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P. O. –Miapur,P.O-Ghorsala,
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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
30, December, 2020

Editor-in-Chief

JOURNAL OF
EDUCATION AND DEVELOPMENT

JOURNAL OF EDUCATION AND DEVELOPMENT**C O N T E N T S**

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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.

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SIGNIFICANCE ROLE OF EDUCATIONAL TECHNOLOGY IN TEACHING AND LEARNING PROCESS

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ABSTRACT

The learning of programming using simulation involves unique educational environments and human factors. However, research in this field has been mainly centered on the efficacy of the simulation tool whereas there is a lack of comparative studies between the associated teaching and learning procedures. To address the gap, this study facilitates an evidence-driven discussion on learning and teaching as well as their relationship in programming education. Research areas include virtual and physical environments of simulation sessions relevant to learning enablers and impediments and roles of students and faculty members in the process. The study followed qualitative methodology using focus groups and semi-structured interviews. Educational technology is the development of application and evaluation of systems techniques and aids to improve the process of human learning. This gives emphasis on development of human learning process which is very complex and difficult to understand as so many factors such as socio-economic educational cultural language which contribute a lot in whole learning process. This takes into account all the changes such as social cultural regional economic which contribute in the process of human learning. It also takes into account its application which means the educational technology is basically an evaluation process where the participants of teaching and learning process such as teacher students and various members of the educational system are required to constantly evaluate and upgrade the teaching methodology to achieve result and bring desired changes in students. It also talks about the evaluation of the whole systems it means that we cannot study the impact of educational technology in pieces. We need to consider the prime objectives of educational system and how best educational technology can help to attain the desired objectives. One has to evaluate the educational process in various lacunas where technology can be helpful to achieve desired results then one should create appropriate technology and use it to make better human learning process. Factors like conditions of learning teaching methodologies are talked about in the above

context and hence we have to study one more use of educational technology. The establishment of technology is the backbone of improvement for student learning professional development and administration. With the help of integrating technology to prepare students for careers and keep students engaged in the teacher educators up to date on the latest technologies to help them be more effective in their teaching environments. Increasing support for pre-service education technology programs to help to produce more technologically by teachers in using technology to scale improvement and to accelerate reform. Developing systems and strategies that will help educators to use assessment of data to improve student learning and investing in research and development focused on innovation in teaching and learning process and promoting in global digital citizenship through technology based collaboration.

Key words: Educational Technology, Teaching, Learning Process.

INTRODUCTION

This is the period of technology where we are utilizing scientific techniques for solving problems and improving the life. However for acquiring education also we are implementing technology to make teaching and learning easier in simple and comprehensive. This technology is known as educational technology which is saving time and energy and assisting learner progressively. The objective of this is to understand the meaning of education and educational technology its application and various phases of education Aggarwal (2012). In this the researcher tried to understand the purpose of education described by eminent educationist then the role of educational technology in fulfilling objectives of education in general. The success of any new content of creation tool in education depends upon the application part of it and how the new content has helped in making the subject more interesting more knowledge worthy and simple to use in an accepted atmosphere of learning. This goes to the roots of the educational technology its application and utility in the contribution that has made in the teaching and learning process. Educational technology is the application of scientific knowledge about learning and the conditions of learning to improve the effectiveness and efficiency of teaching and learning. In the absences of scientifically established principles the educational technology implements techniques of empirical testing to improve learning situations. Educational technology is a systematic way of designing implementing and evaluating the total process of learning and teaching in terms of specific objectives based on research in human learning and communication and employing a combination of human and non-human resources to bring about more effective instructions. These

aspects of educational technology such as it talks about complete process of teaching and learning with specific aim to achieve certain objectives. It also speaks about research evaluation and communication in teaching and learning process. It also describes combination of human and non-human recourses to attain certain specified objectives. It means that man and machines should be used creatively to gain the response of the students and march towards setting goal and achieving it Craft, *et. al.*,(2008). It also speaks about major component of teaching and learning and that is communication. In the teaching and learning process one cannot forget the foremost important factor. If there are any barriers in communication such as language speed understanding level of student teacher's expertise and expectations of the students then in those cases one cannot expect desired change in student's behavior which is a main aim of teaching and learning process. In all these discussions one can say that educational technology' is not only related to teachers and students it is not only related to electronic equipment's but it is human intelligent combination of both to achieve the desired results. These results are required to be tested and based on the response the changes are required to be made in total educational process. Only creation of educational technology as per the needs may not be sufficient. It has to be tested on the target audience and after testing it one finds anything to be improved then one has to improve the technology to get better results. It is clear that educational technology has to consider as a part and parcel of whole teaching and learning process and the primary objective is to improve the efficiency of the process of learning.

The purpose of education is to help people to change. We want our students to become more knowledgeable more skills more confident empathetic rational and so on. Thus we can say the main aim of education is to bring necessary change in students. To bring about necessary changes teachers use various modes of communication such as lectures drawing pictures on the black board giving notes taking oral and written examinations by giving feedback. So teacher constantly use various communications forms to bring necessary changes in the students. Every teaching and learning process is an experiment where teacher tries to make combination of various possible ways to bring desired changes in the students Lombardi (2007). The learning process of an individual starts right from the birth. The new born ones try to learn various methods by using different sense. In formal form of teaching a teacher tries to use various means and modes to make effective transfer of learning. When a teacher delivers thought in the form of words graphs charts practical orientation the student uses his senses to understand the topic which ultimately results into change of behavior. It defines learning as a change of behavior or as capacity for new behavior the concept of communication is closely linked to the concept of learning. Education

is communication process by which the educator tries to educate the student and develop his capacity to change behavior. In a way education is the way to develop capacity to change and to bring changes in behavior pattern Blackmore (2009). Teacher and learner relationship is built upon good understanding as a human being where in the process the teacher shares his expertise to the learner in the best possible way. Learners also give response to this effort by giving feedback appearing for exams attending lectures discussions doing practical work and there by taking active part in the learning process. Teacher as well as student uses different form of communication such as written oral non-verbal in the process of education. This gives more emphasis on two way communication process in teaching and learning process where both are required to take active part in the process of learning. All the means and modes perform the supporting role in the process of teaching and learning. The sole aim is to bring desired change in the behavioral pattern of learner. The process of education and learning can be considered to be very complex systems indeed. The input to the given educational and learning system consists of people resources and information. The output consists of people whose performance has improved in some desired way. The input in an educational system consist of information experience and content and it is delivered to students by teachers in various forms such as lectures field trips demonstration experiments and audio-visual aids such as films multimedia and computer based presentation. Thus teacher's expertise and the educational technology try to make effective communication in various ways with the student's to bring desired change in them Miller *et. al.*, (1990). The result of entire process is depend upon the quality of delivery and the way of communication of teacher and the level of understanding and grasping capacity of the learner. To make teaching and learning more effective one has to utilize all the resources including people in an optimized and creative way. The role of technology in education is required to be understood properly as it plays an important part in entire journey of teaching and learning activity.

Education as a broad discipline that is responsible for changing behavior of individual with the help of suitable method strategies and techniques of teaching and learning. In this modern era of 21st century of science and technology the complex process of teaching learning has been modified and simplified by the use of educational technology which is nothing but application of modern technology in the field of educational process Creswell (2006). We can understand the meaning of educational technology by dividing it into two words education and technology. Education is the process of acquiring and imparting cognitive affective and psychomotor development on the part of the learner with suitable strategy. Education is the discipline which is both science and arts. It is a

mixture of science of learning and art of teaching. However technology refers to the systematic application of scientific principles in terms of tools machines and other expertise to achieve an objective which as a result of use can design and create new devices that enriches human productivity as well to solve the problems. Hence technology is applied for human development and worked as a problem solving inventions Mangal and Mangal (2011).

MEANING OF EDUCATIONAL TECHNOLOGY

Technology refers to the techniques as also the technical use and support. The systematic way of applying the techniques to achieve an objective is as important as the use of technical equipment for the same. As a matter of fact techniques are reckoned as the software and the equipment as the hardware of technology. Technology results in new designs and devices as also new ideas and processes. Each new physical device is accompanied by new set of procedures and techniques. Education the act and process of acquiring and imparting knowledge is crucial to the development of learner with the view to his participation in the transformation of the world for a better tomorrow Creswell and Garrett (2008). Learning and understanding are basic steps in the field of education. Educational technology is not a simple combination of these two words as it is usually thought of even more than the sum of the following two interpretations.

- (1) Technology in education
- (2) Technology of education

Early developments referred to the role of technology in education which signifies the use of audio-visual equipment i.e., hardware in educational processes. Later developments recognize the concept of technology of education about its techniques and methodologies of the teaching and learning process. This is indeed the software aspect of educational technology. The origin of software is closely associated with the courseware of instructional design and development of a subject. Thus educational technology is a science of techniques and methods by which educational goals can be realized. It is helpful for preserving transmitting and advancing the knowledge utilizing suitable tools and techniques such as computer television C.D. etc. Hence educational technology utilizes several machines such as television radio tape recorder video tapes with principles engineering and principles of physical sciences and behavioral science for improving the teaching and learning process of education. The educational technology deals with the of instructional tasks and challenges and setting in the educational objectives. The selection and constructions of suitable machine tools and instrument are used of appropriate techniques to run the machine and devices to achieve the educational objectives Davies *et. al.*,(2013). The integration of

scientific and technological skills and techniques develops with appropriate behavioral outcome in learning. There have been several conditions of educational technology developed over time. Educational technology is the development of application and evaluation of systems techniques and aids to improve human learning. It is the application of modern skills and techniques to the requirement of education and training. Educational technology is an application of scientific knowledge about learning and conditions of learning to improve the effectiveness and efficiency of teaching and learning by Rao (2012).

DEFINITIONS OF EDUCATION TECHNOLOGY

John P. Dececco

Educational technology is the form of detailed application of psychology of learning to practical teaching problems.

E.E. Hadden

Educational technology is that branch of educational theory and practice concerned primarily with the design and use of messages which control the learning process.

Richmond

Educational technology is concerned to provide appropriately designed learning situations which holding in view of objectives of the teaching of training being to bear the best means of instruction.

S.S. Kulkarni

Educational technology may be defined as the application of the laws as well as recent discoveries of science and technology to the process of education.

S.K. Mitra

Educational technology can be conceived as a science of techniques and methods by which educational goals could be realized.

Robert A. Cox

The Process of Educational technology: A Tool for Development (1970). The application of scientific process to man's learning conditions is what has come recently to be called educational or instructional technology. Educational technology is the development application and evaluation of systems techniques and aids in the field of human learning.

Robert Mills Gagne

Educational technology is the development of asset of systematic techniques and accompanying practical knowledge for designing testing and operating schools as educational systems.

EDUCATIONAL TECHNOLOGY

It is the effective use of technological tools in learning. This concept consists of an array of tools such as media machines and networking hardware as well as considering underlying theoretical perspectives for their effective application Sharma (2009). Educational technology includes numerous types of media that deliver text audio images animation and streaming video and includes technology applications and processes such as audio video tape satellite TV CD-ROM and computer based learning as well as local intranet extranet and web based learning. Information and communication systems, whether free-standing or based on either local networks or the Internet in networked learning underlie many e-learning processes. The educational technology as the study and ethical practice of facilitating learning and improving performance by creating use and managing appropriate technological processes and resources Maxwell (1995). The association for educational communications and technology (AECT) denoted instructional technology as the theory and practice of design development utilization management and evaluation of processes and resources for learning Nasir and Hand (2006). According to UNESCO educational technology is the communication process resulting from the application of the scientific methods to the behavioral science of teaching and learning. This communication may require the use of media such as television broadcasts, radio, cassettes etc. in education fields.

OBJECTIVES OF THE STUDY

The various views and comments made by the eminent educationist and scientist gave a broad outlook into the theories of educational technology. This theoretical study of fundamentals of educational technology will be helpful in understanding the role of technology in the fields of education. One will be able to understand the methodology in making use of audio-visual technology in the fields of education.

- (1) Explain the scopes and significance of educational technology.
- (2) Identify hardware and software in educational technology.

PURPOSE OF THE STUDY

The purpose of the study is to understand the various possibilities of the use of educational technology in teaching and learning process. Teaching is a process of communication and one need to understand the various principles to be followed in applying technology in the educational process. Technological revolutions are required to be used creatively and apply it in relevant content suited to teach the subjects properly.

SCOPE OF THE STUDY

Educational technology refers to the use of both physical hardware and educational theoretic. It encompasses several domains including learning theory computer based training online learning and mobile technologies are used learning. Accordingly there are several discrete aspects to describing the intellectual and technical development of educational technology. The educational technology includes the theory and practices in educational approaches to learning educational technology as tools and media that assist them in the communications of the knowledge. The development and exchange of educational technology for learning management systems such as tools for student and curriculum management and education management information systems educational technology itself as an educational subject such courses may be called computer studies or information and communication technology (ICT). Hence educational technology helps to develop the teaching learning testing and training activities in terms of achieving educational goals.

SIGNIFICANCE OF TECHNOLOGY

Access in Variety of Learning Resources: In the time of technology educational aids plenty of resources to enhance the teaching skills and learning ability. With the help of educational technology now it is easy to provide audio visual education. The learning resources are being widens. Now with this vivid and vast technique as part of the curriculum the learners are encouraged to regard computers as tools to be used in all aspects in their studies. In particular they need to make use of the new multimedia technologies to communicate ideas to describe projects and gave information of their work by Eraut (2004).

Immediate to Information: Educational technology has provided immediacy to education. Now in the year of computers and web networks the pace of imparting knowledge is very fast and one can be educated anywhere at any time. New IT has often been introduced into well-established patterns of working and living without radically altering them. For example the traditional office with secretaries working at keyboards and notes being written on paper and manually exchanged, has remained remarkably stable, even if personal computers have replaced typewriters.

Time Learning: Now in the year of computers and web networks the pace of imparting knowledge is very fast and one can be educated .One can study whenever he will responsible of whether it is day or night and either in India or in US because of the boom in educational technology.

Collaborative Learning: Now educational technology has made it easy to study as well as teach in groups or in clusters. With online we can be unite together to do

the desired task. Efficient postal systems or the telephone fixed and mobile and various recording and play back systems based on computer technology all have a part to play in educational broad casting in the new millennium. The internet and its web sites are now familiar to many children in developed countries and among educational elites peoples but it remains of little significance to many more that lack the most basic means for educational technology.

Multimedia Approach to Education: Audio-visual education planning preparation and the use of devices and materials that involve sight sound or both for educational purposes. Among the devices used are still and motion pictures film strips television transparencies audio tapes records teaching machines computers and video discs. The growth of audio-visual education has reflected developments in both technology and learning theory. Studies in the psychology of learning suggest that the use of audio-visuals in education has several advantages. All learning is based on perception by the process of the senses gain information from the environment Sharma (2012).

Authentic and Up to Date Information: The information and data which are available on the net is purely correct and up to date. Internet a collection of computer networks that operate to common standards and enable the computers and the programs they run to communicate directly and provide true and correct information.

Online Library: Internets support thousands of different kinds of operational and experimental services one of which is online library. We can get plenty of data on this online library. As part of the IT curriculum learners are encouraged to regard computers as tools to be used in all aspects of their studies. In particular they need to make use of the new multimedia technologies to communicate ideas describe projects and order information in their work. This requires them to select the medium best suited to conveying their message to structure information in a hierarchical manner and to link together information to produce a multidimensional document.

Distance Learning: Distance method of learning at a distance rather than in a classroom. Late 20th-century communications technologies in their most recent phases multimedia and interactive which is open up new possibilities both individual and institutional for an unprecedented expansion of the home based learning much of it part time. The term distance learning was coined within the context of a continuing communications revolution largely replacing a hitherto confusing mixed nomenclature home study independent external study and most common though restricted in pedagogic means of correspondence study. The convergence of increased demand for access to educational facilities and

innovative communications technology has been increasingly exploited in face of criticisms that distance learning is an inadequate substitute for learning alongside others in formal institutions. A powerful incentive has been reduced costs per student. At the same time students studying at home themselves save on travel time and other costs Oliveira *et. al.*, (2019). Whatever the reason of the distance learning widens access for students unable for different reason of course availability geographical remoteness family circumstances individual disability and to study alongside others. At the same time it appeals to students who prefer learning at home. In addition it appeals to organizers of professional and business education providing an incentive to rethink the most effective way of communicating vital information.

Children with Disabilities: Information technology has brought drastic changes in the life of disabled children. The educational technology provides various software and technique to educate these poor peoples. The integration of information technology in teaching is a central matter in ensuring quality in the educational system. There are two equally important reasons for integrating information technology in teaching. Pupils must become familiar with the use of information technology since all jobs in the society of the future will be dependent on it and information technology must be used in teaching in order to improve its quality and make it more effective.

COMPONENTS EDUCATION TECHNOLOGY

The educational technology composed of mainly two components such as hardware and software. Both hardware and software is equally important for effective application of educational technology. For example an interactive computer programme is worthless without suitable educational programme. Both hardware and software are complementary to each other.

HARDWARE

Hardware denotes technology in education that involves electronic devices based on scientific principles and techniques. Its origin is in physical sciences and applied engineering and it is based on the concept of service. It adopts a product oriented approach. It is concerned with the production and utilization of audio-visual aid material such as charts models slides film strips audio cassettes are sophisticated instruments and gadgets such as radio television films projectors tape-recorders video player teaching machines and computers are mass media. Hardware technology utilizes the products of software technology such as teaching strategies teaching learning material for its functioning. Hardware technology has the potential to hand over the educational benefits to the mass with greater ease and economy. Too much use of technical gadgets may mechanize the process of

teaching and learning as the hardware approach tries to enter education from outside operating more in isolation than in combination.

SOFTWARE

Software denotes technology of education which involves a systematic and scientific application of appropriate scientific research both from physical science social science and psychology such as sociology philosophy management studies to solve educational problems. It is sometimes referred to as teaching technology instructional technology or behavior technology. Its origin is in behavioral sciences and the applied aspects of psychology of learning. It is a process oriented approach. It utilizes the knowledge of the psychology of learning to produce learning material teaching and learning strategies. The software technology is used for the betterment of the process of teaching learning. It does not provide direct services to its users. Instead it helps in the production of various software materials which are used for developing the hardware appliances. It includes teaching strategies learning material evaluation tools teaching models programmed instruction. The software technology does not require any aid from the hardware technology for its delivery. It becomes more useful and productive when assisted by the hardware technology. Software technology does not have mass appeal and is costlier in the long run as compared to hardware technology.

INSTRUCTIONAL TECHNOLOGY

The terms educational technology and instructional technology may seem interchangeable but have important subtle differences when understood it can make the differences in educators planning and implementation of instruction. The analysis between educational technology and instruction technology are in fact found at the roots of education. Education is defined as the activities and resources that support learning. This refers to all activities and resources both planned and unplanned that contribute to a student's learning regardless of whether the learning is intentional. On the other hand instruction refers to activities structured by someone other than the learner and oriented toward specific ends. Instruction is part of the education as whole but instruction unlike education is carefully mapped out in every detail. Educational technology is defined as the study and ethical practice of facilitating learning and improving performance by creative use and managing appropriate technological processes and resources. The application of theory technology and psychology to achieve the goal of education and enhance the learning of individuals is nothing but educational technology Akbulu (2010).

It is responsible for development of teaching and learning process that applies theories of instruction learning behavioral and cognitive psychology to assessment design implementation and evaluation of instructional material and

mainly applies research theory technologies and psychology to solve instructional and performance and problems. The particular approach used to achieve the ends of education is the educational technology that design instruction to produce instructional materials. This manages instructional computing services and learning resources collections and applies theories of cognition and research to utilize technology for the benefit of the learner Yusuf and Balogun (2011). Instructional Technology is defined as the theory and practice of design development utilization management and evaluation of processes and resources for learning. Hence instructional technology refers to the use of technological processes as a tool specifically for teaching and learning which facilitates access to information of all types. It is a broad term and deals with the process of using technology for instruction. It describes the technologies that facilitate access to information of all types. Its functions are acquisition processing storage and dissemination of information in all of its forms and evaluation managements and integration of instruction with tools available Aleksic and Ivanovic (2016). However instructional technologist Identify and analyze problems of instructional design. It helps the devise and implements solutions to those problems to integrate people procedures ideas and devices for the purpose of providing tools which enhance the learning process. It would seem that instructional and educational technology is synonymous. The simple definition for each of them makes the distinction of their difference. The instructional technology is the tool but educational technology is the procedure for using that tool Kolb (1984).

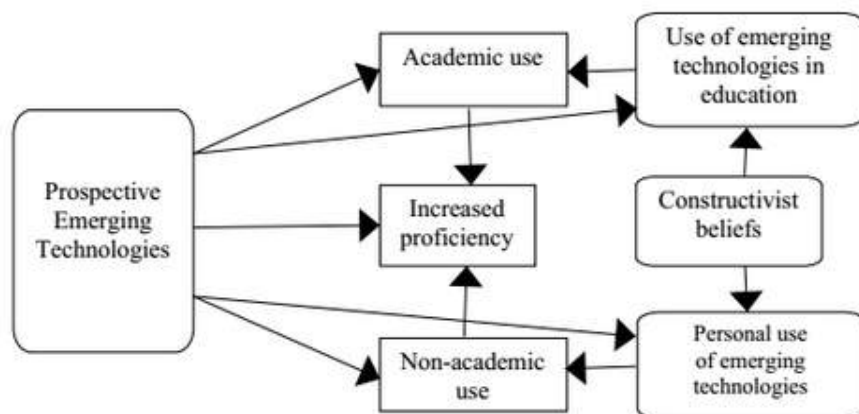


Fig 1: Diagram showing role of educational technology in teaching and learning process.

