Tattersall.

- Actually they also host an active user community resource called Learning Networks, which offers opportunities for questions and discussion on IMS Learning Design related issues, as well as useful support materials, such as their IMS Learning Design FAQs page.

- The IMS Learning Design specification is published on the IMS Global Learning Consortium website. The current version, Version 1.0 Final Specification, was released on 13 February 2003. Researchers may Visit:

  http://www.imsglobal.org/learningdesign/

- Sarah Currier is a former Coordinator of the CETIS EC-SIG and is based at the Centre for Academic Practice, University of Strathclyde.

About CETIS:

This is informed that CETIS is the JISC's Centre for Educational Technology Interoperability Standards. For more information visit the CETIS website at http://www.cetis.ac.uk/. OUNL also benefited from this IMS Learning Design and Educational Modelling Language (EML).

Awareness Programme:

- Awareness meeting of IMS Learning Design is based on the Educational Modelling Language (EML)

- Relevant Workshop of IMS Learning Design is based on the Educational Modelling Language (EML) at the OUNL

- Awareness programme of IMS Learning Design is based on the Educational Modelling Language (EML) and education at the Open University of the Netherlands (OUNL)

- CETIS is the JISC's Centre for Educational Technology Interoperability Standards

- Visit the CETIS website at http://www.cetis.ac.uk/

  People, products and services

- The Resources or CETIS Educational Content Special Interest Group (EC-SIG) offers information, support and advice to people working with IMS Learning Design.

- IMS Learning Design is based on the Educational Modelling Language (EML) also enables reuse of learning designs and materials.

- Internationalizations, accessibility, tracking, reporting, and performance analysis, through the use of properties for people, roles and learning designs.

  Reuse of parts of a learning design, e.g. individual activities or roles.

- Transfer of learning designs between systems.

- Support multiple delivery models, including mixed-mode learning.

- Coordinate the use of learning content with collaborative services.

- Coordinate multiple learners and multiple roles within a multi-learner model, or, alternatively, support single learner activities.

Conclusion:

Learning Design specifies a language for describing learning activities, and gives a binding for this language to XML (Extensible Markup Language). An IMS Learning Design player is a software tool that interprets the XML notation of a learning design as participants work through it: at run time. This interpretation is analogous to a browser interpreting web pages. The player may be a stand-alone tool, or it may be part of a virtual learning environment (VLE). When one act completes, the next act is started. The play finishes when all the acts are completed; the learning design finishes when all the plays are completed. Designing a scenario begins with the method element, which describes the play with acts and role-parts. This is most important for IMS Learning Design are based on the Educational Modelling Language (EML) developed at the OUNL and IMS Learning Design describes how a learning design unfolds through the analogy of a theatrical play. For a learner these might include discussing with classmates the relative merit of a piece of source material. A tutor's activity may be to comment on their conclusions. Ann Jeffery works for the Consortium for Post-Compulsory Education and Training at the University of Huddersfield, which provides teacher training across 30

institutions in the north of England. Her current role includes implementation of LAMS and IntraLibrary, and the creation of reusable multimedia games. She also has strong links with the University's Learning and Teaching Innovation Unit. Ann has experience with many different aspects of e-learning in both the FE and HE sectors, including staff development, production of learning materials and IMS Learning Design are based on the Educational Modelling Language (EML) developed at the OUNL.

My Suggestions and related specifications:

The Method element references the other elements in the learning design, which are located separately so that they can be reused and updated easily. For instance, within an act, each role-part element links a role to an activity. This is analogous to the script used by an actor during a play. The end of an act provides a point for synchronising roles during the play. Only as a play can be staged with different actors, in a different theatre with alternative props, so learning designs can be run again with different learners and tutors, on different systems, with alternative learning resources or tools. Each role is presented with its own learning objects and services (e.g. communication tools) within an activity. An act is completed after all the activities of a specified role, or roles, are finished. Alternatively, a time limit may be set, after which an act completes. Effects on IMS Learning Design are based on the Educational Modelling Language (EML) developed at the OUNL and also IMS Content Packaging: A learning design may be integrated into the structure of an IMS Content Package. IMS Learning Design may make use of, include, or be extended by a number of existing specifications and also objectives can reference resources defined by this specification. The play is presented in a series of acts, in which roles are played by those taking part, for example learner, tutor, mentor, and so on. People playing the roles undertake a series of activities within an act.

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INTER-CONNEXION BETWEEN THE SANTALI CULTURE AND BENGALI CULTURE

Dr. Prohlad Roy

Visva-Bharati, Santiniketan, West Bengal, India
E-mail Id.: dr.prohladroyvisva@gmail.com

ABSTRACT

Disturb me every time by one issue – Who are Bengali people? What is the Bengali culture? Bengali people are the not creator of Rig Veda, Similarly there was no culture in Bengal. In the Bengal has some folklore instead of culture. Insist if we are try to induct side –by –side this two word culture and folklore, then we see this two word are not synonymous, the word culture is not there in Bengali language, form whereon Bengali folklore literature would be seized by Sanskrit scholars, form this day in Bengal arrival this culture and later arrival of culture form foreseeable Maharashtra. Struggling to kill life then again shocked by the culture'.

Key-Words: Inter-connexion, Santali Culture, Bengali Culture.

Introduction: It makes me amazed there use of folklore and linguistic words to study the fields in Bengali language. The words that I heard from them very long aged women and men isolated settlement on the hillocks of Jharkhand, it is astonishing to hear the situation. They are Santali people, long term isolated society. There is no contract between rail and bus; there is no TV, radio and newspaper. So they become isolated in the civilized world anonymous resident. Birth, death and marriage of these Santal's residents and that twelve month's thirteen festivals – it makes me think. The use of words in their language and folklore, after seeing and hearing these things, I thought that- I came from a remote village in Faridpur and Jessore district. But no matter where! What am I in Bangladesh following through the age, I have come to such a township, traditionally those who have lived in lineage to birth, and the biological cycle of the same village is being resolved! Those who are form greater and civilization standing far away, they are keeps shivaratrrier salte (merely spar) !!. What was the name of the Bengali months in Rig Veda? Not in the Rig Veda. But the incoming representatives of this country, here it is combining the folk culture and society they are spread in the grassroots level for something for eat. For this reason all classes of this country and among the people

of all the calns, the invaders, educators and priests were spread out by this name. The story of 'purana', purana myth is old enough. Because it seems to be between 8th and 18th centuries in the description of language and society of Purana. In this historical context, the myth of purana does not seem to be any things except the story of its creation. So find out the language of Bengali art culture, among the Bengali people and in the Bengali folklore. Find out the language of Bengal's art and culture, we will find in the Bengali folklore and society.

Objective: To find out the relationship between the Santali Culture and Be.ngali Culture

Methodology: To conduct the present study researcher followed the descriptive survey method.

Analysis: Those who are native in Bengal, their culture of language is based on Bengali language, do not say it, we are identify the exotic tribe as Bengali people. Ask everyone to speak in Bengali people by liberal mentality, I have no objection. But the actual birth place and gene expression those who are people of Bengali, do not call them as Bengali people, there is no meaning to keep away the tribes? Indigenous society is week in state power, their economic and social retreats are their opportunities and anyone can do as much as he can to promoting and expanding the religion. Sindhu valley occupies by Hindu, not always the Bengali people or not always by Buddhist religion or not always by the Islam or Christians. Rather the people of Bengal had their own religion, -that religion is not external, -that is their true religion, – 'Sari Religions' – but these indigenous people are deprived of their right to religion. There is no recognition of indigenous society's religion in independent India, the Santali language was recognized after many movements and 'Sari Religion' does not recognized. Unostentatious priests are empty and if the social evil crushing recognizes zero religion, then the red colour of victory flag of other religion will become feared. So as a minority tribe goes back to the forest, there is no other way without extinction.