DISCUSSION

The higher processes of memory and concept formation cannot occur without prior perception. People can attend to only limited amount of information

at a time in their selection and perception of information is influenced by past experiences. Researchers have found that other conditions being equal for more information is taken if it is received simultaneously in two modalities vision and hearing rather than in a single modality. Furthermore learning is enhanced when material is organized and that organization is evident to the student. These findings suggest the value of audio-visuals in the educational process Giannakos *et. al.*, (2017). They can facilitate perception of the most important features that can be carefully organized and can require the student to use more than one modality. Technology in education embraces every possible means by which information can be presented. It is concerned with the gadgetry of education and training such as television language and e-laboratories in the various projected media popularly called as audio-visual aids. As the teaching and learning happens through number of various means and mode of communication one has to understand how learners perceive the information and knowledge Qaisur and Tanwir (2020). Learners receive information through the senses mainly sight and hearing like audio-visual aids. These aids are used to support lectures text books reference books some time with the help of teacher as an independent unit. Teacher makes combination of various forms of communication such as oral lectures, audio-visual aids such as black board, charts, photos, models, audio tapes, television programs, slides, computer generated presentations, photos, specially designed educational films. All this supportive tools can be called as technology in education or educational technology. This educational technology represents a combination of education and technology Isiaq and Jamil (2018). As discussed earlier the purpose of the education is to bring about this desired change in many academicians including students for the past many years. The principals of educational technology are not new they were vigorously heralded by curriculum reformers like black board and chalks are the first technological tools which are commonly used in an education for generations and still have tremendous potential. The reasons may be many like simplicity cost effective simple to operate and many more but the concept of educational technology not only related to tools and equipment's used in teaching Sharma and Sen (2018). There are two approaches to educational technology one deals with electrical and electronic gadgets like overhead projectors closed circuit television audio-visual films interactive computer programs computer based training modules and power point presentations. In this approach emphasis is given on creation of material software and hardware both which includes audio-visual aids films power point presentations interactive computer programs Computer based training modules and hardware such as development of high end televisions computers and other gadgets LCD projectors digital audio and video technology and super computers. This approach can be considered as more

technical in nature where innovations in technology are tried to use for education. Educational technology in teaching can be explained as every possible way with which content can be presented in an effective manner to target group by using appropriate technology such as LCD projector computer aided presentations (OHP) television live transmission through educational satellite language laboratories and every possible tool and technique. Basically it comprises of all types of audio- visual aids lab experiments and so on. In these cases technologist such as film producer computer programmers and visual aid producing agencies and developers of language lab work independently and create educational technology and they disseminate in their own way.

When educational program is broad cast on air it is very difficult to count the number of viewers who have viewed the program it is also difficult to understand the conditions in which they have watched the program how much they know about the subject content and so it is very difficult to measure the effect of the program. The same case applies to the interactive program that is available on the internet and educational satellite program Joyce *et. al.*, (2008). As there seems no uniformity in the mechanism no combined objectives so there is great difficulty in evaluating the learning experience gained by the students for whom the educational technology is produced. Others take the view that educational technology involves the clinical systematic analysis of the entire teaching and learning process in an attempt to maximize its effectiveness. In this approach one has to consider what end result is expected when educational technology is used. The objective may vary as per the case and situation to give practical knowledge to students. In this case they may be sent to field trip supported with showing relevant audio-visual film and writing in content for the same Kauchak and Eggen (1998).

CONCLUSION

As technology of education approach to educational technology thus involves a systematic approach to the problem together with the application of appropriate research both from basic sciences such as physics and electronics and from social sciences such as psychology and sociology. In the whole process what is important is educational development and innovations has been systematically and scientifically planned and executed. It is thus systems approach to educational technology which is the heart of the technology of education. While applying technology in education there are several factors involved which can be called as hidden aspects such as affordability of the system availability of time to create and use the technology for up gradation of knowledge and awareness about the technology. In this total approach of technology in education one has to keep in

mind desired results before introducing educational technology. There is an increase in the capacity of teacher in terms of learners taught without reducing the quality when one think about total approach in education. In this approach various components such as man machine methodology of teaching educational system learners behavior his grasping capacity resources available time constraint syllabus pressure geographic surroundings are required to be considered with an aims to achieve the desired results from the students.

RECOMMENDATIONS

The need to learn mental preparedness of the student previous subject knowledge and expertise of teacher and methods used to teach motivation for learning are responsible for effective learning. If one uses to consider these factors then the use of educational technology will be productive. So one have to study all aspects of teaching and learning process and then find a place for educational technology to suit the needs. This development focuses more on the process of learning and teaching than technology and equipment's. Educational technology is a systematic way of designing, implementing and evaluating the total process of learning and teaching in terms of specific objectives based on research in human learning and communication and employing combination of human and non-human resources to bring about more effective instructions.

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EDUCATIONAL IDEAS OF SWAMI ABHEDANANDA – SOME DISCUSSION

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ABSTRACT

Among the contemporary Indian philosophers of education, Swami Abhedananda is one of those who revolted against the impositions of British system of Education in India. He criticized the pattern of education introduced by the British India. He pointed out that the current system of education only brings about an external change without any reflective inner force. Swami Abhedananda was one of the most influential personality in India in 19th century. It is the greatness of his thought and his work that even today we are looking up to him for bringing comprehensive and positive change in our educational and social system. His views of education are deeply interlinked with the conventional thoughts on education. His philosophy of education is moulded mainly with the borrowings on Vedanta. His philosophy of education is at present relevant and befitting for the age.

Key Words- Education, Vedanta, Meditation, God

Introduction-

The 19th century India produced a galaxy of great men who have enriched our national life by their deeds talent and personality. Swami Abhedananda was one of them. He said that what education should aim at “the object of education should be the attainment of perfection. That is the highest aim of education. In the Vedas they read two kinds of vidya, Paravidya and Aparavidya. Aparavidya is that which explains the laws of nature and describe the causes of various phenomena but the Paravidya is that by which one attains to God Consciousness and that should be the aim of Aparavidya.” (Swami Abhedananda.p.6) The aim of education is to manifest in our lives the perfection, the realization of the infinite power which resides in everything and everywhere; existence, consciousness and bliss. Education he maintains, should help people to build up self-confidence and self-reliance, based on balanced human relationship. The ultimate goal of all

educational effort is to strive towards character development characterized by the development of will power, leading to courage, stamina and fearlessness.

If one studies the writings and lectures of Swami Abhedananda attentively, it would be observed that his views on education are products of original reflection. He propagated the essence of truth, Vedanta, brotherhood of men, unity of humanity, harmony of religions and supremacy of spiritualism over materialism.

According to the erudite Swamiji, the standard of education must go parallel with the culture and civilization of a nation. The main object of education during the Vedic period was “the more spiritual culture of the soul, the attainment of God-Consciousness and the knowledge of the various sacrifices that are described in the Vedanta.” (Swami Abhedananda.p.17) This is his Vedantic concept. This is very much relevant for total development of education. From the ancient Indian education we find the objective of education was not only on the progress of our mundane life but also on the development of mind and soul. It has been depicted in the educational thoughts of Swami Abhedananda.

Swami Abhedananda was a versatile genius. He had multi-dimensional personality. But his educational thought was the base of all his thought-current. Most of the phases of his educational thoughts are veiled till now. The present researcher wants to critically investigate Swami Abhedananda’s fundamental educational thoughts for achieving a new light so that we can find the flaws of present prevailing education system.

Objectives of the Paper-

- (1) To identify the basic components of educational philosophy of Swami Abhedananda with special reference to aim of Education, Curriculum, Methodology of teaching, discipline, teacher, mass education, Woman education etc.
- (2) To show the comparative study between contemporary negative British Indian education and Indian education system as explained by Swami Abhedananda.
- (3) To discover Abhedananda’s educational core laws where process of unfoldment of soul-force can be manifested.
- (4) To explicate how quest of knowledge is related to God-awareness according to educational thought of Swami Abhedananda.

Objectives of Education according to Swami Abhedananda-The objectives of education should be the attainment of perfection. This is the highest aim of education.(C.W.I.p.292) Education he mentions, should help people to build up self-confidence and self-reliance, based on balanced human relationship. The

ultimate goal of all educational efforts is to strive towards character development characterized by the development of will-power, leading to courage, stamina and fearlessness. Through education the individual should develop adaptability and be able to meet the challenges of a changing society and this can be possible through education and training that he or she receives from his parents and teachers. Education should teach us to serve humanity - the hungry, the ignorant and the suffering masses. According to Swami Abhedananda, work is worship, so to serve the masses is to serve God, so education should lead us to recognize this and fulfill this end. Education should lead us to acquiring the spirit of renunciation. In India, he mentions, the important aim of education is self-sufficiency, each individual should be given practical and vocational training along with traditional, religious and cultural subjects. There should be workshops regarding pupil in order to train them in crafts and trades. Students must be given education in western science and technology, in order to advance our country in the field of science, technology and productivity for improving the quality of life life.(Swami Abhedananda.pp.6-7,24-25,44,60)

A man must have be judged by his inner nature and character purity is the sine qua non of God-vision. We must be pure in heart and loving to all irrespective of caste, creed and nationality. ...the ideal of education should be such as will elevate man from ordinary selfish state into the unselfish universal ideal of Good hood. Anything that makes us kneel down before that grand ideal is uplifting. (Abridge edition.p.289)

.....the Hindu alone, from ancient time has regarded the individual soul as a part and parcel of the divine Being. The divine spark dwells within us, but we must recognize that divine spark is in all method of education. (Abridge edition.p.292)

Proper education should include moral training. The whole of ethics depends upon love, which means not selfish love, but the expression of oneness in spirit.

When the thought and ideas, which rise in the mind of the lover will vibrate in the mind of the beloved and produce similar response then there is love and that means oneness in thought and in spirit.

Education should be the culture of the soul for the good of all; and that soul-culture will bring in perfection as its ideal, and the whole world will be benefited by the universe will be fulfilled, and then we shall enjoy peace and happiness in this world and hereafter.(Abridge edition.p.293)

Proper education should include moral training. The whole of education depends upon love. Which means not selfish love, but the expression of oneness in spirit. If you love somebody you become one with beloved; love means the attraction of two souls which would vibrate in the same degree, and which would be turned in the same degree, and which would be turned in the same key. Whom the thoughts and ideas which rise in the mind of the lovers will vibrate in the minds of the beloved and produce similar respect, then there is love. and that means oneness in thoughts and in spirit.(vide Swami Abhedananda: Human Affection and Divine Love)...we must learn to merge our small personality into bigger personality of humanity. Thus should be the ideas of moral education; and spiritual education would reach its climax which the student would realize the truth of the same; "I and my Father are one", not physically one mentally and not intellectual, but spiritual we are one because there is only one spirit in the universe,..... any system of education which is based upon this fundamental principal of Divinity in the soul of individual, would be considered as highest. (Abridge edition.pp.292-293)

Curriculum- Swami Abhedananda did not prescribe any specific curriculum, but some general instruction were given by him on the type of the subjects which the students would learn. According to him children should include cultural heritage in terms of history, geography, poetry, grammar and language. He also prescribed for every pupil to study various branches of modern science and equally gave importance in western technology and engineering and said that it should be included in the curriculum of schools and colleges and it would aim at the economic development of the country. Education must be life-skill building process. He laid special emphasis on physical education in the sense that a good physique beholds good mind. He not only asserted for Brahmcharya but also prescribed practice of yoga for the students. Moral and religious education was other dimensions of curriculum according to Swami Abhedananda.(Swami Abhedananda.p-6,17) However, he advised that this part of curriculum should be free from any particular dogma or secretarian philosophy or theology. On the contrary, the subject matter of moral and religious education must be a synthesis of religion and science. It would help in the inculcation of universal values in all human beings. Thus, he pleaded for the education of unity of word's religion what his great master Sri Ramakrishna testified in his life(Swami Abhedananda.pp.18-22,54-55).

Methods of Teaching-Well has it been said by Ralph Waldo Wilson that the only good in life is concentration and the only will is dissipation...of course, concentration of one's energy will be direction towards the particular object s/he

will to gain,...Now when the mind is concentrated man withdraw her/his mind from the organs of senses,...Again conscious and existence is inseparable. They are the two phases of the same things, Man exists and his existence depends upon his own consciousness and this consciousness is the light that illumines everything.Ordinarily the mind can be divided into four status, first the state of scattered or that of distraction (viksipta), second the state of stupidity.

In Sanskrit, in the Hindu psychology, all these status of mind are divided into three: *tamas*, *rajas*, and *sattva*. That which produces dullness, stupidity, inertia in *tamas*. The second the *rajas* creates the passion, actively and tremendous energy. The other *sattva* is the bests and is the state of equilibrium. One's whole system will be in perfect poise the forces will be balanced and s/he can realize that truth, if s/he develop in his/herself the *sattva* quality.

If a man can find that s/he has come to that third state, the state of will balance. The fourth state of mind is concentration. Man can hold the mind on one point for a long time, s/he will have to hold his/her mind steady on one point. At first s/he cannot see strength its force. There are various methods by which one can develop that power which could be brought to play in order to bring the perfect result, and concentration is one of the method by which a man may converge these scattered rayed and force of his/her mind and hold them on one particular point.

But through concentration and meditation a man will be able to commune with that Being and becoming one with him in the end. Concentration brings all the divergent modes or modifications of the mind in one point and helps it to be absorbed in the unfathomed ocean of meditation, the mind loses its active phase or existence and is reduced to its own force which is no other than pure consciousness. And when the mind is transformed into pure consciousness, it shines as non-different form the Brahman- consciousness. (Abridge edition.pp.512-521)

The Teacher-An ideal teacher with a really flawless, reverential character will get only few students and it is he who will take the role of custodian in their life. He will lead a life of discipline, restraint and true ethics unlike a highly salaried and privileged one. In imparting lessons only such a man can be a model. Swami Paramatmananda in the preface- Sri Ramakrishna had a marvelous intellect and keen insight into the true nature of things and events, and using the comment occurrence of every-day life as illustrations, he succeeded in making the dull minds of worldly people grant the spiritual depth, beauty and grandeur of his sublime ideas. He purely new life into every word that he uttered so as to touch the soul of his hearers. People listened with wonder and admiration to his original discourses

on the most difficult problems concerning life and death, the nature and origin of the soul, the origin of the universe and our relation to God. In age of scientific rationalism, Baghavan Sri Ramakrishna has shown to the world how the lord of the universe can be realized and attained in his life, and no one except him has ventured to go, through all the test of scepters and agnostics to prove that he had attained Godconsciousness. These who have seen him, loved with him for years and watched him by day and by night, have proclaimed before the world that he was the embodiment of the highest spiritual ideal.

The Bhagavan proved his example that wherever there is extreme longing to see God, there is the nearness of the realization of the absolute Truth.we have neither seen nor heard of a character purer. Simpler more chaste, more truthful and more Godly man than that of the ideal Mahatman.

His life was the life of absolute renunciation. Earthly pleasure and comforts meant to him. (Abridge edition.p.xiii)

Principle of Teaching- All knowledge evolves from inside. No one can teach you, but you teach yourself and teachers only give you suggestion. This should be the principle of education.

Education should be according to the natural inclination of the individual soul with the idea that wisdom cannot be derived into the brain of the individual. (Abridge edition.p.278)

A professor would have a few students around him. He would be there guardian, and would be of pure character, spotless in his ideas. He would be more man; and he would not be like a man who gets a large pay and live an immoral life. (Abridge edition.p.288)

Discipline-Modern educationists favour self discipline. It is democratic because it is based on reasoning. Thus, the modern education prefers self-discipline. The Gurukul system was very valuable in so far as direct, personal and continuous contact with the teacher of noble character, helped to mould the mind of the learner during the most impressionable period of his life. It also served to make all students more resourceful and self reliant and acquainted with the ways of the world. Abhedananda follows the principle of inner discipline in education. According to Abhedananda, discipline is a check or control on 'Mana' and sense organs. It depends on the reasoning of the learner. It avoids the pressive effect of the teacher. The student accepts himself the controlled life for the acquisition of knowledge. Mana or mind gets concentration by this control.

Abhedananda's spiritualism is based on high moral principles, ideals and values of life. He considers spiritual education as the real education or ideal

education. It develops mans' inner self. It makes man's life pure, virtuous and happy. His spiritual view binds the three elements of traitvad into a close thread. It takes the whole human society from diversity to unity and brings all men near to each other. His spiritualism accepts the authority of one supreme being i.e. God and the aim of life is to get the vision of that supreme authority. This is the truth of life. Believe in one God who is the creator of this world. You should know him who is the cause of creation and pralaya of this world. He is the creator and no other". Man should search his own self (soul) and through the mirror of soul, he should try to get his vision i.e. God through worship, devotion, meditation, Sadhana and Yoga. In such a way man recognizes his own nature. He gets self confidence to face all the critical situations of life. Swami Abhedananda accepts the principle of "Karma- Vyavastha" but he amalgamates Karma with knowledge. Man must get knowledge (true knowledge of Vedas). Knowledge checks man from doing such Karmas which he should not do and which make him down from human values. If he gets a sufficient knowledge; he will only do ideal or Supreme Karmas based on beauty, truth and goodness. He motivates man to do what is not good for him as a man. Every action of man must be what the knowledge gained permits him to do. He says, knowledge and Karma both are essential fruits to be tested." In his view, a man who knows the secrets of Karmas by his own intelligence and one who behaves or acts according to the knowledge acquired, is fit to get Vidya in Vedas. Man has to get the result of his good and bad actions. If his Karmas are ideal and good; he gets Mukti. So, he stresses that man should act piously and righteously according to his supreme intellect and knowledge. His principle of moksha is based on spiritual freedom of man. He divides freedom into two parts physical freedom (external) and Inner freedom (internal freedom). In physical world man wastes all his energies in getting economic, political and social freedom. It is not the actual goal of human life. Inner freedom is the actual freedom in which man frees himself from all the worries of life and gets moksha. Man gets God's eternal happiness (Parmatma-Sukh) in moksha. He says, Man gets the purity of soul. He bases it on true values, true culture and moral values which make the inner development of man. Religion teaches what is true about the world, men and God. Swami Abhedananda says, religion refines human behaviour and it makes man alert towards his duties to man, to society and to God. Thus, religion is an inseparable part of human life. It make man's life good, virtuous and divine. He believes that Verna Ashram Dharma is the basis of humanwelfare. He says that man should live a strictly moral life. Through his religious education he preaches that in order to lead a pure and holy life man should be away from vices and sexual immorality. Thus, he lays emphasis on the life of celibacy and good conduct. In his religious education, he considers also Karma, Yoga and God-

devotion essential because these make man's physical, mental, intellectual and spiritual development and help him to lead a happy life. According to Vachan, and Karma. The knowledge of Vedas is true knowledge. So, he brings out a truer interpretation of the Vedas in order to regenerate the modern Indian society. Though the ideals and the processes of education are based on vedic philosophy but he gave it a new shape and turn according to his original thinking and logical interpretation. He is of the view that, goodness, love, beauty and truth are the greatest things in life. There is one supreme power which governs and guides the entire humanity. This power is God or religion. Thus, the nature of his education is religious because religion is the source of moral values. The driving force, the inspiration and warmth of the higher conduct is said to come from religion, faith in and love of God. According to Abhedananda, education without religion is no education. Abhedananda believes in the equality of man and does not give any importance, to the mere exigency of birth in a rich or poor family in one country or the other. Each person was to carve out his own destiny by his efforts and society was to provide the necessary conditions for his growth and development. Educational opportunities were to be open to all, so that each person could realize the best in him and use his attainments in the service of mankind. According to him, everyman can aspire to the highest office in the land and follow any vocation if he has the necessary qualifications for it. He criticizes the orthodox of Hinduism. He condemns the treatment done to the Shudras by upper castes. He wants that the untouchability and caste system should be abolished from the Indian society. Women should be treated well by men and also equal opportunities of progress should be given to them. Man can recognise the importance of unity and equality if he learns vidya or true knowledge.

Students' Duties and Responsibilities- Swami Abhedananda is of the view that simplicity should be the real mark of everyman's life. He thinks that any one should behave well towards that man who behaves well towards him unfairly. The student should act in the manner that can save him from disgrace. He preached the message of truthfulness, honest nature and prideless lessons in any matter. He advised to serve at all fame and be free in mind. The characteristics of best students according to him are –

1. Every student must have faith in themselves and in God in order to reach destiny.
2. Students must always have a will power and they should have self-confidence within them in order to move forward in life.

3. Students must have a disciplined conduct and a good character and should be polite, humble, truthful and follow what is good; having a motivation for learning and cultivation of knowledge, co-operation and fellow feeling.
4. Each student must develop love for their country.

Students should always practice religion and should not perform any kind of evil deeds.(Swami Abhedananda.p.81)

Medium of Language- Swami Abhedananda emphasized basically three languages. First, to him Sanskrit is the mine of wisdom, storehouse of Indian culture and heritage and being overwhelmed by moral/ ethical values, like Swami Vivekananda, he wanted that every Indian should learn Sanskrit because in India Sanskrit and prestige go hand by hand.(Swami Abhedananda.pp.54-55)

Secondly he wanted to introduce English language in Education because it is the mediator of international relation. He had deep knowledge of this language and he felt if we want to preach India's enriched culture and heritage towards west and other parts of the globe we must learn English language.

Thirdly he did never ignore mother language Bengali also. He declared that language bears culture and so if we come to know our mother tongue fairly, only then we will be able to foster and preserve out regional culture and glorious past of Bengali indeed.(Swami Abhedananda.pp.51-53)

Women Education- Female education should be spread with religion as its centre. All other training should be secondary to religion. One should educate the women first and leave then to themselves. Women must be put in a position to solve their own problems in their way. Swami Abhedananda said "Sri Ramakrishna realized that every women whether young or old, is the representative of the Divine Mother, the Shakti, the Mother of the Universe, Gaganmata". Sri Ramakrishna realized that the greatness of our country could be achieved only by educating the young girls, the women of our country.

Conclusion- Abhedananda's educational philosophy can be describe as a representative of idealism, naturalism, pragmatism, realism, and humanism. He had idealistic thoughts, believed in naturalistic tendencies and provided pragmatic solutions to most of the problems which were faced by the society. On the basis of his emphasis upon spiritual development of the personality and its merger into God he can be called an idealist. He was naturalist as his love for nature and natural phenomenon is evident from his renowned travels and giving upadesh to all categories of people. He was a pragmatist in the sense that he emphasized life of action. He was realist as he worked for the betterment of individual and society.

He was humanist as he worked for mankind, and lived for mankind. He dedicated his life to the unity of mankind, universal brotherhood and welfare of humanity.

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STUDY OF META COGNITIVE SKILLS DEVELOPMENT AND REFLECTION OF SELF LEARNING IN EDUCATION

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ABSTRACT

Early education and other social learning experiences may provide the skills knowledge and interest to pursue intellectual challenges across the life course. Therefore cognition in adult hood might reflect continued engagement with cognitively complex environments. This paper presents an analysis of the metacognitive skills and reflection as important elements for ensuring the success of self-education process. The purpose of this study was to identify the specific conditions for the development of metacognitive skills and to determine the most efficient learning strategies. To achieve this theoretical aspects of metacognitive skills and reflection that affect the success of self-education have been analyzed. This describes the pedagogical conditions of education necessary for the development of students' metacognitive skills and reflection. The knowledge monitoring assessment instrument was used to determine the level of students' reflection and metacognitive awareness. The results of the study showed that the metacognitive skills the ability to reflect and the metacognitive awareness among students were of low level. The results also emphasize the importance of metacognitive skills and reflection for successful strategy based cognitive activity and self-education. The generated key words after a slight delay were better able to monitor their own comprehension and reading for clarity and showed better performance on subsequent reading comprehension tests. In the students who read can paraphrased main ideas by generating key words after a delay showed superior metacognitive monitoring meta-comprehension and achievement as measured on reading comprehension tests. In another sense knowledge means competencies states of mind expertise learned abilities located in people and especially deals with their ability to perform in well informed ways. Thus knowledge is also the process of knowing and understanding conceived of as the realized ability to perform adequately in relation to one's personal purposes and states of affairs. This makes cognition the same process as

knowing and understanding that is realized through much practice care and learning. However cognition can be distinguished with respect to levels of knowing and forms of knowing. Levels of knowing are degrees of extent to which one has realized the ability to perform adequately in relation to some state of affairs. Thus learned cognitive abilities in Bloom's terms are the same as linguistic knowing. They include the linguistic conceptual abilities to recall comprehend analyze apply synthesize and evaluate states of affairs by means of signifying meaning with symbols or using language. With the exception of memory tasks findings suggest that education-cognition relations are partially explained by frequent participation in intellectual activities.

Key words: Meta Cognitive Skills, Development, Reflection, Self Learning.

INTRODUCTION

Education may cultivate the knowledge skills and ability necessary for continued participation in intellectually demanding activities such as reading course well into later adult hood. The education will be associated with cognition such that individuals with higher levels of educational attainment will demonstrate better performance on cognitive measures. The older adults with higher levels of educational attainment will report being more active especially in intellectually demanding activities and intellectual activities will influence cognition such that participation in intellectually demanding activities as compared to other forms of activity will be related to better cognitive performance and independent of education. In the modern world the requirements for young professionals are growing rapidly. More than ever they have to be able to adapt quickly to new situations apply analytical and creative abilities and solve non-standard tasks and problem situations (Qaisur and Tanwir 2020). As a result success in professional and educational activities depends on the ability to self-education. The specialist with a desire and readiness for self-education will be able to quickly and efficiently master the training material together with the required professional functions in a new place of work. The process of modernizing the education system of India especially higher education sets the task of training specialists who can adapt to changing life circumstances independently acquire the necessary knowledge putting this knowledge into practice while possessing analytical and creative abilities and self-education abilities. The competency based approach of modern education is focused on the formation of the ability and willingness of future specialists to successfully solve personally and professionally significant tasks (Salthouse and Babcock 1991). The introduction of the latest generation of state educational standards is associated with the transition to a higher education

system that will provide the basis for life long education throughout life along with general and professional training. Education for sustainable development therefore means normalizing of life long education which is a serious task for modern society. Self-education is a focused conscious cognitive activity aimed at solving problems arising at different stages of professional life and any other activity performed in order to satisfy our needs and the needs of society (Bailuk, 2012). The effectiveness of student's self-education is associated with the development of metacognitive skills that help to manage their cognitive processes. Metacognition helps with understanding not only the meaning of the content being studied but also the learning process itself which allows us to consider metacognitive skills as the basis for successful cognitive activity and self-education (Hartman, 2001). Metacognition is a deliberate conscious thought process aimed at performing cognitive tasks (Schraw and Moshman 1995). Metacognitive skills are skills that allow us to independently plan regulate and control cognitive activity (Belenkova, 2018). Metacognitive skills are associated with mastering metacognitive strategies which include setting goals and objectives planning our cognitive activities and evaluating results. The regulator of this activity is reflection which performs a regulatory function in the process of applying metacognitive skills and becoming educated in general. Thus reflection is involved in the organization and control of cognitive activity which requires the understanding of actions for its effectiveness and productivity (Tereshonok and Baksheeva 2015). Each student independently forms their metacognitive strategies during the educational process which leads to the development of an ability to self-education. Reflection mechanisms are implemented in metacognitive skills. Thus reflection can act as a regulator of cognitive activity which is a metacognitive mechanism (Prokhorov and Chernov 2014). Reflection is a thought process that is aimed at analyzing one's cognitive activity at choosing methods and techniques for carrying out an activity and at evaluating the effectiveness of actions and the results of one's activities (Roslyakova, 2008). In the educational process of a modern university there are contradictions between several factors i.e. between the need to focus on the self-education or self-development of a person and the university's traditional training system between the objective requirements of society and the real training of university graduates between the existing traditional system of teaching university students and the need to develop metacognitive skills and reflection and between the need for students to form metacognitive strategies and the lack of scientific and methodological support for this process. Based on the identified contradictions a research problem was formulated which is the specific pedagogical conditions for the development of student metacognitive skills and self-reflection based on effective metacognitive strategies. Knowledge representation probably the most

intelligent behavior is the typical characteristic of human activity. It is unique to humans because of its dependence on language and other symbolic systems. The full development of language and thinking is what constitutes intellectual development. One of the central functions of language is that it frees us to refer to objects without the need to use them physically representations of knowledge through language lead to an explosion of interconnected information. Language is a good example of cultural evolution of the mind as well as of the brain. Cultural evolution has accelerated the development of brain systems that must support the emergence of both cognitive and non-cognitive functions. Metacognition research encompasses studies regarding reasoning about one's own thinking memory and the executive processes that presumably control strategy selection and processing allocation. Metacognition differs from standard cognition itself of the processing or the knowledge (Wellman, 1983). Thus meta-knowledge about knowledge and metacognition is cognition about cognition. But often meta-knowledge and meta-memory memory about one's own memory are included in the study of metacognition as they are important in self-monitoring and other metacognitive processes. Many of the roots of metacognition in computation are influenced by the large body of work in cognitive developmental and social psychology cognitive aging research and the educational and learning sciences.

The foundation of self-education consists of metacognitive skills self-planning skills and the successful implementation of cognitive activities based on metacognitive strategies. Therefore one pressing problem is the development of metacognition skills and reflection based on metacognition strategies. The priority is to teach students the ability to learn to realize their own goals and to set specific tasks to use different strategies and to choose the most effective ones. The effectiveness of student cognitive activity is associated with the development of metacognitive skills and reflection which help to manage their cognitive processes. Metacognitive skills form the basis of successful learning and self-education. Self-education is based on the development of the student's ability to reflect which occurs only in the experience of the educational activity itself and in its constant reflective understanding by Qaisur and Tanwir (2020). The development of metacognitive skills allows students to successfully cope with difficulties in non-standard and problem situations, ensuring the effectiveness of self-education. The effectiveness of the process of forming students metacognitive and reflection skills depends on pedagogical conditions which are combination of external and internal factors. Students should be involved in an independent search for new knowledge and the choice of effective ways to acquire it as well as making informed decisions and choices they bear responsibility for us. Metacognitive skills and reflection are important components for ensuring successful learning and self-education (Bloom,

1964). There is an interconnection between academic performance and the level of metacognitive awareness and reflexive abilities among students which is explained by the fact that reflection is an important component of successful student learning and performs the regulatory function of cognitive activity (Mohd-Yusof, et al., 2015). The purpose of the study is to determine the pedagogical conditions for the development of students' metacognitive and self-reflection skills together with the identification of metacognitive strategies to increase the effectiveness of cognitive activity and self-education.

COGNITION AND MEMORY

Human memory has been widely studied in the history of cognitive psychology. Many different approaches have been pursued to develop an understanding of memory process including the computational cognitive models. One such model called Similarity based memory retrieval has been authored by Forbus *et al.*, (1994) to justify its utility in memory processes. In this two stage model a target situation in working memory serves as a retrieval cue for a possible base situation in long term memory. In the first stage a fast comparison process is done between a target and potential bases using a flat feature vector representation resulting in a number of candidate retrievals. In the second stage attempts are to identify deep structural alignments between the target and these candidates using a graph comparison algorithm. Based on the strength of the comparisons made in these two stages base situations that exceed a threshold are retrieved. This computational model has helped to explain the empirical evidence of human memory retrieval performance including why reminding are sometimes based only on surface level similarities and other times based only on deep structural analogies. This model has enough simplicity in its functional mode. The system is initialized with a database of situations to be stored in long term memory. Its processes are initiated when a target situation is in working memory. Its role effect on other cognitive processes is the retrieval of base situations from long term memory into working memory (Gordon and Hobb 2003) developed a formal inferential theory which explains and encodes a common sense view of how people think human memory works common sense theory of human memory. It describes human memory concerns memories in the minds of people which are operated upon by memory processes of storage retrieval memorization reminding and repression among others. The people have minds with at least two parts one where concepts are stored in memory and a second where concepts can be in the focus of one's attention. Storage and retrieval involve moving concepts from one part to the other. In memory the concepts have varying degrees of accessibility but there is some threshold beyond which they cannot be retrieved into the focus of

attention. The concepts that are in memory may be associated with one another and having a concept in the focus of attention increases the accessibility of the concepts with which it is associated. The people can attempt mental actions e.g. retrieving but these actions may fail or be successful in remembering can be defined as succeeding in retrieving a concept from memory while forgetting is when a concept becomes inaccessible. A precondition for executing actions in a plan at a particular time is that a person remembers to do it retrieving the action from memory before its execution. People often repress concepts that they find unpleasant causing these concepts to become inaccessible. Then again began an effort to develop inferential theories based on 30 representational areas to support automated commonsense inference which have a high degree of overlap with the classes of cognitive models.

COGNITION AND META COGNITION

Since Flavell's (1971) coining of the term Metamemory other have investigated the phenomenon surrounding cognition about metacognition. Developmental psychology has reported the most positive evidence regarding how cognitive function develops during childhood and the importance of metacognitive strategies and monitoring in it. Wellman (1992) views human metacognition not as a unitary phenomenon but rather as a multifaceted theory of mind. Metacognition involves several separate but related cognitive processes and knowledge structures that share as a common theme the self-education. It explains that the theory of mind emerges during childhood from an awareness of the differences between internal and external worlds that are from the perception that there exist both mental states and events that are quite discriminable from external states and events. The knowledge acquisition encoding retention and retrieval in both monitoring and control directions of information flow during memory task. Monitoring processes include ease of learning judgments judgments of learning feelings of knowing and confidence in retrieved answers. Control processes include selection of the kind of processes allocation of study time selection of memory search strategy and termination of search. This frame work has been widely used both in psychological research and computational sciences. Moreover research examining the relationship between metacognitive skills and educational instruction has made significant progress.

STATEMENT OF THE PROBLEM

Most of the researchers in the field of education agree that all students with their different types of intelligences and learning styles are able to learn but in varying degrees and in various ways. It is also believed that the quality of learning a particular subject depends on providing students with appropriate learning

opportunities that may cater to the intelligences they possess and the styles they prefer to learn that subject. In this way multiple intelligences and learning styles of learners are somehow related with their learning outcomes namely academic achievement. They may be called cognitive correlates as all of them remain in cognitive domain of psychological functions either as determinants or as product.

OBJECTIVES OF THE STUDY

The present study aimed at the following objectives.

- (i) To identify metacognitive skills development and reflection of self-education and learning styles as significant cognitive correlates of academic achievement in secondary level learners.
- (ii) To study the nature of metacognitive skills development and reflection of self-education at secondary level learners.
- (iii) To study the nature of learning styles in relation to metacognitive skills development and reflection of self-education.
- (iv) To study the nature of differences in cognitive correlates between high achievers and low achievers in self-education.

DELIMITATIONS OF THE STUDY

The present study was restricted on the following grounds.

- (i) The study was conducted in the state of Jharkhand namely Hazaribag and there by limited to a certain geo-graphical area.
- (ii) Higher secondary institutions exclusively for boys and for girls were not considered while collecting the study sample.

REFLECTION OF SELF LEARNING IN EDUCATION

To clarify the role of metacognition skills in self-education we consider the concept of metacognition as self-education which is directly based on cognition. In domestic and foreign literature metacognition is considered as a factor in the success of cognitive activity concerning effectiveness and productivity. The studying of psychological pedagogical and methodological literature we found many different definitions of both this concept and its structure. It tries to determine the concept of metacognition summarizing the accumulated experience. For the first time metacognition was described by the American scientist Flavell who defined it as the ability to analyze one's mental strategies and cognitive activity. Metacognition is knowledge of one's cognitive processes and cognitive activity strategies which are used as ways of acquiring knowledge. This identified four components of metacognition metacognitive knowledge metacognitive experience cognitive goals or objectives and cognitive

actions and strategies (Flavell, 1976). It defines metacognition as intentional conscious thought processes aimed at completing cognitive tasks. Metacognitive skills allow us to manage the cognitive processes and use of metacognitive strategies to solve problems. Metacognitive strategies are sequence of actions aimed at planning and controlling cognitive processes as well as analyzing the results obtained by following the goals (Schraw and Moshman 1995). Similar opinion was expressed by Wilson who identified three components of metacognition metacognitive awareness metacognitive assessment and metacognitive regulation. Shulgina (2017) defines metacognitive knowledge as knowledge of oneself plus one's cognitive processes and actions aimed at a specific result of cognitive activity. Metacognition is knowledge of one's cognitive characteristics such as memory and thinking as well as metacognitive skills in terms of applying effective strategies in the process of one's cognitive activity. The content of metacognitive knowledge is made up of information concerning cognitive processes while the content of cognitive knowledge concerns objects and images of the surrounding world. Consciousness governs practical activity and metacognition governs the activity of cognition. Metacognitive strategies are ways to achieve cognitive goals and metacognition includes the process of reflection. The level of reflection is associated with the accumulated metacognitive experience of cognitive activity with metacognitive strategies (Shulgina, 2017). The success of training and self-education is largely affected by reflection as a metacognitive process. Reflection provides the conscious regulation of one's cognitive activity with the help of meta-cognitive skills through analysis and comprehension of one's cognitive experience (Samoylichenko and Tokmakova 2017) note that the ability to carry out self-reflection allows us to consciously control and regulate our cognitive processes and metacognition also refers to them. There are several approaches to the study of self-reflection one of which is the metacognitive approach. With the metacognitive approach self-reflection is associated not only with an analysis of internal cognitive processes but also with the inversion of cognitive processes outside the activity behavior and communication. Thus the main function of self-reflection is to regulate the external activity of the subject through conscious control and the implementation of cognitive activity. Based on the literature studied the following components can be identified in the structure of metacognition. The metacognitive knowledge metacognitive skills metacognitive strategies and reflection skills that allow us to independently plan regulate and control cognitive activity and this in turn is the basis of self-education. The metacognitive skills involved in the learning process allow not only for the study of educational material but also for its ability to obtain new knowledge and to evaluate analyze and determine strategies for obtaining

information from our opinion and attitude. The development of metacognitive skills allows us to develop a learning style both in the course of solving individual problems and in learning and self-education in general (Belenkova, 2018). In the learning process students are faced with obstacles for achieving their desired goals. To increase the effectiveness of cognitive activity and self-education knowledge regarding metacognitive strategies designed to transform motivational intentions into actions is necessary (Hoffman, 2015; Jones, 2017) believes that the learning process should develop the ability to self-educate. Self-education assumes that students are active participants who can independently set and achieve their learning goals. One of the strategies for developing self-education ability is to ask students to develop questions for the process of developing questions activates metacognition. So instead of just remembering or applying the material students should think about how to evaluate their knowledge of the material. According to (Bailuk 2012) self-education is a conscious self-governing reproductive and cognitive activity a person develops which is aimed at reproducing and mastering the knowledge experience of society in order to satisfy personally and professionally significant needs. Modern studies describe the following types of self-education. The basic self-education processes which include spiritual moral and aesthetic self-education or internal education involve the acquisition of knowledge about the self-education process about the healthy life style. The external self-education and professional aspect of socio-political legal economic family house hold and others. Developing knowledge attitudes and skills associated with conation especially self-regulated learning skills will be increasingly important to success as the twenty-first century continues. Educators who frequently insist that students strive to be their very best must be aware of the volitional strategies students need to be able to reach their potential.

Thus self-education is considered to be the organized acquisition of knowledge and skills through independent cognitive activity. Concerning education it is independent work that forms the readiness for self-education and creates the basis for continuing studies. Ros and Martens (2012) reported the lack of direct teacher involvement as the main sign of self-education. Valverde *et al.*, (2017) emphasized the importance of self-education in making career and professional decisions. Students with a low level of creativity and independence are more likely to experience career decision. This is because for the effective implementation of further professional activities students must assimilate additional volumes of information and acquire skills by following the requirements of society. One of the main tasks of higher education is to teach oneself to learn and acquire new knowledge and skills forming the capacity for conscious self-educational activity. In this regard learning becomes important

during which students learn to solve tasks and achieve the desired results. Students are offered tasks with increasing complexity while the necessary support is systematically provided. With this approach skills are developed that allow us to successfully cope with tasks in unusual situations and to solve problems. The success of training and self-education is largely affected by self-reflection. In psychology and pedagogy reflection is defined as a means of self-regulation and as a process of self-knowledge for their mental characteristics. In the context of our study we consider self-reflection as a metacognitive process that regulates the cognitive activity of students. With the help of self-reflection a student can choose methods and techniques for the implementation of cognitive activity as well as evaluating the effectiveness of actions and analyze the results along with their psycho-emotional state. Roslyakova (2008) claims that students with low self-reflection perform impulsive actions that do not know how to set goals and objectives think carefully about problem situations and need external control of their activities which affects their performance. Students with a high degree of self-reflection are more successful in solving educational problems consciously set goals and objectives plan their activities choose the method for implementation and analyze the results. They are also distinguished by a high degree of anxiety regarding the success of their activities (Qaisur and Tanwir 2020).

The process of formation of self-reflection includes several important stages of which Polkina (2015) distinguishes four. At the first stage an analysis of the activity and an assessment of the results are done. At the second stage the components and the main actions performed during the educational and cognitive activity are highlighted. The third stage is an assessment of the effectiveness of the actions taken by following the goals. At the fourth stage the results are summed up and the results of the activity itself by the methods and techniques of its implementation and the emotional components of the process are evaluated. Self-reflection is an indicator of the ability to self-educate and an important component in the structure of the student's personality. An analysis of the scientific and methodological literature and pedagogical

Experiences shows that without self-reflection and metacognitive skills the process of self-education cannot be successful but students do not have enough skills. The theoretical and practical value of the research itself should be recognized that we were not able to find work in which the problem of improving the efficiency of self-education would be considered in respect of metacognitive skills and self-reflection. Also an analysis of the teaching literature showed a lack of development regarding metacognitive strategies and the determination of the most effective kinds. Therefore the problem of the development of metacognitive

skills and self-reflection of students taking into account the definition of pedagogical conditions for their development to increase the efficiency of cognitive activity and self-education has been insufficiently studied also requires close attention and research.