Bengali name of twelve months is actually collected from the Santali name of twelve months and these calendar, lunar day, star, months are the life-style culture of indigenous people. These cultures are as a product, something to eat uses this culture; the clever people took this opportunity. So call upper cast, remote minority, with their idle brains by the devilry intelligence of Bengali people cast have done riddled. Twelve months were found in the Bengali season. These twelve month's were name after the twelve goddesses or twelve Bongas names, Boishak

Bonga, Jhet Bonga, Ashar Bonga, Shan Bonga, Bhadar Bonga, Dashai Bonga, Aghar Bonga, Pousha Bonga, Magh Bonga, Falgun Bonga, Chait Bonga. Month of Ashin in the Bengali calendar, it months in Santali calendar is Dashai , Month of Kartik in the Bengali calendar, it months in Santali calendar is Sarhai Bonga and Month of Agrahayan in the Bengali calendar, it months in Santali calendar is Aghar Bonga. It is normal that, calendar writers are wrote this calendar for the priest class business and the calendar is written by a class of people. So we learn twelve month's name you should learn from Santali.

Many districts of Jossore including Faridpur, Khulna and Rajshahi of Bangladesh , the way in the so-called backward Hindu society is celebrated as Poush Parbon (poush festival) - but Brahmin and kayasthas belong to the upper class in the country, they are breaking down this rule of Poush Parbon (poush festival). Wherever they live, they are will came back in home for this total four days, starting from the Poush Sankranti and these four days they will not do any work. On the day of Poush Sankranti, the house worship will be worshiped in the house. This day for the worshiped gives lots of fired, curry, non-sweet pays and sweet-pays. The house is worshiped in front of a fixed pillar in the house. Singing song and dancing is continuing for the home welfare and house god. Again, the relevant date ecstasy is made in a variety of sweet cakes at night, which is eaten next day. Thus, in total, the work of shutting down all work in each house for four days. But upper castes do not know these rules and not agree this rule. They know that Poush Parbon (poush festival) is eating cakes. It is the festivals of Poush Parbon (Poush Festival) – it is celebrated in same rule of the sandals of west Bengal and Jharkhand, including all other States. Although they are in isolated terrain, communication in isolated cultures lives vacant.

A few years ago I went to a Santali conference in Darjeeling. Where the Santali people came from west India, south India, central India, north India and east India and even form Bangladesh. The phonetic difference between their statement with and there was only a mixture of some regional words-all the rest of the features seemed to be one. Moreover, those who are in Bangladesh, those who are known as Mogo Nomo, Mogomolo, Shuli Nomo, Satal jele - are they eventually form of indigenous people?. Other wish why did not they have any marital and cultural family relation with many? Now, however there is another word! Santali wedding ceremony saw in Jharkhand, there have separate village on the Tyler. Here marriage is described- the groom will go to marriage centre. Before that much maker watched

the groom and bride and then much maker discussed the guardian and foreman both. The groom/ marriageable boy is seen more than. In the first era, groom/boy means seeing; whether all organs in the body of the groom are interacting and strong, it was seen. Then the thin dhoti will were the groom/boy in the situation the would-be groom will be seen. Now, of course, tell the would-be groom to meet, the would-be groom's body is not, the would-be groom's is seen earning.

It is customary to see the earning of the would-be groom but also in the upper class. Among the so-called backward Bengali people and lower castes (!), the physical context comes before pretends of talk about and about discussed the would-be groom's ability and disability, which is very similar to the Santali society. The relatives of the son smear oil and curcuma, doing birth and dhoti should be were on the day of the wedding and the relatives of the son will give gifts their need to. After that the groom is wearing the dhoti, Panjabi, turban and then the groom will go the marriage centre.

The grooms family will take the entire food item and groom family relative for will go to the marriage centre. But all costs/expenditure of this marriage grooms family will take the responsibility. The groom's mother is fasting. Do not marry until they return look forward to the road. To marry, the boy, going to the girl's/bride's house. Before entrance of the girl's/bride's house door, the mother and relatives of the daughter doing welcome and giving sweet for eating then let the groom enter the house.

Firstly, the girl's/bride's brother will be introduced. The bride brother will be replaced with belt and belle flower necklace. Then after a lot, belt and bale's flower chain are changed with the girl and after that turn to eat betel leaf. Before that, before coming to marry the boy with a mango tree short marriage will be and that tree break the branch of the five lives, then the groom will go to the weeding party. The groom comes to marry on his sister's groom's shoulders riding. The groom's sister's groom and relatives go to the bride room. The bride pick up in gong's dish. In the wedding stage bride's brother's wife, in the gong's blow kept yellow water take it on the head, see turn around and with stay marriage broker. The groom turns around ridding on the shoulders of his sister's groom. By relative man of groom's, the bride will be round seven times in a high frequency kept on wedding pails.

When turnaround, then will give the five left mango pulses and sprinkle this yellow water on the groom body. Doing flirted of course, the groom hit him. After

that the groom will were the brides this iron Kharu. Then the shy girl open the hood put the vermillion on Sithi. The girl sits on the left side of her husband's. The girl's mother welcomes the groom and the bride and will give gifts to the gold ornaments. Both the bride and groom will bow to her mother. Then the other relatives will be welcome. Musical and dancing parties that comes with the groom. Everyone will dance and sing with joy. The groom and the bride will take to the house. All night laughing-gag, dance-song, and there is hustle about relatives.

The next day, musty married and celebrates the festival of joy, in the afternoon or evening the groom will return home with his new wife. In the face of entering the groom's mother and relatives will be welcome and dance and songs will do this. Some relatives of the bride come to the bride house, all the people in the groom's house will take care to them. The rules of eight people to come from the daughter's/ bride house, there is good or goodness in it. These eight goodies are 'Astramongala'. After eating the next day, take the girl and her husband. There the girl's husband cut the goat. The goat's left leg will be sent to girl husband's house with the flesh. The people of girl husband's house will eat it. And the people of girl's husband's house will eat and come back with the wife the next day. Come and stay 3 days. Three days later, peoples of his wife father's house, will take her father's house. Then the husband's brothers and the relatives of the girl's husband come on to take her fatherin-law home for will go. New wife came to the house. Take this new wife, the song and dance that is there, it exists even today in Bengali people society.

> "Sedai da go nevorincha negerincha
>
> Chili han bang bapla nidi meya
>
> Han ko go lencha kam
>
> Lar nari bando nari lencha boncha
>
> Chatar umul balam tako
>
> Merom leka ka tiya kidincha
>
> Ma go tahen me towyadare"

Scilicet-

Mother, you said nobody will come to marry me. That looks like that, the umbrella comes with the head, tie the rows, like a climber. They're just like goat, will drag me by a rope. Mother you are stay happy.

In fact any guest comes in the home, Bengali style to entertain him- it is not accepted from the Santali society.

" janha koren pari hiju aka ura:

Ago, amod sor ak mere lutare da:

Janha udong minang alam kudom sate:

Ago, pachet gek hoyo: amren pira:

Santal samaj redluta da: ga marang

Ago alam lebet latam jati dharma".

If people die, at first the relatives were given news. Incredible materials used by dead man are kept beside him. If the people of the will age came, then the dead man would up and down. Eating at home is closed. The dead man is always touching one. The dead body will not stay alone. The dead body was cradling on the bamboo. As soon as the take away the dung and water spread.