METHOD AND DESIGN OF THE STUDY

A pilot study was conducted by carrying out the pedagogical activities in teaching students of the secondary level. The study involved 100 students control and experimental group included 50 respondents each and was conducted in three interrelated stages. The first stage included the study and analysis of scientific and methodological literature regarding the problem of the development of metacognitive skills and self-reflection. The study was conducted to find ways to increase the effectiveness of cognitive activity and self-education. Based on the analysis of literature and pedagogical experience and pedagogical conditions for the development of metacognitive skills and self-reflection were identified. At the second stage of the study the basic level of ownership of metacognitive strategies was determined based on the method of pedagogical observation. At this stage the metacognitive skills and metacognitive awareness of students were evaluated. But there were difficulties in evaluating them as these indicators were difficult to measure. We settled on the method of assessing the monitoring knowledge as given by (Tobias and Everson 2002). First the survey was conducted of students on their knowledge of a certain metacognitive activity and then a question was asked that showed whether they correctly assessed their knowledge. According to the survey all students were divided into four groups. The first group includes students who claim to know and confirm their knowledge. The second group includes students who claim that they do not know and confirm. The third group has students claiming to know but who cannot confirm this. The fourth group includes students who claim to not know and confirm this. The value is close to 1 when students are not mistaken in assessing their knowledge and close to -1 when students incorrectly evaluate their knowledge (Tobias and Everson, 2002). At this stage of the study learning outcomes in the control group were evaluated. To evaluate learning outcomes we used conversation and testing as effective forms of control. When evaluating the results of the control it is recommended that to consider not the errors but the number of correct answers. If there are more than 60% correct answers then we will consider the result as satisfactory and if it is more than 75% then the result is considered as good. We give preference to digital indicators i.e. the number of points which will correspond to the number of correct answers of the proposed test. To carry out the control we developed tests based on the following methods. To determine the level of formation of skills in the

application of metacognitive strategies and reflection we conducted a survey of students in the control group based on the self-assessment method. That this method of evaluating the results is conditional as there is no sufficiently substantiated scientific method. We give preference to digital indicators as they can be used to easily conduct a comparative analysis of the initial and control results. The list of statements in the questionnaire corresponded to effective metacognitive strategies such as always determine the purpose of reading pay attention to illustrations diagrams and get acquainted with comments before studying new material and always think about what they learned new and how it relates to know.

To determine the quality of mastery of metacognitive skills and self-reflection three levels were distinguished i.e. low medium and high. A low level suggests that a student lacks metacognition skills and self-reflection. At the average level of development the student can set goals and objectives to choose methods and techniques for carrying out activities as well as analyzing and evaluating the results of their educational activities with the help of a teacher. At a high level the student carries out self-reflection and chooses a strategy for performing activities independently based on their own logic conclusions knowledge and skills and is capable of conscious for self should be developed and self-education. At the third stage of the study based on the literature analysis processing the results of the research and the experience of pedagogical activities effective metacognitive strategies were identified. To assess the effectiveness of the application of the proposed strategies we used a methodology for setting marks on a traditional 5-point scale, and testing was conducted to assess the knowledge gained on the basis of a method of choosing from several options proposed i.e. the method of addition and the method of establishing correspondence determining the truth or falsity of formulated judgments and free presentation method. To determine skill formulation level in the application of metacognitive strategies the survey of students from the experimental group was conducted. At this stage the results of the experiment were summarized and an analysis of the results of the study was carried out. In our study as part of studying the role of reflection metacognitive skills and evaluating metacognitive awareness for successful learning the following tasks were solved. Justify the need for the formation of metacognitive skills and self-reflection for modern education and self-education. Determine the pedagogical conditions for the formation of metacognitive skills and self-reflection. The level of knowledge of metacognitive skill and self-reflection skill of student awareness was based on the method of assessing and monitoring knowledge. This Identify the relationships between successful learning

and the level of development of metacognitive awareness and self-reflection that contribute to the effectiveness of the educational process and self-education.

RESULTS

Based on theoretical research methods the studies of scientific literature and its theoretical analysis during the study were identified in pedagogical conditions for the formation of metacognitive skills and student self-reflection which is a combination of external and internal factors. The involvements of student in active plan for education activity are independent for setting goal and objectives in the educations. The teacher and student jointly develop forms of learning activity together with the content and assessment criteria. In such conditions students develop their own position toward the acquired knowledge and skills as well as actively participating in the management and planning of educational activities. The teaching of the student metacognitive strategies on cognitive activity is to improve the effectiveness of the education process (Qaisur and Tanwir 2020). The implementations of an affective assessment of the teachers contributing in the formation of student self-esteem are ensured by the use of adequate forms of evaluative impact focusing on the success of student in the learning process and justification for assessing student learning activities. However methods of mutual control and self-control are used in the educational process in contributing to the activation of cognitive activity and the formation of students' self-esteem and the creation of favorable team relationships (Belenkova, 2017).

Based on the method of pedagogical observation it was revealed that students conducting independent work often use in effective teaching strategies. Observing student behavior confirms that less effective strategies are popular and those students as a rule are not very well versed in the strategies that will help them learn. As a result they do not use their time as efficiently as possible. The ease and fluency that arises when using some strategies usually passive such as highlighting or re-reading can cause the illusions of memorization and learning and the difficulties that arise when using other strategies are often interpreted as signs that learning is not going as smoothly as it should. However such difficulties can be called desirable as they slow down the apparent speed of learning but increase its effectiveness (Lokse, Lag, Solberg, Andreassen and Stenersen 2017). It is fair to say that most students are not very knowledgeable about what learning activities will help them in the learning process. Based on the monitoring knowledge assessment method we conducted a student survey on awareness of the concepts and role of self-education and self-development in the educational process. This shows a low level of metacognitive awareness i.e. students are often

mistaken in assessing their knowledge. The study showed differences in the level of reflexive abilities and metacognitive awareness among participating students. At the same time it can also be concluded that the general level of metacognitive awareness is quite low since students do not realize and often incorrectly assess their knowledge. The study also showed a relationship between academic performance and the level of metacognitive awareness and self-reflective abilities in students which is explained by the fact that reflection is an important component of successful student learning and performs the regulatory function of independent cognitive activity. We also surveyed students based on the method of self-esteem. When conducting a questionnaire to determine the level of skill formation in the application of meta-cognitive strategies and self-reflection and awareness of the importance and willingness of students to develop metacognitive skills during training. The low levels of development of metacognitive skills in the application of learning strategies which indicates the lack of metacognitive skills and reflection among students. In the course of training and self-education we suggest using the following strategies.

- 1. Planning:** It is important to draw up an action plan to complete the task.
- 2. Goals:** The strategy is aimed at developing skills in setting goals for learning material. Students with a goal to learn new material master it much faster than others. This strategy helps to systematize the information received and understand of what has been learned.
- 3. Thinking:** It is important to learn to talk about the process of thinking to pronounce the stages and the results. An effective technique is to self-debate the process of solving problems.
- 4. Emotional Changes:** It is necessary to build associations and visual images associated with the study of new material. That is when studying new material it helps to associate the content with something positive or bright.
- 5. Positive Attitude:** Our brain absorbs information like a sponge both positive and negative. That is by telling our self that we cannot achieve only programming our brain to resist learning. The most important thing is to believe in our self and be able to rejoice even at small successes. Positive emotions improve the process of memorization and assimilation of information.
- 6. Long Term Memory:** Our beliefs affect the brain's ability to store information. It is advised to set a time bar for how long knowledge will be stored in our memory.
- 7. Application of Knowledge:** It is necessary to use new knowledge or new information in practice to solve problems and tasks.

8. Self-Control: It is necessary to conduct a self-test to determine our level of knowledge. To control the understanding of the information received we ask ourselves questions and results to draw conclusions.

9. Learning Process: It is necessary to compare the results obtained with those expected for further correction needed. The results of training and testing have shown that the application of the above strategies in the learning process has a positive effect on learning outcomes on the formation of self-reflection skills and on the metacognitive skills of students.



Fig1: Intelligence comprises of analytical creative and practical abilities in education

DISCUSSION

The study suggests that the use of metacognitive strategies develops metacognitive and reflection skills which in turn affect the ability to learn independently and to continuously self-educate. Rubin and Thompson (1996) define metacognitive strategies as methods aimed at managing cognitive activity with the help of which student independently control the educational process. This refers to the strategies of the planning goal setting monitoring or self-monitoring and evaluation. Based on the analysis of literature by processing the results of studies and the experience of pedagogical activities we have identified effective metacognitive strategies. But in the course of the study difficulties arose in controlling the formation of metacognitive skills in the application of metacognitive strategies and self-reflection skills since there is no sound scientific method for assessing their formation. Modern researchers offer different assessment methods. Hartman Garner and Alexander examine methods such as interviews questionnaires thinking out loud and reports believe that self-assessment of students plays an important role. For the accuracy of self-esteem however it often does not correspond to reality. Students can evaluate their results above or below real indicators. Self-esteem accuracy is influenced by the personal

qualities of students as well as their academic performance. Students receiving higher marks from teachers are more accurate than those receiving lower marks (Gonzalez and Tacoronte 2017; Polkina 2015) suggests at all stages of development of reflection to ask leading questions of students. Kostons and de Koning (2017) claims that drawing up diagrams and sketches to assist the study of new material improves the accuracy of monitoring and assessing our understanding as well as helping to increase the level of cognitive motivation and the applied mental effort prompting the re-examination of information if necessary. However we gave preference to digital indicators as with their help it is easy to conduct a comparative analysis of the results.

The data obtained allows us to conclude that increasing the effectiveness of student cognitive activity is associated with the development of metacognitive skills. Metacognitive skills help to manage our cognitive processes and use metacognitive strategies to solve problems. Based on the findings of pedagogical observations and questionnaires and it was found that students often use ineffective learning strategies and are ill informed on which strategies really help in learning. But at the same time most students are aware of the need and importance of developing metacognitive skills and reflection being willing to master metacognitive strategies to increase the effectiveness of the cognitive activity (Qaisur and Tanwir 2020). The use of the monitoring knowledge method has demonstrated that the general level of students' metacognitive awareness is quite low as students are not aware and often incorrectly evaluate their knowledge. The study also shows the relationship between academic performance and the level of metacognitive awareness among students which is explained by the fact that reflection is an important component of successful student learning and self-education. The scientific significance of the study lies in the set of fundamentally new and effective metacognitive strategies that increase the effectiveness of the learning process and self-education. By determining the scientific and methodological prerequisites and pedagogical conditions for the formation of metacognitive skills and identifying methods for assessing the formation of metacognitive skills and reflection skills (Qaisur and Tanwir 2020; Schraw and Moshman 1995). The materials and results of this study can be recommended for teachers who teach languages and can also be used in practice. The difference is that problem focused attentions of subjects improve local problem solving behavior whereas metacognitive attention allows subjects to be flexible globally and thus have a greater chance of finding a more complex and effective problem solving strategy. Recently the researchers are also proposing meta-reasoning strategy. More recently the metacognition community in psychology and cognitive science has started a novel line of research on metacognition and vision which

examines how people think about their own visual perception. In the field of education and pedagogy much of the ground breaking work in metacognition was conducted by researchers who desired to understand whether young students could effectively monitor and regulate their learning reading writing and problem solving. The general models of self-regulated learning which have largely grown from an educational perspective attempt to capture all aspects of students' activities and their environment that may contribute to student scholarship. Accordingly educational psychologists are interested in students' basic cognitive abilities along with the integration of these abilities into a frame work that highlights goals settings self-efficacy domain knowledge motivation and other factors. The core of these general models however is most often constituted from the two power house concepts in metacognition that is monitoring and control. Academic achievement tests are the class of instruments designed to measure an individual current skill or mastery of a specific academic task. These tests seek to determine the degree to which an individual has learned a set of objectives or other goals within an instructional curriculum.

CONCLUSIONS

To increase the effectiveness of cognitive activities knowledge of metacognitive strategies is needed to transform motivational intentions into actions. Metacognitive strategies are necessary for achieving learning objectives and for the effectiveness of ongoing activities. The main acquisition of the use of metacognitive strategies in learning is the development of independent learning ability together with self-education. An analysis of the relevant scientific literature and studies has confirmed that for successful training it is necessary to conceptualize metacognitive skills and reflection as doing so performs a regulatory function in the process of obtaining education. Metacognitive skills and self-reflection are the basis of self-education and ensure training success. This study presents a fundamentally new and effective metacognitive strategy and defines the pedagogical conditions for the development of metacognitive skills and reflection to increase the effectiveness of cognitive activity and self-education. Prospects for further research may be associated with the creation of new technology for the formation of students' metacognitive skills which will meet the requirements of modern society.

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MULTICULTURAL EDUCATION IN SCHOOLS : LESSONS FROM REVIEW OF SELECT CASE STUDIES

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ABSTRACT

This paper is an attempt to examine the use of Multicultural Curricula in schools which prepare future citizens who are well equipped with the values, attitudes, knowledge and life skills in order to equip themselves as global citizens. This shall in turn imply that schools function as autonomous units wherein there is an understanding that each unit is unique and an outcome of its own set of challenges and contradictions. Further it has to be ensured that attempts towards uniformity are thwarted at every step as they are incongruous with the ideas of democracy and pluralism. Equity is an indispensable benchmark to achieve in Citizen schools through multicultural education to break away from the stereotypes and prejudices of gender, caste, race, color, religion, nationality, customs etc. This in turn shall steer us clear of two extremes plaguing the contemporary Education landscape: Alienated Universalism on one hand wherein we despise regional uniqueness and the local cultures and on the other hand Regional Conservatism wherein we see tendencies of refuting the existence of universal ideas such as pluralism and diversity and failing to acknowledge knowledge pools which are universally valid. The argument in support of Multicultural Curricula in Citizen schools is built in the paper by presenting a detailed review of Case Studies from across the globe on the given subject.

Keywords: Autonomy, Citizenship Education, Multiculturalism

Background: This paper has been conceived to look at multiculturalism in action through the review of case studies in order to see its potential in thwarting the attempts of Alienated Universalism and Regional Conservatism in Citizen Schools. The idea for the same was conceptualized putting the writings of Gaddoti in 'Pedagogy of Praxis' as the main reference point. It is important to first understand the meaning of the term 'Citizen Schools' in order to locate the relevance of

multiculturalism in them as visualized by Gaddoti. According to him a citizen school is a school which should have the following characteristics:

- It should be an autonomous unit wherein democracy is essentially a practice of freedom such that they are places where culture is respected and nurtured.
- In order to be autonomous it is important that schools have the freedom to frame their own policies in the spirit of decentralization.
- It is important that teachers are valued and their spaces are respected .Teachers should be engaged in classroom teaching for not more than four hours and rest of their time should be for engaging in co-curricular activities with students .It is also important that teachers do not carry work home.
- It is important that each school is viewed as a unique system and has the flexibility to evolve as per their context and thus standardization should not be practiced as a policy as it kills individuality.
- This school has the main aims of nurturing creativity and satiating curiosity of the learners through cultivating in them the love for reading, writing, debating, problem solving and the desire to stand against any kind of conformism.
- The school has organic linkages with the community such that students do not feel alienated with their local contexts.
- The school needs to understand and acknowledge that any social change is slow and therefore it warrants sustained efforts from teachers, parents, students and the community at large for transformation in the long run.
- Uniqueness and Individuality of each school needs to be valued and no two schools should be compared as this is against respecting diversity.

Looking at the above pointers with respect to the idea of citizen schools propounded by Gaddoti it is important to have a penetrating lens on the role of multicultural curricula in achieving the same .An attempt has been made in this paper by reviewing the case studies on multicultural education from across the globe and thus look at the potentiality of multicultural curricula in creating citizen schools which are democratic in thought and spirit and respect diversity in all it's manifested forms .If schools evolve to be places where all feel equal and valued in terms of treatment and opportunities then education shall indeed be meaningful and enriching. The reviewed case studies are presented below to build a case for multicultural education to thwart the attempts of Alienated Universalism and Regional Conservatism seen these days often at schooling sites.

Review of Case Studies on Multicultural Education

Duggal, A.(2014) studied two elementary schools of Ontario ,London to examine the practices pertaining to encouraging diversity and multiculturalism .This case study explored three important questions :What are the teaching strategies that support the learning of diverse student populations in a classroom setting?, Which are the practices adopted by principals ,teachers and other administrators in schools to give boost to multicultural education? And How satisfied are teachers and administrators with respect to the implementation of memorandum 119 which was instituted to support diversity, pluralism and inclusive education in particular in schools?.The data was collected using interviews of principals and teachers, document analysis and observations of classroom settings. The findings of the study pointed out that teachers confessed to not being fully equipped to cater to multicultural education but were open to learning about the same. The participating teachers also stressed the need for continuous professional training of teachers rather than depending upon the diversity courses they underwent years back .Teachers also stated that though there are policies in place to support equity and diversity and relevant documents too are shared by the administration ,however because of no training or follow up the changes were not manifested in terms of teaching practices in schools. The CRT framework was particularly found to be useful in implementing multicultural education because of its strong rooting in justice and elimination of racism per se. It was found that multiculturalism is encouraged when teachers and principals are open to uncomfortable questions beings raised .It was also found that teachers a number of times made assumptions about their students with respect to their race and class on the basis of their prior encounters with student populations.

Ladd, J.(2014) explored multicultural education through an ethnographic case study of Roadtown school which had white student population dominance at elementary stage. It was found that inspite of being a majorly white school it had committed itself to a multicultural way from the beginning. The school was committed to foster inclusion and to honor this commitment they understood the importance of forging strong social relationships between parents, teachers and students. For the community here multiculturalism stood for identifying oneself as unique and also accepting the uniqueness of others around yourself .It also further reinforced that we need to accept that there are biases ,racist slurs, prejudices around and we need to find ways and means to address them .The school had an environment built on trust, love and fearlessness wherein teachers worked pro-actively to make the new students (of color) feel comfortable with the white students by talking about nurturing diversity and thus inculcating respect for it.

The students were also involved in hands on experiences in cooperative learning groups such that they get opportunities to understand each other and are able to accept each other with open arms. The school is able to transcend difficulties and challenges of catering to a multicultural population due to their open and inclusive work environment wherein culture is talked about and questions on it are addressed from time to time with utmost dedication by teachers, staff and parents together.

Oh, Lee and Han. (2012) studied the multicultural education system in Miwon primary school in Korea as a three year project conducted by Korea Institute For Curriculum and Evaluation and found that multicultural education contributed to an increase in the awareness of students with respect to linguistic, religious and cultural diversity and also cultivated respect towards it .The study aimed to create pleasant learning environments for multicultural education not only for children who came from a multicultural background but also for Korean students belonging to mono-cultural families. Positive outcomes of Multicultural education was also seen in terms of renewed interest in improvement of language proficiency ,improvement in self identity, promoting communal spirit and increased respect for different cultures and global citizenship. These outcomes were achieved through sustained efforts wherein multicultural experiences were provided to students through active interaction in cooperative learning groups in inclusive classes ,organization of co-curricular activities, experiential essay writing competitions which were oriented to the spirit of multiculturalism through involvement of families exhibiting diverse cultures, creation of a learning environment both physically and psychologically to promote diversity in all its forms, counseling for multicultural students to equip them with the knowledge and skill to cope with the attached challenges posed by studying in Korean culture and also engaging students in making short films showcasing multiculturalism in all its facets .Data in this study was collected through scrutinizing relevant documents and teaching – learning resources on one hand and through observations and interviews of students ,teachers and parents ,administrators in school and the residents in the local community.

Peo, J.(2015) explored cultural proficiency through a case study in a chiefly white school district in a culturally and linguistically diverse school. In this study cultural proficiency has been defined as the ways in which students become outstanding citizens on one hand and achieve better academic success on the other hand. The data was collected using interviews, observations to explore the cultural proficiency of three main stakeholders i.e teachers, staff and students. It was found that there was lack in commitment with respect to understanding the cultural

proficiency approach and it was perceived by the schools as something external therefore did not achieve the desired outcome. On the other hand it was found that when school districts themselves criticize the extent of cultural proficiency in schools in their jurisdiction this is perceived as a personal attack on the teachers and staff members of schools. Teachers also expressed their disappointment with respect to the trainings and workshops organized by district administration. The participants in the study also felt disillusioned by the district administration as they felt many a times the district was found to be concentrating too much on race and also circulated videos and emails which were offensive to some employees. It was also found that the language which was preferred as a medium of instruction and interaction in schools was only English and cultures of many minority groups was generally perceived to be inferior. The researcher also felt that there is an urgent need to understand that cultural proficiency is essentially a process which warrants that teachers should be able to interrogate their own culture, the culture of the school and the culture of their students.

Piper, R.E. (2015) studied the role multicultural education by undertaking a multiple case study on black students at elementary stage by examining their identity development and engagement with civil rights literature. This multiple case study included seven students in the age group of 8-12 years and their parents. Data was collected using pre and post classroom activity interviews, demographic survey and classroom observations. Based on the collected data ,response categories were framed based on the identity development of black students in relationship to their engagement with multicultural curriculum and pedagogical practices and were looked at, placing them against the participants educational achievement .The findings pointed out that there is an urgent need to make sure that multicultural education is integrated across traditional school practices in order make sure that education is more equitable especially for children fighting racial stigmas in institutions. It was also revealed that most of the students are taught the curriculum that has more content pertaining to the white students rather than students of color .Therefore teachers need to rethink on the curriculum they are transacting such that it creates a safe and welcoming environment for all students. Essentially this environment also includes empowering the students to raise questions on critical issues such as power, inequalities, inequities and privilege. Reading exercises further motivate children to not only read but also get a chance to recognize their own self efficacy. It was also found that through the practice of multicultural education students learn to construct and de-construct concepts with their peers and also learn about their own cultures and other cultures. The study also pointed out that it is high time that standardized testing is de-emphasised as it undoubtedly creates barriers for black

students. Teachers also need to be trained in the use of critical pedagogy processes in order to cater to the larger student audience. The study also implied that it is important that teachers are sensitized during the Pre-Service Teacher Education Programme and the In-Service Teacher Education Programme with respect to the need, relevance and transactional modalities of the Multicultural Curriculum. It is important to look at the Freedom Schools model in order to equip teachers to be fearless in their teaching and in turn make a positive difference to their family, school, neighbourhood, community, country and the world at large.

Tarman, B.(2011) conducted a case study at early childhood stage in order to gauge the understanding of experienced teachers with respect to their practices of multicultural education. The sample of the study comprised of Pre-school teachers who had minimum ten years of experience of teaching at early Childhood education stage. The day care centre which was the site of the case study included children from ten nations. The day care had ten different divisions in it such as the computer area, reading area, art centre, dramatics centre etc which were observed to look at the implementation of multicultural education. The researcher used a number of data collection methods including observations, detailed interviews, documents and physical artifacts. The collected data was classified into three main themes: co-curricular activities used in the promotion of understanding of diversity, diversity as a part of day to day routine including play and the materials used to showcase cultural diversity. The case study was undertaken through a comprehensive study on Mrs Megan a teacher at the day care for twenty three years. It was found that she had a very thorough understanding of the significance of multicultural education based on the anti-bias multicultural approach. The teacher was found to be actively engaged in integrating the students' life experiences into curricular practices. She customized the curriculum and the student-teacher interactions such that the cultural and individual needs both were met. She also made special efforts to build relationships with parents by organizing special events including festivals across all cultures in order to understand diverse cultures. It was also found that Mrs Megan used culturally relevant and age specific books and materials from different cultures including the props in dramatics and toys in the play area thus making her teaching-learning settings culturally diverse.

Conclusion: The review of the case studies clearly throws light that multicultural education is indeed the way forward for the creation of an environment where individual differences are acknowledged, respected and valued. It is also seen that this is possible through working together as one community of teachers, students, staff and parents. It is also important that students are involved in activities

wherein they learn about different cultures .Cooperative learning in groups is also seen to benefit students in terms of increasing their bonding and understanding of each other. The case studies also point out that schools need to move away from standardized curriculum as it does not cater to the individual and contextual concerns of each .Schools need to have the autonomy of customizing their own curriculum according to their needs .The review also threw light that many teachers feel the need for in-service trainings and workshops that teach them to cater to the needs of students through the adoption of multicultural curriculum. On the other hand teachers also felt that they feel de-motivated when instead of supporting their efforts towards an inclusive school environment the district administration just thrusts policies on them for implementation without taking them on board .The Case studies also pointed out that the role of the teachers is crucial in creating an environment which has equity and equality as the cornerstones. Nearly all case studies have found multicultural education to be advantageous in creating a school environment that respects diversity and pluralism as key values for inclusion .Thus to create citizen schools in letter and spirit it is important that multicultural curricula are adopted such that narrow and myopic tendencies of alienated universalism and regional conservatism are kept at bay.

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ROLE OF STUDENTS LEARNING THROUGH EDUCATION TECHNOLOGY IN COMMUNICATION PROCESS

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ABSTRACT

India has reached the threshold of the development of new technologies and innovative methods to trained teachers which are likely to revolutionize the classroom teaching. Unless capable and committed are teachers in service the education system cannot become a suitable and potential instrument of national development. It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of the nation. 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 class rooms and there by pupil learning and the larger social transformation. Changing instructional approaches is not an easy task particularly when technology is involved. Adopting and integrating technology based instructional strategies has a long history of challenges but it has come a great understanding of how to achieve success with them. For achieving of success there should be a healthy environment where student can get education with latest technology in class room. There is an emerging broad consensus around the world about the benefits that can be brought to education system through the appropriate use of involving information and communication technologies. The range of possible benefits pervaded practically all areas of activity in which knowledge and communication play a vital role. It is involved from improved teaching and learning processes to better student outcome increased student engagement and seamless communication with teachers and parents. Today there is a significant gap between knowledge and skills of students learning in school and the knowledge and skills that workers need in work places and communities. It is report that they need students who are having good moral and work ethics can collaboratively work in team that have critical thinking and problem solving ability. They can lead a group of people and are skilled in verbal and

written communication. This paper aims to study the role of recent technology in education for students learning. The social and economic development of nation is fundamentally an education process in which people learns to create new institutions utilize new technologies cope with their environment and alter their patterns of behavior. Education in a broad sense improves the capabilities of individuals and the capacity and becomes a catalyst for the closely interrelated economic social cultural and demographic changes that become defined as national development. In general the term emerging refers to latest or innovative and trends refer to the general direction of changes or development. Therefore emerging trends mean the latest or innovative direction of changes or development.

Key words: Students Learning, Educational Technology, Communication Process.

INTRODUCTION

When students are using technology as a tool or a support for communicating with others they are in an active role rather than the passive role of recipient of information transmitted by a teacher text book or broad cast. The student is actively making choices about how to generate obtain knowledge and display information. Technology allow us in using many more students to be actively thinking about information making choices and obtaining skills than is typical in teacher taught lessons. Moreover when technology is used as a tool to support students in performing authentic tasks the students are in the position of defining their goals making design decisions and evaluating their progress (Jonassen and Reeves 1996). The teacher's role changes as well as the teacher is no longer the center of attention as the dispenser of information but rather plays the role of facilitator or setting project goals and providing guidelines and resources in moving from student to student or group to group in providing suggestions and support for student activity. As students work on their technology supported products the teacher rotates through the room looking over shoulders asking about the reasons for various design choices and suggesting resources that might be used. Education technology means the use of all kind of modern media and materials for maximizing the learning experiences. Education technology is suggested by expert as one of the potential means of impairing education effectively and efficiently. Previously teachers used to teach in formal and stereo typed ways. Education was then conceived as the process of transmitting knowledge and ideas (Bashir, 2013). Student used to get by heart whatever was given by the teacher in the text book. They often could not understand what was taught and were expected to reproduce at the time of examination. Students were

silent audience and could not make any logical queries or independent thinking of their own. Today the student is not considered as an empty vessel to be filled in by facts and figures. They are now expected to use so many media and materials and to get learning experience from all sides. Education is regarded as a process of interaction and interpersonal communication (Boaduo *et al.*, (2009). The modern methods have to help guide and facilitate the learner's development. The teacher has to inspire and motivate the young learners and assist the adult learners in their quest for knowledge and skills. Technology in education is defined as an array of tools that is helpful in advancing student learning and measured in how and why individuals behave. Educational technology is the study and ethical practice of facilitating e-learning which is the learning and improving performance by creating using and managing appropriate technological processes and resources. Educational technology relies on a broad definition of the word technology which is significant tools and the sources to enhance and to develop the skill of the education (Amin, 2013). Science is a dynamic and vital force in the daily life of every human being. It touches every phase of human activity. The marvelous achievements in science have developed the limits of the world. A flight to the moon or mars is no longer a new dream. It has almost become impossible to live in this world without scientific knowledge. Its tremendous impact on industry agriculture and commerce is of great concern that it is high time in India should produce more and more scientifically trained personnel to meet its ever increasing demands in various fields. The student who wants to succeed in science should have some aptitude and special abilities like reasoning and logical thinking. Science and technology play an important role in our lives and progress in modern period that occur very quickly. Science and technology cannot give an answer to everything but they lead to civic and economic evolutions improving the quality of our lives. It is generally agreed that education and awareness in science have to be strengthened. Scientific out-reach improvements in teaching proper scientific information are very important issues (Siddiqui *et al.*, 2013). The out-come should also be addressed to politicians and decision makers. Science is interested in the laws of nature while technology applies scientific knowledge to make new things new machinery and it may be used to dominate nature and to improve our life. The two aspects are deeply connected without scientific research there is no technological progress and without technology we would not have new instruments for research. Usually the technological research improves and creates new instruments is known as scientific fields while most of the great technological revolutions are spin off of fundamental research. Technological development leads to economic progress increased well-being to new medical applications and more (Singaravelu, 2011). The applications coming from modern physics have changed

communications and make it possible to look inside the human body without opening it. The technology is changing and it will change our lives even more. The recent scientific and technological progress has not been accompanied by appropriate penetration in modern society of the fundamental scientific concepts (Budhedeo, 2016). Science and technology plays significance role in everyday life and progress in modern science and technology occurs quickly both in specific subjects and because of the opening up of new fields and new interests. We should consider these changes in our school curriculum and promote refresher courses in permanent education in the proper scientific out reach. While for many researchers the main motivation for doing basic research remains scientific curiosity for most of the people and the motivations involve also scientific progress technological improvements of well-being and the quality of everyday life without damaging the environment (Pinedia, 2011). Emerging technologies are those technologies which are likely to have a large impact on teaching learning creative inquiry on learners or those technologies which are on the rise (Jonassen *et al.*, 1993). The use of e-learning books which are part of it have been shown to be useful to education. Specifically these are seen as particularly useful because of their relative low cost and ease to use. That need expands learning across space and time and opens many opportunities for learning that is neither sequential nor consistent that emerging technologies represent a new paradigm at first grows on the edge in relative development and often seems to be of no threat even of little value to users of the sustaining technology (Rasool, 1989). This continues to say that emerging technologies in education can be used in innovative ways to address issues of inequity and social exclusion. Recent developments in digital technologies especially web tools social media and mobile devices such as phones and tablets have given the user much more control over access to and the creation and sharing of information and knowledge. Digital technology empower learners innovative instructors are also finding ways to harness this media to increase motivation of learners through relevant activities (Tezci, 2009). Contribution can be made for self-development as well as overall development of the country by educating the youth of the generation and thus the significance of education can't be ignored. In today's dynamic era of liberalization globalization and privatization education plays an important role in the manifold development of a nation and its people like India (Rahman and Yunus 2020).

HISTORY OF EDUCATION TECHNOLOGY

The history starts with the introduction of educational films by Sidney press mechanical teaching machines in the (1920). The first large scale usage of new technologies can be traced to US World War II training of soldiers through

training films and other mediated materials. Today presentation based technology on the idea that people can learn through oral and visual reception exists in many forms of streaming audio and video and power point presentations. In the (1990) there were varieties of schools that have computer based learning (CBL) system. They are frequently used on constructivist and cognitivist learning theories of environments focused on teaching both abstract and domain specific problem solving learning (Aggarwal, 2010). The emergence of multiple media and ubiquitous technologies which gave the new impulse to situated learning theories favoring learning in context scenarios. Students are now growing up in the digital age where they have constant exposure to the variety of media.

USES OF TECHNOLOGY IN EDUCATION

The economists identify three factors that lead to growth which is based on increased human capacity. The ability of the work force is to use equipment that is more productive than earlier versions of more knowledge able work force that is able to add value to the economic output. The ability of the work force is to create distributes share and use of the new knowledge. These three productive factors serve as the basis for three complementary approaches that connect education policy with economic development. Increasing the extent to which new technology is used by student's as citizens and the work force by incorporating technology skills into the school curriculum (Singh, 1999). The ability of student's work force was to use knowledge to add value to society and the economy by applying to solve complex real world problems. The increasing ability of student and the work force to produce new knowledge and benefit from this new knowledge. Our aim was to encourage far higher levels of active student engagement where knowledge is obtained by sharing problem solving and creating rather than by passive listening.

LEARNING FROM TECHNOLOGY

There are two major approaches of using technology in schools where students can learn from technology and they can use the technology. Learning from technology is often referred in terms of instructional procedure on computer based instruction and integrated learning systems. Learning with technology is less wide spread than the approach form is referred in terms such as cognitive tools and constructivist learning environments (Jonassen and Reeves 1996). Regardless of the approach technologies have been introduced into schools because it is believed that they can have positive effects on teaching and learning process. The purpose of this is to collect the evidence for the effectiveness and use of technology in schools curriculum around the world.

IMPORTANCE OF TECHNOLOGY IN EDUCATION

There is so much attention paid to media and technology in education. First with respect to media there are many issues of concern to student parent's educator's government and society at large. The important questions are asked about the effects of different media on the cognitive and moral development of children. With respect to technology people want to know whether various new technologies are more effective for teaching and learning process than more traditional class room approaches whether some technologies are more motivating than others or at the very least such technologies can be used to increase access reduce costs within educational system (Teo, 2009). The impact of media and technology in terms of increasing access to education and reducing the costs of education are especially high on the agendas of the world. In the educational technology major strategic recommendations is that technology may be used to ensure equitable and universal access.

LEARNING COMMUNICATION TECHNOLOGY

Technology has many definitions ranging from the application of the scientific method and to solve the problems in the technology of space exploration and the things and processes which embody knowledge within a culture in the technology of writing. The foundation for the use of technology as tutors in schools is educational communications i.e., the deliberate and intentional act of communicating content to students with the assumption that they will learn something from these communications (Ahmad and Said 2013). The instructional processes inherent from approach of using media and technology in schools can be reduced to a series. Exposing students to messages encoded in media and delivered by technology in assuming that students perceive and encode these messages for requiring a response to indicate that messages have been received and providing feedback as to the adequacy of the response in learner.

MOTIVATION AND SELF ESTEEM

The most common teacher report on students was an increase in motivation. Teachers and students are sometimes surprised at the level of technology based accomplishment displayed by students who have shown much less initiative and facility with more conventional academic tasks. Teachers talked about motivation from the number of different perspectives. The motivation with the respect of work in the specific subject areas in greater willingness is to write and work on the computational skill. Others in terms of more general motivational effects student satisfaction with an immediate feedback provided by the computer and the sense of accomplishment and power gained in working with technology. In many of these classes students choose to work on their technology based projects

during recess periods. Teachers also frequently cite technology's motivational advantages in providing the venue in which a wider range of students can access (Ali, 2013). Compared to conventional class rooms with their stress on verbal knowledge and test performance the technology provides the different set of challenges and different ways in which students can demonstrate what they understand by programming a simulation to demonstrate a concept rather than trying to explain it verbally. The related technology effect stressed by many teachers was enhancement of student self-esteem. Both the increased competence they feel after mastering technology based tasks and their awareness of the value placed upon technology within our culture led to increases in students' a sense of self-worth. Students clearly take pride in being able to use the computer based tools employed by professionals (Yapici and Hevedanli 2012). As one teacher expressed it students gain the sense of empowerment from learning to control the and to use it in various ways they associate with the real world. Technology is valued within our culture and it is something that costs and bestows the power to add value. By giving students technology as tools we are giving chance to their school activities. Students are very sensitive to this message that they do work properly.

TECHNICAL SKILLS DEVELOPMENT

Students even at the school level are able to acquire an impressive level of skill with a broad range of computer software. Although the specific software tools in use will likely change before these students enter the world the students acquire a basic understanding of how various classes of computer tools behave and a confidence about being able to learn to use new tools that will support their learning of new software applications. ICT is the scientific and technological discipline which deals with collection storing and dissemination of information to the individual or group (Amin, 2013). The world is converted into minute global position and anyone desirous to have information would get it only through ICT which is a technology that aids in storage of data retrieval as and when required telecommunication browsing for information and saves time effort and resources.

COMMUNICATION SKILLS FOR ACADEMIC SUCCESS

Communication skills can be defined as the transmission of message that involves and shared understanding between the contexts in which the communication takes place. In addition teaching communication skills are important as teacher in educating to students. Communication skills involve listening and speaking as well as reading and writing. For effective teaching the teacher need to be highly skilled in all these areas (Chaurasia and Kaul 1967). Teacher with good communication always make the things easier and

understandable. Effective communication skills are really important for teacher in transmitting of education classroom management and interaction with students in the class. Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students the teacher need to adopt such skills of communication which motivate the students toward their learning process (Boaduo *et al.*, (2009). Good communication skills of teacher are the basic need of academics success of students and the professional success of life. Teacher communicates more instructions in classroom to students. Teacher with poor communication skills may cause failure of students to learn and promote their academics. Student need to understand that what is right and what is wrong while it is totally depend upon the communication skills of teachers which they adopt in class room. Good communications minimize the potential of kind feeling during the process of teaching. For learning the learner must be attentive toward their teacher during the lecture. It is recommended that teacher communicate in clear and understandable manner. Communication is a dynamic process which need of mind and courage to face the other and convey this message in effective way. Communication process is successful when we deliver in clear and understand able way. Good communication is considered strong tools for effectiveness in the teaching profession.

MORE COLLABORATION WITH PEERS

Another development of technology is the use by teachers for an increased inclination on the part of students to work co-operatively and to provide peers teaching. The class room was assigned by the use of technology based projects in small group of student. Collaboration is fostered for obvious reasons when students are assigned to work in pairs and small groups for work at a limited number of learners but even when each student has an increased frequency of helping each other. Technology based tasks involve many sub tasks leading to situations where students need help and find their convenient source of help (Beckers and Schmidt 2003). Students who have mastered in specific computer skills generally derive pride and enjoyment from helping others. In addition the display and greater legibility of student work creates an invitation to education. Students often look over each other's' on attitude on each work offering and discussing what they are doing. Students' ability to collaborate on substantive content can be further enhanced through the use of software applications specifically designed for this process. Though the use of technology often promoted collaboration and co-operation among students at this case there are still concerns about appropriate student conduct and behavior. The implementation are acceptable use of policies especially if the student's access to the learning process (Heckman and Masterov 2007).

EDUCATION TECHNOLOGY IN INDIA

The government of India in the ministry of education and social welfare realized the importance of education technology for qualitative improvement of education and included the education technology project in its fifth five year plan in (1971). This project had four sub schemes as follows.

1. Setting up an education technology for social welfare.
2. Establishing centres for education technology (CET) in the NCERT.
3. Assisting states for new set up of education technology labs on their programme basis.
4. Strength of education institutions for taking education technology instructional programmes.

The unit was started in the ministry since (1971) and CET in the NCERT was set up during (1973). The unit in all planning policy and providing funds for implementation of the educational project and CET in the NCERT started functioning in the areas. The system comprises of designing and implementation for the production of suitable hardware and software training in different areas in education (Antony and David 2014). It is importance of agency in co-ordination of systematic planning scientific evaluation and effective utilization. Operationally the scheme sought to extend the benefits of technology to large groups particularly those in rural areas. It aimed at improving the quality of education at all levels to reduce wastage and stagnation and to introduce new methods of teaching and innovation. Recently Information and Communication Technology (ICT) for education initiative conducted an extensive consultation to identify the competencies that teachers should develop to use technology effectively in the class room. It is basically the term that encompasses all communication technologies such as internet wireless networks phones satellite communications digital television computer and network of hardware and software as well as the equipment and services associated with these technologies such as video conferencing that provide access to information (Bashir, 2013).

CHALLENGES IN EDUCATION TECHNOLOGY

Despite early implementation of technologies in education system we still faces problem for the new technologies in education. There is limited access to computer hardware and software in education institutes which lack of time in school schedule for learning involving the use of technologies (Taj, 2008). The education technologies integration is a priority for the students and teachers who do have access to the necessary technology at home learning environment (Chauhan, 2013). The essential conditions must be met for the effective use of ICT in the teaching learning process. Students and teachers must have sufficient access

to digital technologies and the use of internet in their classrooms schools and TEIs. The high quality and culturally responsive digital content must be available for teachers and learners. Teachers must have knowledge and skills to use the new digital tools and resources to help all students to achieve high academic standards.

FUTURE OF EDUCATION TECHNOLOGY

In addition the programmes are software centred that is they emphasize the learning of specific set of software tools. There is an urgent need to use this technology and emphasize the learning of specific tools. The balanced of curriculum where computers are used to the place as tools and where they extend the horizons of other subjects in learning. To enable the technology of computer based learning system it must be introduced from the primary level so that the students know computer properly from very young age. Technology can reduce the tremendous effort given by students to gather number of text books knowledge and increase students' focus on more important knowledge than learning process (Arun and Mehta 2003). Equally important technology can represent education in various ways that help students to understand the latest concepts and ideas. The education technology also enables teachers to integrate innovative ideas based learning. With guidance from effective teachers students at different levels can use these tools to construct knowledge and develop skills required in modern society as presentation of skills and analysis. In the present time the teacher's role is a facilitator and has to facilitate the learning by providing students with access use of technology. The teachers can find the means to engage the students more easily in learning process and to cater the various needs of different students.

POLICY AND VISION

The purpose of the education system is to develop good human beings capable of rational thought and action possessing compassion and empathy courage and resilience scientific temper and creative imagination with sound ethical values. It aims at producing engaged productive and contributing citizens for building an equitable inclusive and plural society as envisaged by our constitution. A good education institution is one in which every student feels welcomed and cared for where a safe and stimulating learning environment exists where a wide range of learning experiences are offered and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However at the same time there must also be seamless integration and co-ordination across institutions and across all stages of education. This national education policy envisions an education system rooted in Indian ethos that contributes directly to transforming India that is Bharat sustainably into an equitable and vibrant knowledge society by providing high quality education to all

and thereby making India a global knowledge super power. The policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the fundamental duties and constitutional values bonding with one's country and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the policy is to instill among the learners a deep rooted pride in being Indian not only in thought but also in spirit intellect and deeds as well as to develop knowledge skills values and dispositions that support responsible commitment to human rights sustainable development and living global well-being thereby reflecting a truly global citizen.