Eldest son or the dead person's son will give fire to the dead man's face. When on the face will give end of the fire, then the body was cremated or the body is burned or buried. The boy completed the last rites and after wearing white cloths, boiled vegetative things will eat and prohibition of hair and beard cutting and soap use. Thus for seven days or 13th days, this mourning is done. After that, someone made a mausoleum in the courtyard of the house. If the deceased person is male then his wife will all throw away like- Vermillion, shell bangles, Alta and Iron.

Conclusion:

So, all the details, which I have given so far it, may see. So these are the words of Bengali culture. But these are not only Bengali culture but all these are Santali culture. We are those who are more or less neglected but they all evolved indigenous and their language cultures taken form that indigenous culture.

Thili- kalas (Ewer), Ayo- Aiyo-Ayo-Swami (Husband)-Patrajuktonari. Icha-chinri (shrimp), katcum- kankra(crab), Sanch-Chnach(Mold), Sanga-Sanga(Marriage), Firiya-Fira(return), Khamchow- khamchano (Tweak), khanjha-khacha(Cage), Kayangala-Kayangal(Penniless), Kant-Kant, Kilaw-Kil (fist), jharon-jhalor, jhanpjhanp(jump), jhukaw-jhuk-jhonk, jhapsho-jhapsha (Blear), jhar-jhar (Thicket), jhangra-jhangra (porous), juri-juri (juror), jonjal-jonjal (rubbish), jalai-jalui, jat-jot (Alliance), Chara-Chara (Grower), Gajal –Gajal (Spike), Gada-Gada(Pile), Gaba – Gabano. Tatao-Tatano, jhil-jhil (lake), Tapar-Topar (Tiara),

Dar-Dhonra (Water Snake),Dhinki-Dhanki(Seesaw),Tagara-Niret(blockhead), Piri-Pinri, PagolPagol(mad),Pagar- Pagar.

The word above came from Santali language to Bengali language. But the language and words of the peoples of remote villages of Bangladesh's apply mostly Santali. Among their language and culture all these comparisons can be shot.

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A COMPARATIVE STUDY ON ACADEMIC STRESS OF LOWER PRIMARY STUDENTS OF PRIVATE AND GOVERNMENT-AIDED SCHOOLS

Priyanka Paul

Ex-Student, Department of Education, University of Gour Banga, Malda
Email: priyanka27081991@gmail.com

Dr. Pradip Debnath

Assistant Professor, Department of Education, University of Gour Banga, Malda
Email: ugbpdn@gmail.com

ABSTRACT

Education is necessary for all different stages of children. All round development of children is the aim of modern education. In present day, education is provided through different types of institutions or schools like government, government-aided and private schools. Academic stress is the main source of stress for many students. The present study examined the level of academic stress of six to nine age group children of private schools and government-aided schools in English Bazaar Municipality. Descriptive research design was used and simple random sampling technique was chosen for study. A total sample of 100 students participated in this study. The data were obtained from two government-aided schools and two private schools of English Bazaar Municipality area in Malda district. The data were collected though self-constructed Academic Stress Scale. Both the descriptive and inferential statistical techniques were applied to treat the data.

Keywords: Academic stress, Private school, Government school.

Introduction

Education is a dynamic concept and a lifelong process. The true aim of education is all-round harmonious development of personality. By harmonious development aim of education we mean that all aspects of the child's personality, namely, physical, mental, emotional, spiritual, social, moral and aesthetic should be developed harmoniously. Education is the natural, harmonious and progressive development of man's innate powers (Pestalozzi). So children must enjoy their childhood freely and later on build a strong nation and society. Schools are set up to achieve these motives but sometimes children get depressed due to their low

academic achievement, do not fulfill their parental expectation and so on. Stress has been a normal part of our life. Small quantity of stress is good; it can motivate us to become more productive. However, too much stress or a strong response to stress can be harmful. According to Sindhu (2016) stress is considered as a state of individuals that results from their interaction with the environment that is perceived as too demanding and a threat to their well-being. It means to that the stressors are not only physical, but also may be cognitive and psychological. Academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual. Academic stress is defined as mental distress with respect to some anticipated frustration associated with academic failure or even unawareness of the possibility of such failure.

Review of Related Study

Sagar, P. and Singh, B. (2017) examined the level of academic stress among higher secondary school students. Descriptive research design was adopted and stratified random sampling was chosen for the study. A total sample of 180 students participated in this study from 10 higher secondary schools at Bareilly district. The data were collected through a self-constructed Academic Stress Scale. Data were analyzed with the help of t-test and analysis of variance (ANOVA). The study revealed that there existed high significant difference between the academic stress of male and female participants of higher secondary school students, but no significant difference was found among academic stress of arts, science and commerce stream students. It was also found that there was no significant difference between academic stresses of government aided & self-financed school students and rural & urban area school students.

Deb, S., Strodl, E. and Sun, J. (2012).wanted to examine the prevalence of academic stress and exam anxiety among private secondary school students in India as well as the associations with socio-economic and study-related factors. Participants were 400 adolescent students (52 percent male) from five private secondary schools in Kolkata who were studying in grades 10 and 12. Participants were selected using a multi-stage sampling technique and were assessed using a study-specific questionnaire. Findings revealed that 35 and 37 percent reported high or very high levels of academic stress and exam anxiety, respectively. All students reported high levels of academic stress, but those who had lower grades reported higher levels of stress than those with higher grades. Students who engaged in extra-curricular activities were more likely to report exam anxiety than those who did not engage in extra-curricular activities.

Bataineh, M.Z., (2013) investigated the academic stressors experienced by the students at university. A total sample of 232 subjects participated in this study from faculty of education at KSU. Data were collected through self-administered questionnaire which was randomly distributed to the students during lecture time. Data obtained were analyzed using descriptive statistics, correlation, and analysis of variance (ANOVA). The result showed that academic overloads, course awkward, inadequate time to study, workload every semester, exams awkward, low motivation, and high family expectations were moderately stressors among students. It was also found that fear of failure was the major source of stress among undergraduate students. Moreover, the study found that there were positive correlation between religiosity sources and academic stress (r= .300**, p=.00). Lastly, the study found that there were no significant differences in academic stress among students with different levels of study and specializations.

Rationale of the Study

In present scenario academic stress is a crucial problem in a student's life. Our education system is full of variety of pressures like vast curriculum, teacher related pressure, parent related pressure, peer related pressure and society related pressure. Hence the researchers selected this study to find out better solutions, provide guidance and plan strategies for teachers, parents and students in order to help them cope with academic stress. There are three types of schools like private school, government school, and government-aided schools. Private schools and government-aided schools are different to each other in respect to their curriculum, academic pressure, discipline etc. Here the investigator tried to compare between private schools and government-aided schools in respect their academic stress. there are three types of schools like private school, government school, government-aided schools. Private schools and government-aided schools are different to each other in respect to their curriculum, academic pressure, discipline etc. Here the investigator tried to compare between private schools and government-aided schools in respect their academic stress.

Objectives of the Study

The objectives of the study were------

(i) To find out the level of academic stress of 6 -9 age group of children of private schools in English Bazaar Municipality.

(ii) To find out the level of academic stress of 6-9 age group of children of Government-aided schools in English Bazar Munisipality.

(iii) To find out difference in academic stress between private schools and government-aided schools in English Bazaar Municipality.

(iv) To find out gender-wise difference in academic stress of 6-9 age groups of children.

Hypotheses of the Study

To fulfill the selected objectives, the researchers prepared the following null hypotheses-----

$H_{0.1}$: There is no significant difference between the mean scores of academic stress of private schools and Government-aided schools students.

$H_{0.2}$: There is no significant difference between the mean scores of academic stress of private male students and Government-aided male students.