CONCLUSION

The educational research indicates that the use of media and technology are effective in students as phenomena to learn both from the learning and teaching approaches that have received the most attention in the cognitive tool for the focus of most interest and investment than ever before. Media and technology have many other advantages in terms of knowledge transportability and increased equity of access in education. The experiences in developing the kinds of rich multimedia products that can be produced with technology particularly when the design is done collaboratively so that students experience their peers' reactions to their presentations appear to support a greater awareness of needs and perspectives. Multimedia give students a choices about the best to convey an idea in part because they have the capability to produce more professional looking products and the tools to use the way of information is presented to students in many technology by using classes for more time on design and presentation. While most teachers were positive about the design consciousness that technology fosters the potential downside was also noted by the few learners. It is possible for students to pay less attention to the substantive content of their product. Teachers are developing strategies to make some of the more substantive features of technology by limiting the number of available contents to their students in educational process.

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ADMINISTRATION OF LIBRARIES IN ANCIENT INDIA

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ABSTRACT

Indian civilization happens to be one of the most ancient civilizations of the world and it has not only enriched the stock of human knowledge but has also provided guidance to entire human society. The history of libraries and librarianship in modern India will appear in the perspective as an important factor for the enrichment of Indian culture. A systematic study of the transformation and administration of library system is the knowing of the intellectual development of a country. In this paper the author intends to analyze the Administration of libraries of ancient India such organization of library building, acquisition, classification, cataloguing and pay and status of the librarian etc.

Keywords: Library Organisation in India, Library classification, Library Cataloguing

Introduction:

One of the oldest civilizations of the world India has a kaleidoscopic variety of people and a rich cultural heritage. India's culture is the eternal bed-rock of India's life, of its proud past, its fateful present and glorious future. Knowledge of the various aspects of this culture is, therefore, indispensable for its growth. It is therefore of utmost importance to imbibe those elements of Indian culture which have kept India vital and going through its long and continuous history. Excellency reached in most of the branches of knowledge in ancient India, great religious systems was created and developed independent schools of philosophy. In India, literature and learning flourished undoubtedly since the remote past and history of our cultural heritage extends far back. Racial memory or social history of a civilisation is preserved by books and manuscript. In fact, books had enlightened the mankind throughout its history. Even in the past libraries had served as an important aid to education and acquisition of knowledge. Indian history clearly demonstrates that libraries were closely associated with the contemporary education system as well as scholarship. Libraries were regarded as important centres of learning and very useful source of learning and knowledge in ancient India. Therefore, there increased a number of varied and vast storehouse

of knowledge all over the country. We must, therefore throw light on the administration of the libraries of the Vedic and post-Vedic periods so as to function successfully in the present-day library as well as education system.

Organisation:

The library organization is the base of library administration. To get a better library administration, a library in its formative stage should be well planned because it is constituted as an active agency in the field of education, self improvement and moral reforms. Libraries are generally organized on the basis of their functions, viz building, collection development, technical processing, preservation, budget etc. It has been already found that different educational institutes in ancient India like mahavihara, temple colleges, Jaina upasaras etc. have good and well-equipped libraries. Now we have to find out the organizational structure of these libraries.

Library Building

A well-planned library building is essential for the good organization of a library. Sources available from the literary, epigraphy and also the structural remains available from the excavation carried out in different places it may be said that there was separate arrangement for the libraries. We learnt from the literary source Bhaskar Samhita that a library should be housed in a finely built stone building. (Watters, 2004) The description available from the Tibetan source it may be stated that the library buildings in Nalanda were constructed with good plan. According to Tibetan accounts, the library was situated in a special area known by the poetical name of Dharmaganja (Mart of Religion) and comprised three huge buildings, called Ratnasagar, Ratnadadhi and Ratnarajaka. Ratnasagar, which was nine-storeyed building, specialised in the collection of rare sacred works like Prajnaparamita Sutra and Tantrik books like Samajashukya and the like. (Vidyabhusana, 1977) It may be assumed that one of the remaining two might have been used for preserving non-Buddhist manuscripts.

Excavation carried out by the Patna University (1960-69) and subsequently by Archaeological Survey of India in the site of Vikramshila University has revealed a huge square monastery and a library building and cluster of votive stupas in the centre. It is known from the account of Hiuen-Tsang that many monastic libraries established in all over India during Buddhist Age. During his visit to Kosala, he saw nearly 100 monasteries among them Nagarjuna was one. Nagarjuna, a famous Buddhist monk, lived on a hill by the side of river Krishna in Palnar area of the present Andhrapradesh. It is known that he founded a Parvata vihara and a university therein. The main building of the university is said to be five storied one and a library was placed on the top floor (Kumar, 2000).

In the year 1059 AD king Udayaditya of Malwa built Nilkanthesvara temple at Udaypur and founded a library. It is interesting to note that in this library there were arrangements for reading manuscripts - "There are four subordinate temples one in each corner of the courtyard and four square 'vedis' for reading 'Vedas'.... Each hall for reading Vedas is a square building, the roof of which is supported by four massive pillars. The ceiling is, as usual, built of overlapping stones. There are four balconies, one on each side of the hall, two of which are closed with massive trellises. Each of these balconies is provided with a raised slab of stone which served as a seat for the reader."^(Ganguly, 1933)

Acquisition

Acquisition of resources plays a vital role in the overall organization of a library. In another word, Acquiring is the core activity for a library to provide services to its clientele with a view to fulfill its ultimate objectives. Acquisition or collection development were done in various methods in India. These are –

(a) Original works by various scholars

Many great scholars in Nalanda University did much for the growth of the library by adding their valuable new contributions. In this connection, names of Arya Deva, Silabhadra, Dharmapala, Chandragomin, Santarakshita, Padmasambhava, Kamalasila, Sthiramati, KumaraSri, Karnapati, Karnasuryadhavaja, Sumati Sena etc, are worthy of mentioned. (Mookerjee, Rep. 2003) Each of them authored one or more books which was also translated in other language also. Dharmapala authored four Sanskrit books and later on they were translated into Tibetan. Another scholar Chandragomin wrote sixty books on Buddhism in Sanskrit.

We learnt from Tibetan sources that Buddha Jnanapada, Vairochana, Rakshita, jetari, Ratnakarshanti, Jnanasri-mitra Ratnavsjra, Abhayankaragupta abd Tathagata-rakshita etc. renowned scholar of Vikramsila wrote good number of books in Sanskrit and translated in Tibetan. It is also known that Dipankara Sri Jnana went to Tibet receiving an invitation from the king Chan Chub and received 200 books both original and translation as gift from the king. (Das, 1992) Great Vibhutiichandra was associated with Jagaddal mahavihara. He was a Tibetan scholar and translated many Sanskrit works into Tibetan. Dansila was another famous teacher as was author of Tantrik Buddhism.

Thus, it may be supposed from the above description that different works written as well as translated by the eminent scholars of ancient India must have been added to their institutional libraries.

(b) Copying of the manuscripts

Manuscript copying was another important source for enhancing the collection development in libraries. As printing press was not available at that time, copying of manuscripts was perhaps an essential work of the educational institutes in ancient India. The scholars used to copy manuscripts constantly during their studentship and thereby helped much in increasing the holding of the libraries.

The Chinese pilgrim I-tsing informs that he stayed in the Nalanda monastery for ten years and collected four hundred Sanskrit texts five lakh slokas which clearly indicates that the library was rich collection of manuscripts. It is interesting to note that there was the regular practice of copying manuscript as a portion of the gift was made reserved for copying manuscripts of the university library. When in the twelfth century the library of this place was destroyed, many of the manuscripts found their way to Nepal and Tibet. |

. It is known that Joyendra monastery near the capital of Kashmir was a reputed centre of learning. It possessed a rich library. When Hiuen-Tsang visited Kashmir. king of Kashmir appointed Bhadhantha to cling with his disciples to look after the needs of twenty clerks to copy out the manuscripts he wanted from the palace library

The Sayidia library of Decan was famous for its rare collection of manuscripts comprising Arabic, Hadus and Figh books. Today this library is having some important documents of early British rule in South India including letters bearing the signature of Clive, Waren Hastings, Wellsley, Tipu Sultan etc.(Kumar, 2000)

Sri Siddharaja Jayasimhadeva and Sri Kumarpaladeva of Pattan were well known for their library activities. It is stated that Sri Siddharaja appointed three hundred scribes who were engaged in copying manuscripts in each branch of philosophy. It is learnt that this king has ordered 1,25,000 copies of Siddhahema-Vyakarana to be presented to the students.

(c) Copies of manuscripts acquired by purchase

We learnt from the travel diary of Chinese traveller I-tsing that the monastic libraries generally kept the Buddhist works and they sold the other non-Buddhist literature and the money acquired should be distributed among the resident priests. So, it is evidently clear that purchase of manuscripts was in vogue in this peiod. So, it may be assumed that such a big library like Nalanda University must purchased manuscripts occasionally because there was perhaps no dearth of funds in the Nalanda institution. It received endowment from the kings,

rich merchants and also other sections of the society. There are also various sources which proves that there were provisions for purchase of manuscripts. In Vallabhi, the grant of Guhasena and in Kanhery the inscriptional records prove there were provisions for purchase of manuscripts.

Classification:

Man has tried to differentiate things from the dawn of civilisation. Classification is the process of sorting the entities of a universe into sub-aggregates on the basis of a preferred characteristic, or putting like entities into the same sub-aggregate and unlike entities into different sub-aggregates. Thus “the history of classification in its widest sense runs parallel with the history of human thought”.

Humanity like individual started classifying knowledge even in its very infancy. But attempts to classify the whole field of knowledge were first made by Indian scholars. This is quite clear from the division of Vedas into four portions, namely:

A. <i>Rigveda-Gyan Kanda</i> (Knowledge portion)	<i>Dealing with the knowledge of things</i>
B. <i>Yajurveda-Karam Kanda</i> (Action portion)	<i>Dealing with the knowledge of action</i>
C. <i>Samveda-Upasana Kanda</i> (Devotion or worship portion)	<i>Dealing with the knowledge of spiritual</i>
D. <i>Atharvaveda –Vigyan Kanda</i> (Science, Spiritual and Material)	<i>Dealing with the knowledge of Science and material</i>

Qualitative classification or classification according to attributes was made of the four Vedas to help us understand the subject matter or items contained therein more clearly.

Indian philosophers also classified the universe of knowledge long before the time of Plato. The early philosophers and thinker of India made a complete survey of knowledge and substance and classify the compartments into branches and sub-branches taking consideration of their relation to one another. According to Hindu Nyaya philosophy knowledge which is manifestation of objects is divided as Jnan (Knowledge) has been divided two kinds. Prama (Valid) and Aprama (non-Valid). Prama is divided into four Perception, Inference, Comparison and Testimony. Similarly, Aprama is divided into three Smriti, Samasya and Bhramas.(Chandra, 1955)

Ancient Indian thinkers from the utilitarian point of view divided the whole field of knowledge into four classes. (i) Dharma (ii) Artha (iii) Kama and (iv) moksha. This grouping or arrangement of subjects of the Vedic system embraces the following subjects:

- (i) *Dharma (Righteous Conduct), - Law, Theology (Religion). Ethics and Sociology – these subjects involved in the maintenance of society as coherent organisation.*
- (ii) *Artha (Wealth and Prosperity)- History, Political Science, Economics and the Applied Sciences – subjects leading to structural and social welfare.*
- (iii) *Kama (Noble Aspirations) – Literature, Fine Arts and Pure Sciences subjects arising out of the fulfilment of the involuntary creative urge in man and for the enjoyment of the results of such creation.*
- (iv) *Moksha (Emancipation) – Philosophy and Spiritual Experience- subjects for understanding the universe by intellect and thereby getting over the miseries of life and attaining peace and emancipation or release from the bondage of birth and death.(Parkhi, 1972)*
- (v) *According to Vedas knowledge are two types – Para and apara. Para Vidya means the knowledge of ultimate reality whereas Apra-vidya consists of the Vedas and six Vedangas – Siksha, Kalpa, Vyakarana, Nirukta, Chhandas and Jyotisa.*

Like Hindus, Jains and Buddhist also divided their huge literature into different divisions and sub-divisions. The Jains classified their canonical literature (Agama) as

- (a) *Twelve Angas*
- (b) *Twelve Upangas*
- (c) *Ten Painnas (Prakirnas)*
- (d) *Six Cheya-Sutras or Cheda-Sutras*
- (e) *Chullika Sutra*
- (f) *Four Mula Sutra*

Buddhist also followed some classification system to classify their literature. According to “Buddha vachanam” their literature was divided into nine or twelve angas. According to Pali literature they are (a) Sutta (b) Geya (c) Veyyakarana (d) Gatha (e) Udana (f) Itivuttakas (g) Jatakas (h) Abhuta Dhamma (i) Vedalla the Buddhist divided the Pali canonical literature into three main classes as Vinaya, Sutta and Abhidhamma, kept distinctly in three pitakas (baskets) popularly known as Tripitakas. (Dutta, 1973)

In the most ancient centre of learning Takshila subjects like Vedas and eighteen silpas were taught. But there is no precise mention about eighteen silpas. According to one source the silpas or crafts were as Holy tradition and secular law, Sankhya, Nyaya, Vaiseshika, Arithmetic, Music, Medicine, Puranas, Itihasa, Military Art, Astronomy, Astrology, Magic, Painting and Dancing. Similarly, we find reference of studying of both Buddhist and non-Buddhist literature in Nalanada. Other subjects studied in this University were the Vedas and their six auxiliaries. Medicine, Grammar, Sankhya, Philology, Law, Philosophy and other miscellaneous subjects. The subjects were drawn from different fields of learning, Brahmanical and Buddhist, sacred and secular, philosophical and practical, sciences and arts. It is also known that all other great centres of learning in ancient India different subjects were taught like Takshila and Nalanda.

So, it is apparently clear that the libraries attached to the institutions in ancient India used to classify the manuscripts according to their subjects studied there. Since the vast range of subjects were studied there, it is only logical to surmise that they were adopted certain method of classification for their manuscripts. It may easily be inferred that some very effective arrangement either based on classified order according to subjects or otherwise, must have been vogue in these huge collections as otherwise it would have been impossible to trace out the required manuscripts, whenever they were needed in the absence of some order from out of chaos. Unfortunately, all direct proof regarding the arrangement followed in maintaining the manuscript is lost to us – but the inference is cogent. It is also supported from the statement of D.K. Barua regarding the Nalanda Library. According to him, “In the account of this Chinese pilgrim we find that manuscripts were arranged on stone shelves dug out on the walls and the shelf guides for the manuscripts were preserved for a long time and saved from dust and fire. The teacher were the chiefs of the different sections of this renowned library of Nalanda. Usually the teacher who used to teach a particular subject, was the head of that particular subject collection of the library and guided his student conveniently.”(Barua, 1969)

Library Budget / Sources of Fund

Library finance includes both the funds appropriated to a library and its expenditure. Libraries depend heavily on a continuous supply of funds for acquiring resources, building and other services. Finance plays a very significant role in the organization and management of any institution, more so in the case of libraries which have to acquire and build up a collection on a continuous basis throughout the year and even longer. In cases of ancient Indian center of learning most of the educational building were established out of the donation of various

royal dynasties, merchant communities, heads of the village of estate and others. So, we did not get sufficient evidences of finance for the making library building. But references of donations for purchasing manuscripts are available. It is known that Guhasena have made certain grants for the purchase of books for the library of Vallabhi. Inscriptional records states that library had an important position in the Kanheri monastery and donor did not forget to allocate some money for the purchase of books for the library. King of Java and Sumatra being attracted by the magnificence of the Nalanda university, erected a monastery there and induced the king of Bengal, Devpala to grant five villages towards the maintenance. It is interesting to note that there was the regular practice of copying manuscripts as a portion of the said gift and it was reserved for copying the manuscripts of the university library.(Kumar, 2000)

Preservation

Manuscripts were regarded very sacred things from the ancient times. So, the manuscripts were preserved with utmost care. They were worshipped by the Hindus in the Saraswati Puja or Vasanta Panchami. The Jains also regarded them sacred thing and there were Ujamana and Jnanapuja festivals to educate people about their sanctity. It is known from the literary evidences that people thought possession of manuscript as a proud privilege and distinction. So, they took great care for their preservation.

About the preservation of ancient libraries there is very little information available. The Arthasastra of Kautilya mentions that wooden shelves were used to house manuscripts. Bhaskar Samhita provides information about the library building and preservation of manuscripts. It is stated that for shelving the method in vogue was to cover each manuscript in a piece of cloth, tie it up and place it alongside others on iron stacks. The librarian in charge of the materials had not only to look after the materials and see to its preservation.(Marshall, 1983) Description of D.K. Barua about the Nalanda Library informs that “manuscripts were arranged on stone shelves dug out on the wall and the shelf guides for the manuscripts were preserved for a long time and saved from dust and fire.” (Barua, 1969) In the Jaina Jnana Bhandar boxes made of wood, cardboard, leather or ivory were used. The wooden boxes were polished on the outer side for protecting the manuscripts from worm and moisture.

Pay and Status of the Library Staff

The copper plate grant of king Trilokyamalla, a western Chalukyan ruler provides us with detailed information regarding the educational institutions founded and maintained at Nagai, Wadi. Madhusudan, a famous general and minister of the Chalukya king, Raja Narayana founded a residential institution

with provision for boarding and lodging of teachers and students. It had a rich library in charge of six librarians known as Saraswati Bhandarikas. The inscription further furnishes us details regarding distribution of lands. The librarians got the same emoluments as the teachers and the bhandarikas or librarians were reckoned on a par with scholar or teachers.^(Marshal, 1983) This shows that Madhusudan was far ahead of present day founders of colleges and universities in fixing the status, salary and number of posts of college and university librarians, and also providing them with the necessary human aids for helping the proper exploitation of their teachers and students.

Conclusion:

Library is an essential component of a civilized society, because books are the main source which helps the mankind to acquire knowledge and bridges the civilization with the remote past. A library is responsible for the development of the personality of the citizens of the nation, for keeping them well informed and their intellect in constant exercise. A systematic history of libraries is an essential chapter in the history of the intellectual development of a country. The glorious history of libraries can be traced back to the honorary past when our forefathers learnt the art of communication and writing, penned the information, knowledge and wisdom in the form of texts and manuscripts which carried the legacy of traditions, customs and knowledge from one generation to another.

It is evidently clear from the archaeological as well as literary sources that in the secluded corners of the house of the individual gurus (Granthakuti), institutional and feudal libraries, libraries attached to temple or monastic institutions have played a pivotal role for the storage, processing and dissemination of information. Manuscripts were copied, multiplied and preserved from generation to generation by the scholars, priests and monks. Libraries were organized in ancient India for the dissemination of knowledge and few well equipped libraries also matter of surprise to the present-day Librarians.

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RELATIONSHIP BETWEEN PHILOSOPHY AND EDUCATION IN READING ABILITY OF CHILDREN

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ABSTRACT

Reading habit is an essential and important aspect for creating the literate society in this world. It shapes the personality of an individual and it helps them to develop the proper thinking methods and creating new ideas. Reading is an intellectual and logical tools it concern a crucial role in the life of human beings. Reading habits disclosed the exits of treasures of knowledge. It is a significant means of introducing the child to the world that in circled him. It is the most important elements of our language and it is an integral instrument for life-long learning for all the learners in the society. True reading empowers ones intellect that gives strength to his abilities, provide base of reality to the flight of his imagination and softens his inner world with different shades of emotion. When the meaning full reading gets associated with the internal feelings, only then it can vibrate the internal chords of the mind and appropriate reading depends greatly on the mental state of the reader. During selection of material for reading both language and subject matter should be given consideration. Selection should be based on the criteria of children's age and capabilities. Ideal reading is done with the purpose of creating an environment of good reading. Philosophy is a guide for living because the issues it addresses are basic and pervasive, determining the course we take in life. Hence we can say that all the aspects of the human life are influenced and governed by the philosophical consideration. Hence, philosophy is the study of general and fundamental problems concerning matters such as existence, knowledge, truth, beauty, law, justice, validity, mind, and language. Moreover philosophy is rationally thinking of a more or less systematic about the general nature of the world and metaphysics is the theory of existence of the justification of belief whereas epistemology is the theory of knowledge and the conduct of the ethics and value. Teaching the subject or asking related question at the time of reading may shift the attention from reading to teaching. From quality point of view the language of the

content matter which has been selected for ideal reading should be emphatic simple rhythmic musical, poetic concise fluid sometimes smooth with emotions filled with sweet to ears.

Key words: Philosophy, Education, Reading Ability, Children.

INTRODUCTION

Educational learning is foremost of all human activities which are always the principal means of creating productive personalities and sustainable societies. While advancing through the threshold of the new millennium, we confront formidable challenges of adapting ourselves to the expanding demands of the society. Hence in the present world there is considerable change in the aim of education related to the post. The twenty first century mainly focuses on developing competencies in domains like self-awareness, social awareness, self-management, relationship, critical thinking, creativity and collaboration in learner and good citizen who can actively and confidently contribute to the progress of the global society. For attaining this objective, the innovative and evidence based practice in education appropriate to address the persistent problem of the past and provide students with competencies right and proper to the demand of modern information based global economy are evitable. The demand for employment in global economy and the survival of democratic way of life and personal decision making in complex and rapidly changing society of the new millennium is required for people, who can reason well and make good judgment. Hence education should focus on the prominence of teaching student to think and the priority of education system should be to teach children the style of the learning and thinking. This need to prepare the students for future effective participative, creative, interactive which demand constant attempt to promote the active learning strategy of the learner with the help of technological support. This can allow and permits students to absorb concept to interlink the theory with applications more quickly. This engages them in learning more actively. To develop the capacity that enables the future citizens to strive and survive in today economy that requires the participation of learner in some kind of educational practice involving them as knowledge worker in constructing knowledge products. They need to take the responsibility of their learning and the new premium is placed on higher order thinking, creativity, interactive and flexibility of the learner in contrast, to drill and practice, role learning, memorization and repetition. Now learning is considered much more than mere memorizing of facts rather. It is about understanding the content, constructing knowledge, transforming and retaining. Individual tend to learn their best when they actively participates in the learning process by engaging in learning activities talking about to past experiences. Learning cannot be forced upon anyone neither can it be extracted from the learner on command. Students

must be willing to learn and they must be prepared to take the initiative and responsibility of learning. The world-wide education researches indicate that students actively participating in their learning process tend to learn much better. Hence in this age new paradigm for teaching and learning teachers and students are required to pursue active and students centered learning that engages the students in the art and practice of thinking efficiently with the help of technology and support to achieve positive results in any field. Active learning is a term generally used to denote teaching learning strategy that engage and enroll the learner in their learning process. It represents an umbrella term which contains several models of instruction that shifts the emphasis from teaching to learning and focus the responsibility of learning. The learning is that allows the students to participate in the class session more inter actively instead of boring activities. In this mode of learning students are engaged in activities of concept, processing, creativity and applying information. Learning in the program is perceived to be holistic in that it recognizes the roles of thinking (cognitive) feeling (affective) and reflecting (spiritual) as complementary within the learning process. Children's account of what they have learnt suggests the emergence of inter play between these learning dimensions.

READING ABILITY OF CHILDREN

The two premises of active learning are as learning of things by its nature is an active process, whereas the second premises say that different people adopt different technique to learn. It demands the learner to engage in activities other than mere listening with in the classroom and requires learner to involve in creativity and compel them to participate in analysis, synthesis and evaluation. Such active learning produces more lasting values to students who are better equipped to process to new information and new things of their self-created knowledge. Subject matter should be relevant to learners own purpose. Practical participation of the learner shows significant in learning. Learning requires responsible participation of learner. Learner interest is self-initiated learning process. Active learning is mainly characterized by students engaged in activities. Students engagement with the content by meaningful talking, listening, writing, reading, and reflecting on the content developing skills and social interactions. In this method students are involved in higher order thinking such as analysis, synthesis and evaluation test and revision of their knowledge emphasis on student's exploration of their own attitudes and values. The most important features of active learning are that this process is completely learner centered. Learner have to control their levels of knowledge, skills and abilities, learning out comes of their productivity with the guidance learner are trained to develop

learning skills, brain storming and to take steps in life-long learning ability and concept attainment. That active learner depends upon three factors that are follows basic elements learning strategies teaching resources. The fore most factors of basic elements involve the activity such as speaking, reading and writing, listening, and reflecting. The five elements contain cognitive activities that allows learner to clarify the ambiguous question, consolidate and develop new knowledge. The second factors that affects active learning is learning strategies which are incorporated in the above five elements. These are small group's learner participation, brain storming, interesting classroom, discussion, problem solving, demonstration, creativity. The third factors are teaching resources which are used by investigator to encourage learner to interact and involve in the activities. The learning is thus characterized by the learner perceiving the learning process as relevant to their purpose determine their levels of prior understanding desirable outcomes, meaningful participation in purposeful activities rooting physical and cognitive skills attaining independent and life learning ability. Thus we can conclude that these three factors elements, strategy, and resources are interrelated. Hence the role of teacher is crucial for instruction of student's activities from the teacher. This makes the role of the teacher more challenging and demanding more precisely the active learning environment means that students taking an active role in their learning and instructor moving beyond teacher instruction trying to see themselves along with their students as part of the learning community. The development of any nation depends on its educational system and it is proved that education is the key to human progress and social change. Education is a powerful tool for empowerment of the individual. It helps in developing confidence in individual and community about their own capacities, inherent strengths to shape their lives and thus enhance the inner strength. Education is the means by which societies have been known in the history to grow out of oppression to democratic participation and involvement. Empowerment is seen as matter of providing at least to some extent means of subsistence as a right. However empowerment in general is understood as means to enable to control the personal communal and societal environment to foster their own development. Thus empowerment is defined as a matter of access and participation always being a process of getting empowered rather than being concerned with a status of being empowered. The education holds the key to the empowerment of Indian peoples. Education is one of the most powerful factors for the political, social, economic or spiritual development of individuals and communities. It helps individuals to acquire the confidence and capability to match the levels of those who are in the mainstream in society. For empowering a community, it is required that access to quality education be ensured for the community. The education seems to be working on

old traditional pattern as there is no emphasis on any research. They are the nucleus of the cultural and educational life of children's. These act as valuable instrument of the traditional education which has played a vital role in spreading literacy among the down-trodden segments of the society. Most of them are providing to the introduction of modern education. However, that some of them have introduced modern education complemented with religious education. In majority of these the students have to access to modern secular education. If modern education is introduced in them it will certainly create conditions for promoting modern and secular outlook among students and empower them to participate as equal partners in an inclusive society. These children should serve as a vehicle for articulating the cultural heritage and universal values that are deeply embedded in the tradition, consciousness and identity of the community. Through which the community ensures that its future generations acquire knowledge of culture have become a symbol of identity in India. Often they are looked upon with regard by the wider society, despite the fact that they are involved in providing religious education to the community. This exercise, even as it is educating to the community, has a positive impact on the children studying in them. It has been pointed out that the existence is necessary as, apart from providing basic education, they serve as an important instrument of identity maintenance for the community. We live in a competitive world today, where education in general and professional education in particular, is in great demand. The common people are aware of the advantages of modern education and even for an enlightened and inclusive democracy it is necessary that all sections and classes of people are well educated and intellectually equipped to shoulder the responsibility for a free nation. Education occupies a unique role in the process of empowerment of minorities especially in the contemporary Indian context. As the community has lagged behind educationally over the decades, it is necessary to advance, foster and promotes the education of this community at a quicker pace and as a matter of priority. The education offered through them must aim at the all-round and holistic development of every student. This would call for, among other things, laying emphasis on promoting a healthy physical and social culture through outdoor activities.

AIMS AND OBJECTIVES OF READING ABILITY

Education should aim for physical strength of the children through various activities which involves the muscles and motor nerves. Children should be made aware of the value of labour in development of physical strength. He must grow a sense of dignity for labour. Children must acquire an inclination towards healthy living. Maintenance of health and hygiene in child's life through co-ordinated

efforts of parents should be ensured. Development of healthy habits should be given priority. Training of sense culture should be imparted. Children should be able to construct knowledge with the help of his developed senses and broad perception. Freedom in selection of activities according to the interest of the children's must aim to develop independent and decision making towards the children. Self-learning of the children must be ensured through an environment free from external impositions and interferences. Learning must be structured on joyful experiences. Education must aim to develop positive values of love and peace in the children's through various activities. Content of subject matter as well methodologies to teach the children's should be chosen to bring close to practical experiences. Emphasis should be given on the development of such capabilities in the proper means and methods so that he naturally masters the basic skills of reading, writing or doing numerical calculation. Children's language development should get strength by appropriate activities and teaching of various subjects related to literature. He must develop his reasoning power, logical and analytical abilities and common sense by the teaching of subjects like science, mathematics, and social science. He should be given ample of opportunity to indulge in various senses training and creative activity to them such as physical, social, mental, intellectual emotional and the aesthetic values. Along with these there should be constant focus on behavioral modification training of the children to orient him and acquire more healthy habits and proper mannerism in this day to day life. Didactic apparatus are one of the useful means, which are used to train children's senses and give clarity to his perception. It aims to develop Islamic outlook in the children. The powers to resolve questions, imagination, positive emotion, truthfulness, alertness, tolerance, sense of equality, feeling of unity etc. The nature with its rich resources has a great influence on the children by interacting them studying the child's develops the feelings of co-existence. He learns to care about other living things consequently developing a sense of responsibility. A nature teaches the child's true lessons of equality and kindness and nurtures in him the qualities of the patience and faith.

MEANING OF PHILOSOPHY

Philosophy is the study or creation of theories about basic things such as the nature of existence, knowledge, thought, or about how people should live. Philosophy is a particular theory that someone has about how to live or how to deal with a particular situation. The word philosophy comes from a combination of two Greek words *philos* meaning love and *sophia* meaning wisdom. Etymologically, philosophy means the 'love of wisdom'. To love something is to desire it. So, for many Greeks, the philosopher was the one who desired wisdom.

Wisdom is not only knowledge. One may have knowledge, but he may not be wise. Wisdom constitutes knowledge plus its implication in all circumstances. Thus philosophy gives man that wisdom with the help of which they understand the whole universe and its implication in relation to themselves and the people around. It provides premises by which man can discover truth and uses his mind to support his life.

DEFINITIONS OF PHILOSOPHY

Philosophy has been defined variously by scholars and thinkers:

Aristotle: Philosophy is the science which investigates the nature of human being.

Fichte's views: Philosophy is the science of the knowledge.

Indian context: The term Philosophy indicates visionary Darsan.

Humayun Kabir: States that philosophy seek to give the knowledge of the whole.

Kant Immanuel: Philosophy is the science and criticism of cognition.

OBJECTIVES OF THE STUDY

The general objective of the study is to understand the reading habits and attitudes of students.

1. To study the reading habits and attitudes among the students.
2. To analyze impact on reading interests and attitudes among the students.
4. To assess the relationship between philosophy and education in reading ability of children.

HYPOTHESES

Following Hypothesis were formulated for the study.

1. There is no significance difference in reading habits and learning in relation to the academics among students.
2. There is no significance use of informational resources in students.
3. There is no difference in utilization of resources and reading ability of the children.

METAPHYSICS AND EDUCATION

Metaphysics is the branch of the philosophy that deals with the studies of the ultimate nature of reality or existence. The term metaphysics is derived from the Greek words Meta means beyond, upon or after and Physika means physics. Literally it refers those things after the physics. Metaphysical questions are the most basic to ask because they provide the foundation upon which all subsequent inquiry is based. Metaphysical questions may be divided into four subsets. Metaphysics is speculative and focus on issues as the nature of cause-effect

relationships. It relates to teaching in terms of thoughts about educational goals, the selection of appropriate content and educational goals, and attitudes towards the general nature of learners. Cosmology consists in the study of theories about the origin, nature, and development of the universe as an orderly system. Questions such as these populate the realm of cosmology. Theology is that part of religious theory that deals with conceptions of and about God. Anthropology deals with the study of human beings and asks questions relation between mind and body. Ontology is the study of the nature of existence, or what it means for anything to exist. Several questions are central to ontology. The basic reality found in matter or physical energy is the world we can see, or is it found in spirit or spiritual energy. It is composed of one element e.g., matter or spirit.

EPISTEMOLOGY AND EDUCATION

Epistemology is the branch of philosophy concerned with the nature and scope of knowledge and is also referred to as theory of the knowledge. Etymologically the word epistemology has been derived from the Greek words episteme, meaning knowledge, understanding, and logos meaning study of other words we can say that epistemology is the study of the nature, source, and validity of knowledge. Thus epistemology covers two areas, the content of the thought and thought itself. In educational terms curriculum and instruction or content and method. The study of epistemology deals with issues related to the dependability of knowledge and the validity of the sources through which we gain information. Empirical knowledge appears to be built into the very nature of the human experience. Sensory knowing for humans is immediate and universal, and in many ways forms the basis of much of human knowledge. In sensory knowledge is built upon assumptions that must be accepted by faith in the dependability of the human sensory mechanisms. Revealed knowledge has been of prime importance in the field of religion. It differs from all other sources of knowledge because it presupposes a transcendent supernatural reality that breaks into the natural order. The view that reasoning, thought, or logic is the central factor in knowledge is known as rationalism. The rationalist, in emphasizing humanity's power of thought and the mind's contributions to knowledge, is likely to claim that the senses alone cannot provide universal, valid judgments that are consistent with one another. Epistemology and education are dual companions since both are primarily the act of knowing. Epistemology is the motor of education in a sense because it drives the educational process. Whatever educational theories and practices one employs will be consistent with his theories and practices of epistemology. Epistemology has a direct impact upon education on a moment by moment basis.

For example, assumptions about the importance of various sources of knowledge will certainly be reflected in curricular emphases and teaching methodologies.

AXIOLOGY AND EDUCATION

Axiology, which stems from two Greek words Axios means value, worth and logos, means reason, theory or symbol. Hence, Axiology is the philosophical study of value and value originally meant the worth of something. Axiology, like metaphysics and epistemology, stands at the very foundation of the educational process. By their actions, teachers constantly instruct groups of highly impressionable young people who assimilate and imitate their teachers' value structures to a significant extent. Axiology has two main branches ethics and aesthetics. Ethics is the study of the moral values and conduct. Ethical theory seeks to provide right values as the foundation for right actions. Aesthetics is the realm of value that searches for the principles governing the creation and appreciation of beauty and art in both the higher arts and the things of daily life, such as school architecture, television programs, and billboards. Evaluations of beauty and ugliness fall into the aesthetic realm. Thus aesthetic evaluation is a part of daily life and cannot be avoided. The aesthetic experience is tied to the cognitive world of intellectual understanding but also soars beyond the cognitive into the affective realm because of its focus on feeling and emotion. Aesthetic experiences enable people to move beyond the limits imposed by purely rational thought and the inadequacies of the human language. In this context education plays an important role for inculcating the value such as truth, beauty and goodness etc. and transmitting from one generation to another through its curriculum. It has been rightly stated that culture is a totality of values created throughout history and that education is the means of performing culture. This is why axiology requires an important educational dimension. First the axiology by projecting a system of values proposes educational aims under the form of axiological objectives and ideals. Second, axiology comprises both general human or universal and specific values for a determined community there by giving it its personality. Education preserves and transmits values that guarantee the cultural identity of the human community. The performance of values requires knowledge and experience which means the involvement in this process of education on its two interrelated planes cognitive and emotional ones.

MEANING OF EDUCATION

The term education has been derived from Latin words Educare, Educere and Educatum. Educare means to rise up or bring up or nourish. It indicates that the child is to be brought up or nourished keeping certain aims and ideals. The term Educere denotes to lead out or to draw out. In this regard, education through

its process draws out of the best what is inside the child. Educatum indicate the act of teaching or training. It throws light on the principles and practice of teaching. It means educating the children or provides training facilities to the child for his all-round development. The term Educare or Educere mainly indicates development of the latent faculties of the child. It is the educator or the teacher who can know these and take appropriate methods to develop those powers. Education in this sense means controlling or disciplining the behavior of an individual. Hence education in broader sense may act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. However education can be understood as the deliberate and systematic influence exerted by a mature through powers of the human being such as physical, social, intellectual, aesthetic and spiritual. The essential elements in the educative process are a creative mind, a well-integrated self, socially instruction and discipline. It means the harmonious development of all the useful purposes and experience related to the interests of the individual needs and abilities of the individual as social group. Broadly we can say education is a social process that intends to modify the behavior of the pupil in a social desirable direction through learning. In its narrow sense, school instruction is called education. In this process the elders of society strive to attain pre-determined aims during a specified time by providing pre-structured knowledge to children through set methods of the teaching. The purpose is to achieve mental development of children entering school. Education in the narrower sense is regarded as equivalent to instruction. It consists of the specific influences consciously designed in a school or in a college or in an institution to bring in the development and growth of the child. The education of the child begins with his admission in the school and ends with his departure from the university. The amount of education received by the child is measured in terms of degrees and diplomas awarded to him. The school represents formal education as it imparts education directly and systematically. There is deliberate effort on the part of the educator to inculcate certain habits, skills, attitudes or influences in the learner, which are considered to be essential and useful to him. The purpose of these influences is to modify the behaviour of the child in such a way that he may become different from what he would have been without education. It makes possible a better adjustment of human nature to surroundings. In its wider sense, education is the total development of the personality in the sense. Education consists of all those experiences, which affect the individual from birth till death. Thus, education is that process by which an individual freely develops his self-according to his nature in a free and uncontrolled environment. In this way

education is a lifelong process of growth environment. Education in the wider sense is a life-long process. It is a continuous process. Continuity is the law of life. Education is not limited to the classroom only it is also not limited to a particular period of the life. Throughout life one goes on learning to adjust oneself to the changing patterns of life. The change is the fundamental law of human existence. An individual learns through his experiences, which are acquired throughout his life. Education is not merely collection of some information. It is acquisition of experiences through life in the social and natural environment. Thus education becomes the sum total of all experiences that the child receives either in the school or outside.

NATURE OF EDUCATION

Education is a continuous process of development from womb to the tomb. Several thinkers feel that education starts even before birth. John Adams stated education is a bipolar process in which one personality acts upon another in order to modify the development of the other. It includes two fundamental poles known as teacher and the pupil and their interaction is education. John Dewey opined education is a tri-polar process. It involves interaction between the pupil education, the teacher educator and the social environment social forces. The teacher tries to develop the personality of the pupil in the needs of the society. Now days it has been realized that education is not to be monopolized by school or by teacher as disseminator of learning. Education is a purposeful process. Both the pupil and teacher make efforts for achieving purpose or destination. The process of education is not only conscious but also deliberate. The educator is fully aware of the fact that his aim is to develop the personality of the child along definite lines through the modification of his behavior. According to the psychological perspective, the educator must understand the nature, interests, capacities and limitations of the child. From the sociological perspective the educator must interpret and develop the capacities of the children in a social setting. A child is a social being and as such must be educated in such a way that he becomes a useful member of the society. Education is a process of the individual development which includes physical, intellectual, aesthetic, moral, social and spiritual development of individual. Education is a dynamic and progressive process. It reconstructs a new and better social pattern according to changing needs of time place and society. Education is a process of individual adjustment. It helps in individual in making adjustment with self, with parents, relatives, friends, teachers or members of society. Education is not just theoretical but also a practical process. Theoretical and practical knowledge of education broadens the intellectual horizon of the child, deepens his insight, enhances his efficiency, and helps him in solving

educational problems. The subject matter, the teacher and the environment are all for him. The child-centered process signifies that the educator must study each child carefully and attend the individual needs. Information and knowledge should lead to constructive thinking, creativity and wisdom. Instruction denotes activity of teacher and passivity of child. It denotes ordering and not motivating. Instruction includes only communication of the knowledge skills or attitude. Instruction ends in the classroom but education ends with life. Education includes all round development which means physical, social, mental, language, creative, cognitive or intellectual, emotional, aesthetic as well as spiritual development.

MATERIALS AND METHODS

The study was carried out in Hazaribag area as it provide rich reservoir of informants. The researcher frequently visits and thus making accessing of informants and information easy. The data was collected from 25 respondents from different households in the villages including male and female ones. The respondents were parents who had one or more than school going children. They belonged to the age group of 7-13 years. Qualitative research design was adopted. This is because the design permitted the researcher direct experience within the research field in order to deepen his understanding of the nature of what he was studying Creswell and Morales (2007). Data collection commenced by establishing questionnaires to informants representing the target population. The researcher combined both questionnaire and interview methods to obtain and gather information from respondents. This approach was beneficial for the best outcome. Specifically this approach was used with respondents who were not able to read and write in English to fill questionnaires in order to assist them.

RESULTS AND DISCUSSION

The interview data suggested there was an emergence of the inter play between the cognitive affective and spiritual dimensions of what the children had learnt although this is varied between students. The cognitive dimension was particularly evident in the students' narratives. For instance many knew the stories about the prophets the moral behind it and they remembered the activities they did in class in relation to these stories. However some had difficulty re-telling these stories missing out details while others had difficulty naming the prophets even though they knew the story accurately. It employs scientific methods of observation and experimentation. It establishes and formulates generalizations about its methodology learning, memory attention, interest, motivation, curriculum construction, methods of teaching and evaluation. Educator is an artist who moulds the pupil or child into a better, pure and noble person. Educator has a practical inspiration of the helping the child in acquisition of knowledge,

integrated growth, social and vocational efficiency. Teaching and learning process scale was administered on the experimental groups as well as control group on children respectively. Its effects were analyzed in different dimension such as interest student's participation, discussion, brain storming, peer instructions, interactive demonstration, creativity and concept attainment. This indicated that the reading ability of children improved considerably as a result of intervention. The active involvement in learning activities must have helped the students to take responsibility of ones learning, to engage with content meaning fully and to reflect articulate the explanation with one self-peer and teacher which in turn have resulted in improved reading of the students. We are fully convinced with the outcome and consider ideal reading as the best method to teach children's the nuances of perfectly reading. Reading must be fun adult can derive this fun by reading books on various subjects but a young child finds joy in reading word books the joy remains for both of them. The reading is an art and the skills that can be the mastered through practice. This remarked when art is associated with practice rigors of practice lesson and become bearable.