$H_{0.3}$: There is no significant difference between the mean scores of academic stress of private female students and Government-aided female students.

$H_{0.4}$: There is no significant difference between the mean scores of academic stress of private male students and Government-aided female students.

$H_{0.5}$: There is no significant difference between the mean scores of academic stress of private female students and Government-aided male students.

Population and Sample

The students studying at class IV of all the Bengali medium private and government-aided primary schools in English Bazaar Municipality, Malda District was treated as the population of the present study. The total sample of the study was randomly selected and consisted of 100 students (total boys-50 & total girls 50 and private school students 50 & government-aided school students 50) from two private school and two government-aided school in English Bazaar Municipality, Malda District, West Bengal.

Variables of the Study

In this study, the academic stress was considered as the research variable, and the gender of the students and type of schools were treated as the categorical variables.

Tool Used in the Study

The researchers constructed an academic stress scale. It was a 3-point scale. In the scale, there were 20 statements in two forms i.e. positive and negative. Out of 20 statements, 14 statements were in positive form and 6 statements in negative form.

Data-collection Procedure

Written permission was obtained from all the schools after explaining the objectives of the study to the school authorities. At the time of data collection, students were briefed about the objectives of the study and its justification in simple terms and were assured about confidentiality of the information. Only those students who had given informed consent for participation were covered in the study.

Descriptive Statistics of Data

Sample	Sample Group	Mean	Median	Mode	Standard Deviation
Private School Students	Total Private School Students	39.6	39.91	40.53	14.5
	Private School Boy Students	40	40.13	40.39	10.2
	Private School Girl Students	39.2	39.71	40.73	10.5
Government-aided School Students	Total Govt.-aided School Students	38.9	38.71	38.33	15.95
	Govt.-aided Boy Students	40.6	40.33	39.79	14.1
	Govt.-aided Girl Students	37.2	37.25	37.35	9.6

Testing of Hypotheses

$H_{0.1}$: There is no significant difference between the mean scores of academic stress of private schools and Government-aided schools students.

	Sample Group	Mean	N	Mean Difference	t	df	Levels of Significance		
							0.05	0.01	
$H_{0.1}$	Pvt. School Students	39.6	50	0.7	0.23	98	1.96	2.58	In significant
	Govt-aided School Students	38.9	50						

Here the computed value of the t is 0.23 with 98 degrees of freedom at 0.05 % level of significance where the table value is 1.96 and 1% level of significance where the table value 2.58. Here the computed value t is less than table value. It is insignificant in both levels. So the null hypothesis is accepted.

$H_{0.2}$ There is no significant difference between the mean scores of academic stress of private boy students and Government-aided boy students.

	Sample Group	Mean	N	Mean Difference	t	df	Levels of Significance		Significant
							0.05	0.01	
$H_{0.2}$	Pvt. School Boys	40	25	.6	0.3	48	2.01	2.68	Significant
	G.A. School Boys	40.6	25						

Here the computed value of the t is .03 with 98 degrees of freedom at 0.05 % level of significance where the table value is 2.01 and 1% level of significance where the table value 2.68. Here the computed value t is less than table value. It is insignificant in both levels. So the null hypothesis is accepted.

$H_{0.3}$ There is no significant difference between the mean scores of academic stress of private female students and Government-aided female students

	Sample Group	Mean	N	Mean Difference	t	df	Levels of Significance		Significant
							0.05	0.01	
$H_{0.3}$	Pvt. School Girls	39.2	25	2	11.11	48	2.01	2.68	Significant
	G.A. School Girls	37.2	25						

Here the computed value of the t is 11.11 with 48 degrees of freedom at 0.05 % level of significance where the table value is 2.01 and 1% level of significance where the table value 2.68. Here the computed value t id greater than table value. It is significant in both levels. So the null hypothesis is rejected.

$H_{0.4}$ There is no significant difference between the mean scores of academic stress of private boy students and Government-aided girl students.

	Sample Group	Mean	N	Mean Difference	t	df	Levels of Significance		Significant
							0.05	0.01	
$H_{0.4}$	Pvt. School Boys	40.00	25	2.8	15.56	48	2.01	2.68	Significant
	G.A. School Girls	37.20	25						

Here the computed value of the t is 15.56 with 48 degrees of freedom at 0.05 % level of significance where the table value is 2.01 and 1% level of significance where the table value 2.68. Here the computed value t id greater than table value. It is significant in both levels. So the null hypothesis is rejected.

$H_{0.5}$ There is no significant difference between the mean scores of academic stress of private female students and Government-aided male students.

| | Sample Group | Mean | N | Mean Difference | t | df | Levels of Significance | | |
							0.05	0.01	
$H_{0.5}$	Pvt. School Girls	39.2	25	1.4	7.37	48	2.01	2.68	Significant
	G.A. School Boys	40.6	25						

Here the computed value of the t is 7.37 with 48 degrees of freedom at 0.05 % level of significance where the table value is 2.01 and 1% level of significance where the table value 2.68. Here the computed value t id greater than table value. It is significant in both levels. So the null hypothesis is rejected.

Educational Implications

Students are the wealth and future of a nation. The study would create awareness among parents about the issue of academic stress and quality care. Their academic problem must be discussed by the teachers as well as parents. And they must be guided properly to choose a specific stream, not forced by parents. Parents should have expectations by their children according their capability. This study recommends that the teachers should arrange the necessary healthy environment to reduce the students' academic stress. The teachers should focus on reducing the students' academic stress by providing mentor-classes, time scheduling activities, changing teaching method, and providing extracurricular activities.

Conclusion

Academic stress is a serious and prevalent problem in India. It can lead to mental problems. Apart from time management, parental and social support and co-curricular activities are also necessary in helping students to avoid and to deal with academic stress. There are differences between private schools' girl students and Government-aided schools' girl students, private schools' boy students and Government-aided schools' girl students, private schools' girl students and

Government-aided schools' boy students. However, all sub-sample groups have almost same academic stress which is proven by the descriptive statistics of the data, and which must be reduced for the betterment of students who are the future citizens.

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A STUDY ON STRESS OF URBAN AND RURAL SECONDARY LEVEL STUDENTS IN MALDA DISTRICT

Reshma Khatun
Ex-student, Department of Education, University of Gour Banga
E-mail-karmakarmithu1992@gmail.com
Dr. Pradip Debnath
Assistant Professor, Department of Education, University of Gour Banga
E-mail-ugbpdn@gmail.com

ABSTRACT

At present stress, which can both be beneficial, at times, and harmful to us most of the time, has been a part of our life. It certainly influences the academic life of students. In the present study the investigators wanted to measure the stress of secondary level students in the district of Malda and interpret the same. The sample size was 300 students of both urban and rural areas. A self-constructed tool was used for the purpose. The study followed the quantitative method of data analysis.

0.1. Introduction

In modern times stress has been an indispensable part of our daily life. The word 'stress' is derived from Latin word "string" which means 'to be drawn tight'? Stress is the emotional and physical strain caused by our response to pressure from the outside world. The reasons of stresses are called stressors. We all experience stress at times. It can sometimes help to motivate us to get a task finished, or perform well. But stress can also be harmful if we become over stressed and it interferes with our ability to get on with our normal life for too long. We experience different types of stresses in our daily life. When we face a stressful event, our bodies respond by activating the nervous system and releasing hormones such as adrenalin and cortisol. These hormones cause physical changes in the body which help us to react quickly and effectively to get through the stressful situation. Stress certainly does influence students.

02. Review of Related Literature

Dipboye & Phillips (1990) had examined how time could be used effectively and as a result, more efficient studies could be done in the future and lived life with being stress -free. As a result of the study, it turned out that potentially important relationship was there between some aspects of time management and self-reported performances and sstress. Through cluster sampling a total of 165 college students was selected to participate in this research.

Shaikh and Kazm (2004) had examined a sampling of Aga Khan University, Karachi, Pakistan. The main objective of this study was to assess the perception of stress amongst medical students and their coping strategies. The research method was descriptive, and stratified random sampling technique was followed. A sample of students 264 was selected randomly from medical college. From there they found out that the prevalence of perceived stress was high among medical students, which affected not only their academic performances but also all aspects of health.

Sun (2012) had examined the relative contribution of educational stress of poor mental health, in comparison to other well-known individual, family, school and peer factors and to identify significant risk factors for educational stress. A sample of students 1627 was selected randomly from secondary school students in Shandong China. The findings showed that academic stress was most responsible for suicides because of peer teasing, bullying and romantic problems; there was much more conflicting relations with actual efforts.

Sharma & Wavare (2013) had stated a sampling of medical and paramedical students in an Indian medical college. The main purpose of this study was to monitor depression and stress and to monitor the effects on vital parameters of academic curriculum. The study reflected that level of depression was more in girls as compared to boys and the main stressor was related to academic examinations. The research method was descriptive research, and random sampling technique was followed. A sample of students 132 was selected randomly from Sri Aurobindo Medical College and P.G Institute, Indore, India.

03. Definition of Important Terms

Frustration-- It is one of the causes of stress. It arises when one's motivation to achieve a desired goal is blocked. Frustration is a common emotional response to opposition, related to anger, annoyance and disappointment.

Stressor--- A stressor is a chemical or biological agent, environmental condition, external stimulus or an event that causes stress to an organism. It may also affect mental function and performance.

Stress---- It is a term for certain types of experiences, as well as the body's responses to such experiences. The term generally refers to challenges, real or implied, to the homeostatic regulatory process of the organism.

04. Significance of the Study

This present research may help students and the society as they come from larger part of the society. Many students show poor performance in schools because of various types of stresses e.g. academic stress, mental health problem, physical health problem, misuse of time, parents' high expectation. This may lead to tension, anxiety, depression, low self-efficacy and poor academic performance in these students. So it is important to identify these children and use the suitable intervention to reduce their stress. So it can be said that the current study will help the students to concentrate on the current situation of the students to get a better experience in the class and to help students proceed positively in every aspect of life.

05. Objectives of the Study

Every investigation is done with the purpose to fulfilling some objectives. Thus, this study also had some unique and genuine objectives. The objectives of the study are given below –

(i) To measure the stress of the secondary level students on the basis of locality.

(ii) To determine the difference between the sub-samples in respect of their stress

(iii) To analyze and interpret the difference between the sub-samples in respect of stress.

06. Assumptions of the Study

In the present study, the investigator prepared the following assumptions to achieve or fulfill the objectives of his study. These assumptions will help in the formulation of the hypotheses in the following study----------

(i) Stress of secondary level students can be measured.

(ii) Appropriate tool may be constructed.

(iii) Strata wise difference may be established in the sub-sample groups.

07. Hypotheses of the Study

$^0H_1$: There is no significant difference between the mean scores of the rural and urban students in their test of stress.

$^0H_2$: There is no significant difference between the mean scores of the rural boy and urban boy students in their test of stress.

^{0}**H$_{3:}$** There is no significant difference between the mean scores of the rural girl and urban girl students in their test of stress.

08. Population & Sample of the Study

The secondary level students of Malda district were the population, and the selected students of 8 schools formed the sample. A sample of 300 students was selected from two different localities.

09. Methodology of the Study

For conducting the present study, the investigators followed the descriptive survey method. And purposive sampling method was adopted for data collection.

10. Tool of the Study

For measuring stress the investigators developed a scale consisting of 50 statements under nine dimensions. In preparation of the tool the researcher used different opinions of the experts and took help from the books for the tool construction.

11. Preparation of Scoring Key

The researchers used three point stress scale. The scoring system for positive items was 3-2-1; and for negative items the scoring system was 1 -2-3.

12. Descriptive Analysis of Data

Category	Score Category	Mean	Median	Mode	S.D
All Sample Students	Student Stress	101.72	102	101	9.32
All Rural Students	Student Stress	102.27	101	98	14.35
All Urban Students	Student Stress	103.46	102	103	8.10
Rural Boy Students	Student Stress	102.27	101	98	8.047
Urban Boy Students	Student Stress	106.31	107	101	16.02
Rural Girl Students	Student Stress	99.04	101	96	8.52
Urban Girl Students	Student Stress	100.67	102	103	8.11

13. Hypotheses Testing

1. Null hypothesis

There is no significant difference between the mean scores of the rural and urban students in their test of stress.

Table -1

Sample Group	N	Mean	SD	t	df	Level of Significance		Interpretation
Rural Students	150	102.27	14.35	1.708	298	0.05	0.01	No Significant
Urban Students	150	103.46	8.10			1.97	2.59	

Here the computed value of t is 1.708 and the df is 298. The table value at 0.05 level is 1.97 and 0.01 level is 2.59. The computed value is smaller than the table value. It is not significant in both levels. So, the null hypothesis is accepted.

2. Null hypothesis

$^{0}H_{2}$**:** There is no significant difference between the mean scores of the rural boy and urban boy students in their test of stress.

Table -2

Sample Group	N	Mean	SD	t	df	Level of Significance		Interpretation
Rural Boy Students	74	102.27	8.047	0.011	147	0.05	0.01	No Significant
Urban Boy Students	75	106.31	16.02			1.98	2.61	

Here the computed value of t is 0.011 and the df is 147.The table value at 0.05 level is 1.98 and 0.01 level is 2.61. The computed value is smaller than the table value. It is not significant in both levels. So, the null hypothesis is accepted.

3. Null hypothesis

There is no significant difference between the mean scores of the rural and urban students in their test of classroom performance.

Table -3

Sample Group	N	Mean	SD	t	df	Level of Significance		Interpretation
Rural Girl Students	75	99.04	8.52	0.229	148	0.05	0.01	No Significant
Urban Girl Students	75	100.67	8.11			1.98	2.61	

Here the computed value of t is 0.229 and the df is 148. The table value at 0.05 level is 1.97 and 0.01 level is 2.59. The computed value is smaller than the table value. It is not significant in both levels. So, the null hypothesis is accepted.

14. Findings of the Study

The researchers found the following results in present study after analyzing the data statistically -----

- There is no significant difference between the mean scores of the rural and urban students in their test of stress.

- There is no significant difference between the mean scores of the rural boy and urban boy students in their test of stress.

- There is no significant difference between the mean scores of the rural girl and urban girl students in their test of stress.

15. Conclusion

The main stressors identified in this study were general in nature. A student can be stressed due to so many stressors, such as educational reason, physical /mental health problem, environmental situational problem, misuse of time or lack of close family members or friend, etc. The purpose of this paper was two-fold. The first was to measure the stress of secondary students, and the second to explore the strata wise difference of stress of secondary students in respect of their stress. This study had some limitations on merit consideration, namely, the population was limited to secondary level students in Malda district. The investigation was limited to low span of time. The study was conducted in government-aided schools only. Only quantitative method of data analysis was utilized.

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EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

Soumendra Kumar Saha Chaudhuri
Research Scholar, Department of Education, University of Gour Banga
Pradip Debnath
Assistant Professor, Department of Education, University of Gour Banga

ABSTRACT

Now-a-days emotional intelligence plays an important role in educational sectors. In this respect a teacher takes vital role to improve the emotional intelligence of the students. A short survey was conducted to evaluate the emotional intelligence and teacher effectiveness of secondary school teachers. Both emotional intelligence and teacher effectiveness are not influenced by gender. They are also not influenced by the medium of instruction (Bengali and English). However, the co-efficient of correlation between the two variables expresses a moderate positive relationship.

Introduction

Emotion is an important part of our life. The management of emotions is a complex issue, requiring a certain degree of skill and competence. Teacher can develop the emotional intelligence of a student in different ways. Emotional intelligence is linked with work performance. In the present study the investigators tried to find the relationship, if any, between emotional intelligence and teacher effectiveness

Objectives of the Study

- To assess the emotional intelligence of secondary school teachers.

- To assess the teacher effectiveness of secondary school teachers.

- To measure the relationship between emotional intelligence and teacher effectiveness of secondary school teachers.

Hypotheses of the Study

Ho.$_1$: The emotional intelligence of secondary school male teachers differs with that of secondary school female teachers significantly.

Ho.$_2$: The emotional intelligence of English medium secondary school teachers

differs with that of Bengali medium secondary school teachers significantly.

Ho.3: The teacher effectiveness of secondary school male teachers differs with that of secondary school female teachers significantly.

Ho.1: The teacher effectiveness of English medium secondary school teachers differs with that of Bengali medium secondary school teachers significantly.

Ho.5: The relationship between the emotional intelligence and teacher effectiveness of secondary school teachers is significant.

Methodology of the Study

Descriptive Survey Method was applied in the present study. Data were collected from secondary school teachers of Coochbehar district by applying questionnaire prepared by the researchers. After collecting data various statistical techniques were applied for analysis.

Sample

The total sample collected was 100 secondary school teachers of English and Bengali medium schools from various parts of Cooch Behar.

Tools used:

The Emotional Intelligence Scale (EIS) by Hyde, Pathe and Dhar was used to assess the emotional intelligence of the secondary school teachers. The EIS consists of 34 items representing various factors of emotional intelligence. The scoring key of the minimum possible score on the EIS is 34 and the maximum score is 170.

The Teacher Effectiveness Scale (TES) developed by Kumar and Mutha was used for the study of effectiveness of the secondary school teachers. The TES consists of 69 items covering various teaching behaviour categories. The total score on the TES lies between a minimum of 69 to a maximum of 345. High scores indicate high levels of teacher effectiveness and low scores indicate low teacher effectiveness.

Variables of the Study

In the present study there were two types of variables identified.

A) Independent variable :

    i) Gender

    ii) Medium of Instruction

B) Dependent variable: Emotional intelligence of secondary school teachers.

Statistical Analysis

The mean scores, standard deviation, t-test and correlation were employed to test the hypotheses.

Table 1 : Emotional Intelligence of Secondary School Teachers

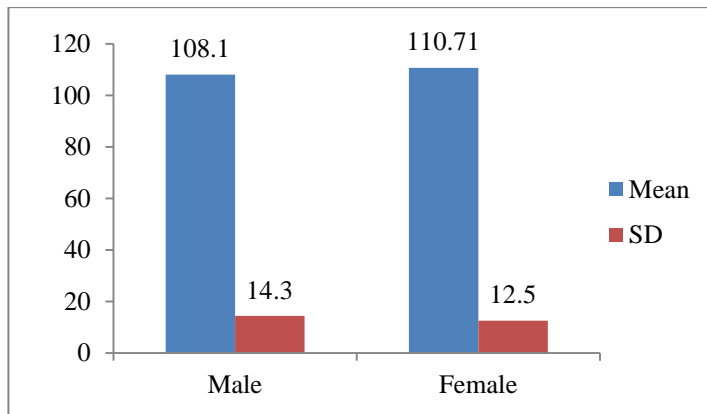| Groups		N	Mean	SD	t-value	Significance level
Gender	Male	50	108.10	14.30	0.97	Not Significant
	Female	50	110.71	12.50		
Medium of Instruction	English	50	111.29	12.65	0.93	Not Significant
	Bengali	50	113.86	14.85		

t at 0.05 level = 1.98 for df 98

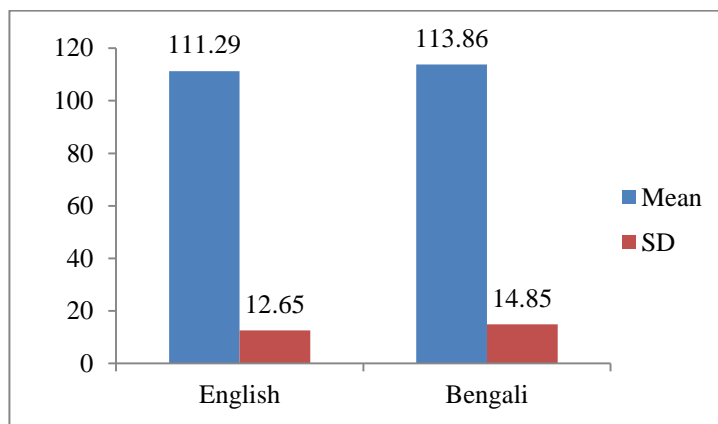**Fig. 1 : Graph showing Emotional Intelligence of Secondary School Teacher as per Gender**

Fig. 2 : Graph showing Emotional Intelligence of Secondary School Teacher as per Medium of Instruction

Findings pertaining to Hypothesis – 1 :

The Emotional intelligence of male and female secondary school teachers was found to be 0.97 which is not significant at 0.05 level. This means that male and female secondary school teachers do not differ significantly in connection with their emotional intelligence. So Hypothesis –1 is rejected.

Findings pertaining to Hypothesis – 2 :

The Emotional intelligence of English and Bengali medium secondary school teachers was found to be 0.97 which is not significant at 0.05 level. This means that English and Bengali medium secondary school teachers do not differ significantly in connection with their emotional intelligence. So Hypothesis – 2 is rejected.

Table 2 : Teacher Effectiveness of Secondary School Teacher

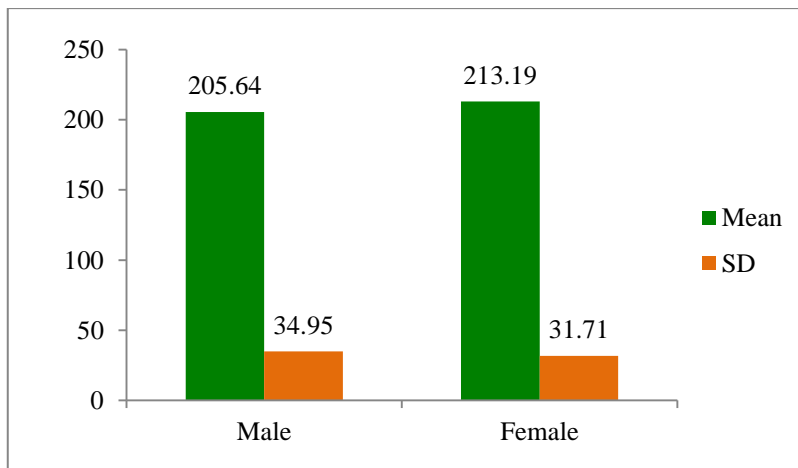| Groups		N	Mean	SD	t-value	Significance level
Gender	Male	50	205.64	34.95	1.13	Not Significant
	Female	50	213.19	31.71		
Medium of Instruction	English	50	201.13	33.77	0.20	Not Significant
	Bengali	50	199.67	40.15		

t at 0.05 level = 1.98 for df 98

Fig. 3 : Graph showing Teacher Effectiveness of Secondary School Teacher as per Gender
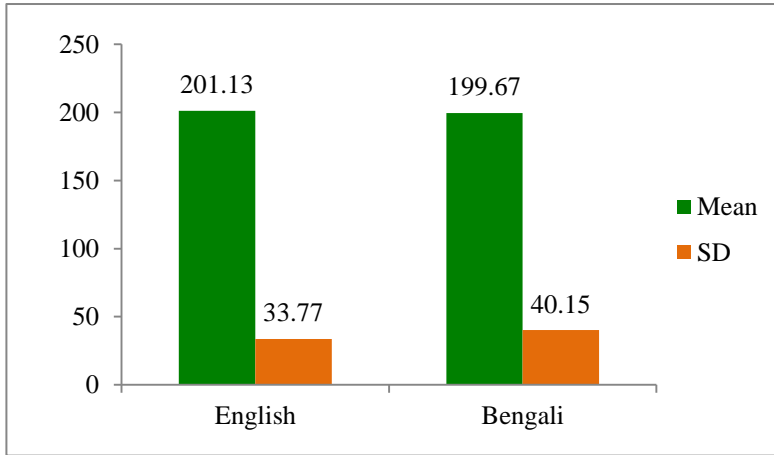
Fig. 4 : Graph showing Teacher Effectiveness of Secondary School Teacher as per Medium of Instruction

Findings pertaining to Hypothesis – 3 :

The mean scores of Teacher effectiveness of male and female secondary school teachers were compared; the 't' value was found to be 1.13 indicating no significant difference between the groups. These findings indicate that gender does not influence the effectiveness of teachers in a significant manner. So Hypothesis – 3 is rejected.

Findings pertaining to Hypothesis – 4 :

The mean scores of Teacher effectiveness of English and Bengali medium schools teachers were compared; the 't' value was found to be 0.20 indicating no significant difference between the groups. These findings indicate that medium of instruction does not influence the effectiveness of teachers in a significant manner. So Hypothesis – 4 is rejected.

Table 3: Relationship between Emotional Intelligence and Teacher Effectiveness of Secondary School Teachers

Variables	Value of Correlation Coefficient	SE_r	Confidence Interval (95%)
Emotional Intelligence	0.342	0.056	0.245 to 0.465
Teacher Effectiveness			

Findings pertaining to Hypothesis – 5 :

The co-efficient of correlation between emotional intelligence and teacher effectiveness was found to be 0.342, indicating a moderate positive relationship.

The S. E. was found to be 0.056; so the 95% confidence interval for the r is within the limits 0.245 to 0.465. The nature of relationship between emotional intelligence and teacher effectiveness is positive.

Educational Significance of the Study

There is a positive relationship between the emotional intelligence and effectiveness of the teachers. When we appointed school teachers, we consider more emotional intelligent teachers for teaching purposes. The improvement of E. I. of a teacher through teaching training program.

Conclusion

We may conclude that emotional intelligence is very important role in our day to day life. Emotional intelligence plays crucial role in educational system. It can change behavioural habit of the students as well as teachers. It can help to achieve the educational goal.

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ENTERTAINMENT OF LOWER PRIMARY STUDENTS OF PRIVATE AND GOVERNMENT-AIDED SCHOOLS OF OLD MALDA MUNICIPALITY: A COMPARATIVE STUDY ON GENDER BASIS

Sujit Ghosh

Ex-student, Department of Education, University of Gour Banga, E-mail-
karmakarmithu1992@gmail.com

Dr. Pradip Debnath

Assistant Professor, Department of Education, University of Gour Banga
E-mail-ugbpdn@gmail.com.

ABSTRACT

The main objective of the study was to measure the difference between entertainments of 6 to 10 age group children of Private and Government-aided schools in Old Malda Municipality. The researchers also tried to find the gender wise difference between the groups. The researchers prepared a tool for the study on the basis of the dimensions like indoor games, outdoor games, and T.V. progammes, class activity and other recreational activities etc. The tool was entitled as Entertainment Scale for 6 to 10 age group school children. The researchers selected 110 cchildren from the Old Malda Municipality. The sample categories were private school children 50 and 60 Government aided school children including 30 boys and 30 girls from government aided schools, and 26 boys and 24 girls from private schools. The Study followed the quantitative method of analysis.

Key words: - Entertainment, recreational activity, games, school children, government, private.

1. Introduction

Entertainment is an activity that holds the attention and interest of the children even the adolescents or gives pleasure and delight. People's attention is held by different things, because individuals have different preferences in entertainment, most forms are recognizable and familiar. Storytelling, music, drama, dance, and different kinds of performance exist in all cultures, were supported in royal courts, developed into sophisticated forms and over time became available to all citizens. Entertainment can be public or private, involving formal, scripted performance, as in the case of theatre or concerts; or unscripted and spontaneous, as in the case

of children's games. Most forms of entertainment have persisted over many centuries, evolving due to changes in culture, technology, and fashion for example with stage magic. Films and video games, for example, although they use newer media, continue to tell stories, present drama, and play music. Festivals devoted to music, film, or dance allow participant to be entertained over a number of consecutive days.

2. Review Related Literature

Villanim .D. Susan (2001) reviewed that the impact of media on the 10 years age group children and adolescents. He used media categories research method with the help of computer technology and internet included with television, movies, video games, music and video music etc. The result of the study was that, the children learned their behavior with the help of their value system which they realized through the media. He concluded that media affected the children's behavior, such as violent and aggressive behaviour were increased in the children's for the uses of media.

Kılıçgün Mug Yurtsever (2014) determined that 3 – 6 age children group played what types of games in the school garden. He selected 284 children for his sample including 139 girls and 145 boys' children. He collected data from the sample and it was analyzed by using percentage (%), frequency (f) and chi-square analysis. Games were analyzed according to their structure. He observed that gender wasn't the cause of significant difference. When games were analyzed according to number of the player, then he determined that gender wasn't lead to any differences. With decreasing age he followed that children wanted to play individual games, while with increasing age children wanted to games played as a group.

Horgan Deirdre et. al (2018) surveyed 5 to 12 year old Irish children's attitude towards school age care (SAC) within their play and caring. They examined 177 five to twelve age group Irish children consultation with on the basis of their likes, dislikes and opinions on the after school care experience with the help of age based methodologies. After the consultations they found that children wanted to be able to relax and feel comfortable after end the school activity and play as an entertainment activity after the school activity to all the children. They also found that children did not like structured environment with strict rules and lack of right to choice food which their parents made for them.

Oliemat Enass et al (2018) prepared that a qualitative research on the children's attitude to using touch screen tablet and its implications in their life. According to

them Touch-screen tablets are powerful tool for the children which is entertain and attractive for them. They concluded that most of the students had reasonable knowledge of touch screen tablet and its features and they utilized on the base of the feedback of the children's interview that touch screen tablet was more entertaining than any other tool for them.

3. Rationale of the Study

In modern societies entertainment is an interactive instrument for child's education. Their present life and environmental structure are very strictly to children; but they want free discipline and stress less home and school environment where they freely and actively be involved in their educational and other recreational activities. And it is most important to develop the healthy personality of the children. Hypothetically most of the children actively participate in their entertainment activity rather than the educational activity. In this sense it is rationalized for the children that entertainment is an important area for their daily life and to build a better life.

4. Objectives of the Study

➢ To measure the difference between entertainments of 6 to 10 age group children of private and Government aided school children.

➢ To collect the entertainment data of the 6 to 10 age group private and Government aided school children.

➢ To find out the gender wise difference between groups.

➢ To find if any significance difference exists between the sample groups.

5. Hypotheses of the Study

$0H_1$: The private school children and the Government aided school children will show no significant difference between the means scores obtained in their test of entertainment.

$0H_2$: The private school boy children and the Government aided school boys children will show no significant difference between the means scores obtained in their test of entertainment.

$0H_3$: The private school girl children and the Government aided school girls children will show no significant difference between the means scores obtained in their test of entertainment.

0H$_4$: The private school girl children and the Government aided school boys children will show no significance difference between the means scores obtained in their test of entertainment.

0H$_5$: The private school boy children and the Government aided school girls children will show no significant difference between the means scores obtained in their test of entertainment.

6. Population and Sample of the Study

In study the researchers used purposive random sampling method for the selection of sample. They treated all the lower primary students of Old Malda Municipality area as their research population. From this area they selected 110 children, 50 including 26 boys and 24 girls from Private schools, and 60 including 30 boys and 30 girls from Government-aided schools for the sample in this study.

7. Procedures of the Data-collection

In this study on the basis of the sample he went to the selected school in Old Malda Municipality and then he apply his final tool on the two private school children and one Government aided school. According to the tool the students were responds willingly and researcher give scored on the basis of students responds.

8. Variables of the Study

In this study entertainment was a dependent variable. Type of schools and gender of students were treated as categorical variables.

9. Method of the Study

On the basis of the study the current study was descriptive survey type. And also quantitative approach was followed to find out the result of the study.

10. Tool of the Study

On the theoretical background of the study the researchers selected some important dimensions and prepared 26 items and developed a tool for this study to measure the entertainment areas of the 6 to 10 year age group children. The tool was entitled as "Entertainment scale for 6 to 10 year age group school children.''

11. Descriptive Statistics of the Study

In this point the researcher has discussed the organization, analysis and interpretation of collected data regarding the entertainment areas of 6 to 10 age group private and Government aided schools children. For measuring the difference between private and Government aided school children's entertainment, the

researcher computed different types of descriptive statistics for conclusion about the nature of the distribution. Mean, Median, Mode, and Standard Deviation were computed for the present study. The computed values were presented below in the following table –

SAMPLE CATEGORY	VARIABLE	MEAN	MEDIAN	MODE	STANDARD DEVIATION
Private school children (50)	ENTERTAINMENT	45	46	46	4.25
Government aided school children (60)	ENTERTAINMENT	46	46	47	4.9
Private school total boys (26)	ENTERTAINMENT	45	45	46	3.7
Private school total girls (24)	ENTERTAINMENT	45	46	47	3.75
Government aided school total boys (30)	ENTERTAINMENT	51	50	50	4.6
Government aided school total girls (30)	ENTERTAINMENT	48	46	42	5.15

12. Testing the Hypotheses

$0H_1$: Private school children and the Government aided school children will show no significant difference between the means scores obtained in their test of entertainment.

Sample group	M	SD	N	Mean difference	S_{ED}	t	df	Level of significance		Result
Private school children	45	4.25	50	1	0.87	1.32	108	0.01	0.05	In significant
Govt. aided school children	46	4.9	60					2.63	1.98	

Here the computed value of 't' is 1.32 and the df is 108. The table value at 0.05 is 1.98 and 0.01 level is 2.63. The computed value is less than the table value. It is insignificant in both levels. So the null hypothesis is accepted.

$0H_2$: The private school boy children and the Government aided school boy children will show no significant difference between the means scores obtained in their test of entertainment.

Sample group	M	SD	N	Mean difference	S_{ED}	t	df	Level of significance		Result
Private school boys	45	3.7	26	6	1.11	5.41	54	0.01	0.05	Significant
Govt. aided school boys	51	4.6	30					2.68	2.01	

Here the computed value of 't' is 5.41 and the df is 54. The table value at 0.05 is 2.01 and 0.01 level is 2.63. The computed value is greater than the table value. It is significant in both levels. So the null hypothesis is rejected.

0H₃ the private school girl's children and the Government aided school girls children will show no significance difference between the means scores obtained in their test of entertainment.

Sample group	M	SD	N	Mean difference	S_{ED}	t	df	Level of significance		Result
Private school girls	45	3.75	24	3	1.23	2.44	52	0.01	0.05	Significant
Govt. aided school girls	48	5.15	30					2.68	2.01	

Here the computed value of 't' is 2.44, and the df is 52. The table value at 0.05 is 2.01 and 0.01 level is 2.68. The computed value is less than the table value. It is insignificant in 0.01 level and significant in 0.05 level. So the null hypothesis is rejected.

0H₄ the private school girl's children and the Government aided school boys children will show no significance difference between the means scores obtained in their test of entertainment.

Sample group	M	SD	N	Mean difference	S_{ED}	t	df	Level of significance		Result
Private school girls	45	3.75	24	6	1.14	5.26	52	0.01	0.05	Significant
Govt. aided school boys	51	4.6	30					2.68	2.01	

Here the computed value of 't' is 5.26 and the df is 52. The table value at 0.05 is 2.01 and 0.01 level is 2.68. The computed value is greater than the table value. It is significant in both levels. So the null hypothesis is rejected.

0H₅ the private school boy's children and the Government aided school girls children will show no significance difference between the means scores obtained in their test of entertainment.

Sample group	M	SD	N	Mean difference	S_{ED}	t	df	Level of significance		Result
Private school boys	45	3.7	26	3	1.9	2.52	54	0.01	0.05	Significant
Govt. aided school girls	48	5.15	30					2.68	2.01	

Here the computed value of 't' is 2.52 .and the df is 54. The table value at 0.05 is 2.01 and 0.01 level is 2.68. The computed value is greater than the table value. It is significant in 0.05 level and insignificant in 0.01 level. So the null hypothesis is rejected.

13. Major Findings of the Study

- There exists no significant difference between the means scores of all private school children and government aided school children in their test of entertainment.

- There exists significant difference between the means scores of private school boy children and government aided school boy's children in their test of entertainment.

- There exists no significant difference between the means scores of private school girl children and government aided school girl's children in their test of entertainment.

- There exists significant difference between the means scores of private school girl children and government aided school boy's children in their test of entertainment.

- There exists no significant difference between the means scores of private school boy children and government aided school girl's children in their test of entertainment.

14. Implications of the Study

(i) Recreational activities like sports and arts add value to children's personality as well as sharpen their life skills and computer programming supports children in building computational thinking skills for future life.

(ii) By watching movies, plays and dramas, listening to music, reading story books, and attending storytelling sessions we learn to appreciate another person's perspective on life and get a better insight into a story we know already.

(iii) Sometimes, children are benefitted by entertainment which is helping them to bond with other people who are also participating in it.

(iv) Physical activities like dance, sports or even hiking not only provide a much-needed break from the humdrum of work, but also keep us physically fit and healthy. Most children wouldn't enjoy doing strict physical exercise just for its sake. Activities such as cricket, football and aerobics have the fun element too. So, kids enjoy practicing them and, therefore, fitness is thrown in as an excellent by-product.

(v) One of the most important elements for children's entertainment dance; it is one activity that is perfect for kids and it can improve flexibility and strength and keeping them healthy.

14. Conclusion

On basis of the findings of the study it is concluded that entertainment means different activities for different age group children. Entertainment depends on their daily life activity and needs of the children. On the basis of the finding of this study that there is no significant difference in private and Government aided school children in the area of entertainment. But gender wise differences' are found in this study between private and Government school children. Some hypotheses are accepted and some hypotheses are rejected according to the result of the study.

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Jayanta Mete
Department of Education, Kalyani University, Kalyani – 741235, Dist. Nadia, West Bengal, India, Mobile : 09433476662, Email : jayanta_135@yahoo.co.in

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