CONCLUSION

Learning results can be influenced by various factors, one of which is meaningful learning. The meaningful learning can occur when students carefully decide to integrate newly acquired knowledge with the existing knowledge. Furthermore, it is stated that if students are intellectually-emotionally engaged and creatively participate in the right situations in learning then learning becomes meaningful. The meaningful learning that gave students the opportunity to learn and understand the concepts they learn directly through the real experiences linking the concepts integrated into the subject of the learning material. The educational institutions which teaches student the basics of values and general science with the existence of religious subject the awareness and the understanding of learning becomes an advantage for the process of integrating social values and the implementation of learning. Further-more it is suggested that learning has five to six hour meeting a week while in general school religious learning has only two hour meeting a week. These characteristics give more opportunities for the implementation of integrated learning which links the concepts of education with the students' real experience as children's which in turn will lead to more meaningful learning.

RECOMMENDATION AND SUGGESTIONS

The reading habit of the children's and turning them into life-long learners is most important for making a knowledge society. Reading habits is a vital because it provides people with needed knowledge and comprehending not only

for building their own life but also for contributing positively in the intellectually socio-economic growth and development of the any nation. This study highlighted the basic proposal that is made with a view to develop the reading habit of the students. To increase the reading habits we should organized different types of extension services and activities such as book reading and writing should be automated. The parents attention also must be called to ensure that students were develop their good reading habit.

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**ROLE OF COGNITIVE ABILITY ON THE EFFECTIVENESS OF
TEACHING STRATEGIES IN THE ACADEMIC ACHIEVEMENT
OF STUDENTS AT HIGHER SECONDARY LEVEL:
AN EXPERIMENTAL APPROACH**

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ABSTRACT

The purpose of chemistry education is to study the understanding of teaching and learning process of chemistry subjects in all schools, colleges and universities. The present study emphasized on the role of cognitive ability on the effectiveness of teaching strategies. In this study traditional lecture method as control group and constructivist 5E model as experimental group were adopted as teaching strategies. The academic achievement of chemistry students at higher secondary level were considered in relation to their cognitive ability. The design of the study was pre-test, post-test (2x3) factorial design. The sample of the study consisted of total 72 students of class XII under science stream having chemistry as one of the major subjects. The samples were selected from two co-educational higher secondary schools under Kolkata Municipal Corporation. All the students were divided into two groups namely Control group and Experimental group. After administering a standardized test, control group and experimental group were sub divided into three groups on the basis of cognitive ability of the students. The collected data were analyzed by ANOVA and t-Test as the parametric test. The findings of the study indicated that three cognitive ability groups of control group had significant effects on post-test scores through the application of teaching strategy on the specific content. Moreover, three cognitive ability groups of control group also had significant effects on learning retention test scores through the application of teaching strategy on the specific content. The findings also indicated that low cognitive ability groups from control and experimental groups

had significant effects on post-test scores and scores through the application of teaching strategies on the specific content.

Key words: Chemistry Education, Constructivist approach, Cognitive ability, Academic achievement

I. Introduction:

The process of teaching-learning of science is a very complex one. It involves learners, teachers, teaching-learning materials, suitable strategies and the conducive learning environment leading to a meaningful learning to the learners. Learners are the core of learning process and teachers play the role of the facilitator of this process. The teaching of chemistry employs a number of strategies. A chemistry teacher can adopt several methods, techniques and models as teaching strategies. Proper teaching methods help us to make decision on how to initiate teaching process to engage the learners and how to transact the concept and what teaching-learning materials can be chosen to make transaction enjoyable and learning meaningful. It is evident from several studies that different learners have different learning styles and learn differently. They come to the class with some prior knowledge about the natural world around them. Therefore, it is imperative that a teacher has to consider about various strategies of learning to cater to the learning needs and learning styles of all learners.

There are various types of teaching strategies generally applied for teaching chemistry in the class room situation. Among them, the constructivist approach is similar to what Piaget (1953) described as the equilibrium of learning. It consists of the process of assimilation and accommodation i.e. adding new knowledge to an old existing one and attaining a state of equilibrium. Jayalakshmi and Janakavalli (2015) conducted a study about effectiveness of constructivist approach for enhancing achievement in Chemistry among 9th standard students. They found that constructivist approach was more effective teaching strategy than traditional chalk and talk method for achievement in Chemistry. Lesson activities planned in the constructivist manual were designed on the format of the 5Es constructivist instruction model developed by Bybee (Trowbridge et al., 2004). Each lesson progressed through five stages of activities. The stages of 5E model are: Engagement, Exploration, Explanation, Elaboration and Evaluation.

At the engagement stage, lesson activities were basically meant to engage the students into the activities of the day and involved an introduction to the lesson, presentation of the lesson objectives and presentation of the day's learning tasks to the participants. The engagement activities took a maximum of 10 minutes and then participants broke into groups for exploration stage. In the exploration stage, participants carried out investigations on primary and secondary sources of

information. Investigations on primary sources of information involved participants going out to the open fields to investigate and collect information and photo. Investigations on secondary sources involved participants searching for information on different textbooks, magazine and internet. From exploration stage, lesson activities moved to explanation stage. During the explanation stage group members discussed about the outcomes of what they encountered during the engagement and exploration stages. Difficult terminologies and field experiences were the main challenges met by the participants during the engagement and exploration stages. However, all the challenges were pulled and collaboratively discussed in the groups during the explanation stage. All definitions, information and explanations are critically discussed in the groups for individual and group ownership. Elaboration stage provided participants with opportunity for individual and group reflection on the learning activities. Evaluation stage included different open-ended questions by using observations, evidence and the previously accepted explanations, Asking of questions to judge the concept of skills and the related questions on this topic that encourage their future investigations.

Cognitive ability (Gottfredson, 1997) is defined as a general mental capability involving reasoning, problem solving, planning, abstract thinking, complex idea comprehension, and learning from experience. Now, the present study is designed to look into role of cognitive ability on the effectiveness of teaching strategies in the academic achievement of students at higher secondary level.

II. Significance of the study:

Chemistry has had a major impact on modern life. Lack of proper cognitive skills has the potential to disrupt the learning process in chemistry. Researchers have found that it can also have a negative effect on learning outcomes. This, in turn, increases students' frustration and have a negative effect on their satisfaction with the learning experience. The curriculum should be designed so that the amount of cognitive processing required for learning at any one time does not exceed the learner's processing capacity. The duties and responsibilities of the teachers today become more significant in transforming the traditional approaches of teaching into newer approaches that take into account needs, abilities and interests of learners. Chemistry teachers should use strategies for theoretical and practical education that help students to learn how to learn chemistry more effectively.

Constructivist teaching strategies are considered to produce greater internalization and deeper understanding than traditional teaching strategies. Constructivist teaching models include characteristics such as prompting students

to observe and formulate their own questions; allowing multiple interpretations and expressions of learning; encouraging students to work in groups; and in the use of their peers as resources to learning.

Therefore, the investigator is curious to find out the effects of constructivist instructional strategy on learning chemistry in relation to the cognitive ability of students at Higher Secondary level and compare the effects with respect to gender. The findings of the study will give the curriculum developers, planners, policymakers and teachers ideas about effects of constructivist instructional strategy in relation to the cognitive ability of the students. The results of the study will have valuable contribution to the field of chemistry education. Hence, the present study has great need and significance.

III. Objectives:

The following objectives were made on the basis of the research problem:

1. To categorize the students as High, Average and Low according to their scores obtained from cognitive ability test through the administration of standardized tool.
2. To find out the effect of cognitive ability on the achievement scores obtained from pre-test.
3. To assess the relative effectiveness of constructivist approach in comparison to traditional lecture method on the level of academic achievement from post-test in chemistry for immediate learning.
4. To find out the effect of cognitive ability on the achievement scores obtained from post-test after the treatment through constructivist approach

IV. Assumption of the study:

The following assumptions were made for the study:

1. The students under the study were subdivided as High Cognitive Ability Group (HCAG), Average Cognitive Ability Group (ACAG) and Low Cognitive Ability Group (LCAG) according to their scores obtained through administration of standardized cognitive ability test.
2. The scores obtained from pre-test and post-test are normally distributed .

V. Null Hypotheses:

On the basis of objectives of the study, the following null hypotheses were formulated:

HO1: There is no significant difference between the two groups (Experimental and Control) in their scores obtained from Pre-Test on the selected content.

Ho2: There is no significant difference between the two groups (Experimental and Control) in their scores obtained from Post -test on the selected content.

Ho3: There is no significant difference among the three cognitive ability groups (HCAG, ACAG and LCAG) of Control group in their scores obtained from post-test.

Ho4: There is no significant difference among the three cognitive ability groups (HCAG, ACAG and LCAG) of experimental group in their post test scores.

Ho5: There is no significant difference between the two high cognitive ability groups (HCAGs) from Experimental and Control group in their scores obtained from post-test.

Ho6: There is no significant difference between the two average cognitive ability groups (ACAGs) from Experimental and Control group in their scores obtained from post-test.

Ho7: There is no significant difference between the two Low cognitive ability groups (LCAGs) from Experimental and Control group in their scores obtained from post-test.

VI. Delimitations of the study:

To conduct the study effectively, the following delimitations were made on the selected areas:

1. **Sample:** It was restricted to the students having science stream of class XII under WBCHSE.
2. **Students' Conception:** Cognitive level of the students were considered for evaluating the academic achievement in Chemistry.
3. **Teaching Methods:** Traditional Lecture method and Constructivist approach method were adopted for this study.
4. **Geographical area:** Only the two co-educational Bengali medium schools under Kolkata Municipal Corporation (KMC) were selected randomly for this study.
5. **Content area:** The unit Chemical Kinetics from class XII was delimited for this experimental treatment.
6. **Board/Council:** The chemistry curriculum affiliated to the West Bengal Council of Higher Secondary Education (WBCHSE) was delimited for this study.

VII. Methodology

VII.1: Population and Sample: All the students of science stream under different boards like West Bengal Council of Higher Secondary Education (WBCHSE),

may be considered as the population of this study. However, it is not possible to conduct the study with the huge population. Thus sampling was necessary for this study. Systematic Random Sampling procedures were adopted for this study. Two co-education higher secondary schools (namely Barisha High School (H.S) and Sarsuna High School (H.S) under Kolkata Municipal Corporation, were selected for the experimental treatment of the students. To study the effectiveness of constructivist approach, 72 no. of students were selected randomly from class XII students who have the chemistry as main subject.

VII.2: Preparation of tools: The items for pre-test and post-test were constructed keeping in view the objectives at the domain of cognitive level (Bloom, 1968) i.e. Knowledge, Understanding, Application and Skill. After necessary suggestions from the experts and after completion of Item analysis procedure, finally 50 items were selected for both pre-test and post-test.

The split-half reliability of the pre-test was estimated by employing 'Product Moment Correlation' method. The reliability index for whole of the test (complete test) was found out to be 0.878. This value is significant at 0.01 level of significance. Test-Retest Reliability of the post-test was also computed by applying 'Product Moment Correlation' method. The product moment correlation 'r' i.e. reliability index, between two testing was 0.867 which is significant at 0.01 level of significant. The whole calculation was carried out with the help of Microsoft Office Excel 2007. The whole calculation was carried out with the help of Microsoft Office Excel 2007. The constructed pre-test and post-test items were modified by the subject as well as pedagogical experts. So, the content and construct validity were obtained by this process.

VII.3: Procedure for the administration of the tools: After selecting the sample for pre-test, a pre-test was administered on the 72 students, then a standardized cognitive ability test (CAT) was applied to sub-divide the students into three groups namely High, Average, Low according to their cognitive ability. Then two parallel groups (36 students each) were prepared for the treatment of experimental and control group. The students under control group were demonstrated through traditional lecture method and the students under experimental group were demonstrated through Constructivist approach (5E model). After the treatment on each group, an achievement test was administered separately. Then after four weeks a learning retention test was administered on each group separately. The proper statistical analysis was done on the scores obtained through achievement tests. On the basis of result obtained, item wise interpretation was made.

VIII: Results and Item wise Interpretations:

VIII.1: Pertaining to H01: There is no significant difference between the two groups (Experimental and Control) in their scores obtained from Pre-Test on the selected content.

Table No.: 01: Result of t-test between pre-test scores of Experimental group and Control group:

Descriptive Statistics				t-test for Equality of Means			
Group	N	Mean	Std. Deviation	df	t Stat	P(T<=t) two-tail	t Critical two-tail
Experimental	36	22.50	7.63	70	0.336	0.74	1.994
Control	36	23.03	5.50				

Interpretation: From the t-test result as mentioned in the **Table No.01**, the calculated value of 't' does not exceed the critical value of 't' at 0.05 level of significance, Hence null hypothesis is accepted so there is no significant difference in the scores obtained in the pre-tests between the control group and Experimental group in the selected unit.

VIII.2: Pertaining to H02: There is no significant difference between the two groups (Experimental and Control) in their scores obtained from Post -test on the selected content.

Table No.: 02: Result of t-test between post-test scores of Experimental group and Control group:

Descriptive Statistics				t-test for Equality of Means			
Group	N	Mean	Std. Deviation	df	t Stat	P(T<=t) two-tail	t Critical two-tail
Experimental	36	28.56	5.68	70	2.966	0.004	1.994
Control	36	24.28	6.53				

Interpretation: From the **Table no.02**, it has been observed that the calculated value of 't' exceeds the critical value of 't' at 0.05 level of significance, Hence null hypothesis is rejected so there is a significant difference in the scores obtained in the post-tests between the control group and Experimental group in the selected unit.

VIII.3: Pertaining to H03: There is no significant difference among the three cognitive ability groups (HCAG, ACAG and LCAG) of Control group in their scores obtained from post-test.

Table No.: 03: Result from ANOVA on different cognitive ability groups of Control Group for their post test scores:

Anova: Single Factor

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
HCAG	12	338	28.16667	40.51515
ACAG	12	307	25.58333	31.35606
LCAG	12	229	19.08333	15.90152

HCAG: High Cognitive Ability Group, ACAG: Average Cognitive Ability Group

LCAG: Low Cognitive Ability Group

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	525.7222222	2	262.8611	8.984378	0.000767	3.284918
Within Groups	965.5	33	29.25758			
Total	1491.222222	35				

Interpretation: From the analysis through ANOVA-Test in the **Table No.03** the calculated value of F is greater than the critical value of F- at 0.05 level of significance, hence null hypothesis is rejected so there is a significant difference among the three cognitive ability groups (namely High, Average and Low) present in the Control group in their post test scores.

VIII.4: Pertaining to H04: There is no significant difference among the three cognitive ability groups (HCAG, ACAG and LCAG) of experimental group in their post test scores.

Table No.:04: Result from ANOVA on different cognitive ability groups of Experimental group for their post test scores:

Anova: Single Factor

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
HCAG	12	406	33.83333	37.9697
ACAG	12	383	31.91667	39.53788
LCAG	12	342	28.5	74.45455

HCAG: High Cognitive Ability Group, ACAG: Average Cognitive Ability Group

LCAG: Low Cognitive Ability Group

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	175.1667	2	87.58333	1.729049	0.193143	3.284918
Within Groups	1671.583	33	50.65404			
Total	1846.75	35				

Interpretation: From the analysis through ANOVA-Test in the **Table No.04** the calculated value of F is lower than the critical value of F- at 0.05 level of

significance, hence null hypothesis is accepted so there is no significant difference among the three cognitive ability groups (namely High, Average and Low) present in the Experimental group in their post test scores.

VIII.5: Pertaining to H05: There is no significant difference between the two high cognitive ability groups (HCAGs) from Experimental and Control group in their scores obtained from post-test.

Table No.:05: Result of t-Test between post-test scores of two high cognitive ability groups (HCAGs) from Experimental group and Control group:

Descriptive Statistics				t-test for Equality of Means			
Group	N	Mean	Std. Deviation	df	t Stat	P(T<=t) two-tail	t Critical two-tail
HCAG from Experimental group	12	32.50	6.20	22	1.689	0.105	2.074
HCAG from Control group	12	28.17	6.36				

Interpretation : From the **Table no.05**, it has been observed that the calculated value of 't' does not exceed the critical value of 't', Hence there is no significant difference between the two high cognitive ability groups (HCAG) from Experimental and Control group in their scores obtained from post-test in the selected unit.

VIII.6: Pertaining to H06: There is no significant difference between the two average cognitive ability groups (ACAGs) from Experimental and Control group in their scores obtained from post-test.

Table No.:06: Result of t-Test between post-test scores of two average cognitive ability groups (ACAG) from Experimental group and Control group:

Descriptive Statistics				t-test for Equality of Means			
Group	N	Mean	Std. Deviation	df	t Stat	P(T<=t) two-tail	t Critical two-tail
ACAG from Experimental group	12	29.08	3.42	22	1.847	0.078	2.074
ACAG from Control group	12	25.58	5.60				

Interpretation : From the **Table no.06**, it has been observed that the calculated value of 't' does not exceed the critical value of 't', Hence there is no significant difference between the two average cognitive ability groups (ACAG) from

Experimental and Control group in their scores obtained from post-test in the selected unit.

VIII.7: Pertaining to H07: There is no significant difference between the two Low cognitive ability groups (LCAGs) from Experimental and Control group in their scores obtained from post-test.

Table No.:07: Result of t-Test between post-test scores of two low cognitive ability groups (LCAG) from Experimental group and Control group:

Descriptive Statistics				t-test for Equality of Means			
Group	N	Mean	Std. Deviation	df	t Stat	P(T<=t) two-tail	t Critical two-tail
LCAG from Experimental group	12	24.08	3.65	22	3.202	0.004	2.074
LCAG from Control group	12	19.08	3.99				

Interpretation: From the **Table no.07**, it has been observed that the calculated value of 't' exceeds the critical value of 't', Hence null hypothesis is rejected so there is a significant difference between the two low cognitive ability groups (LCAG) from Experimental and Control group in their scores obtained from post-test in the selected unit.

IX: Major Findings:

The following major findings have been obtained from this study:

1. There is no significant difference between control and experimental groups in their pre-test scores.
2. There is a significant difference between control and experimental groups in their post-test scores.
3. Three cognitive ability groups of control group have significant effects on post-test scores through the application of teaching strategy on the specific content.
4. Low cognitive ability groups from control and experimental groups have significant effects on post-test scores through the application of teaching strategies on the specific content.
5. High and Average cognitive ability groups from control and experimental groups have no significant effects on post- test scores through the application of teaching strategies on the specific content.

X: Limitations and suggestions for further study:

- 1) The present study was conducted only on higher secondary level students. Further studies can be conducted with other group of sample.
- 2) The present study was conducted on schools located at municipal corporation area. The study can also be conducted on schools located at rural areas.
- 3) The study was conducted on teaching Chemistry at higher secondary level. Therefore, study can also be conducted on teaching other branches of science like Physics and Biology at higher secondary level and also on teaching non science subjects.
- 4) A study can be undertaken to know the effect of constructivist approach on students' self-concept and their learning process.
- 5) In this study, only 5E Model has been implemented. Other models of constructivist approach such as 7E Model may be taken up for the purpose of study.
- 6) Problems and issues regarding assessment through constructivist approach is an emerging topic which can be investigated.
- 7) The study also can be conducted by taking larger sample and other context.

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SCIENCE AS NATURE OF INTER DISCIPLINARY IN TEACHING AND LEARNING PROCESS

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ABSTRACT

Science is a great enterprise in which nations depend on advance technology. Science therefore, is receiving much emphasis in education because of its significance and relevance to life and society. The educational system in every country aspires to giving young people the basic skills required in the modern world and to equip them to solve problem logically. The world today is confronting an out sized scientific and technological progress which represents an intricate challenge for education in general and science education in particular. This challenge requires individuals to gain sufficient perception of scientific and technological development. This means preparing individuals to gain sufficient more predicting and progressive way of doing things than for previous ways of doing it. In this effort India as a country should not lag behind in improving its capacity to add value to whatever resources it has or can lay hands on. Obviously the nation is generally characterized by efforts and determination to gradually but steadily move towards a stage of maturity and state of well-being for the individuals that constitute such nation. It is imperative that science education should be given serious attention in our school curriculum considering the benefits gain from it. The demands of the innovative approaches in science method enable the students to cope with the modern world. Teachers are expected to play the role of agents of social change and modernization. The role of teacher would have to be shaped in the light of the changing demands on the school. It is agreed by many facts that through understanding of today's real-life problems requires inter disciplinary reflection. The present study explores the meaning and nature of the interdisciplinary approach and studies for teaching and learning process. Inter disciplinary higher education aims to develop boundary of crossing skills such as inter disciplinary thinking. It is defined inter disciplinary thinking as the capacity to integrate knowledge of two or more disciplines to produce a cognitive advancement in ways that would have been impossible or unlikely through single disciplinary

means. The review showed that today scientific research into teaching and learning in higher education has remained limited and explorative. The research advanced the understanding of the necessary sub-skills of inters disciplinary thinking and typical conditions for enabling the development of thinking. This understanding provides a platform from which the theory and practice of higher education can move forward. Inter disciplinary teaching inculcates in the learners learning habits enabling them to tackle real life problems and develops in them a global consciousness.

Key words: Science, Inter disciplinary, Teaching, Learning Process.

INTRODUCTION

The word science may be defined as rationally structured knowledge about nature which embraces systematic methods and positive attitudes for its acquisitions teaching learning and application. Science is composed of knowledge skill and attitude each of which has different domains involved. For example knowledge involves cognitive domain and skill involves cognitive and psychomotor domains. This is because science in skill involves critical thinking in attributing cognitive domain. We also have manipulative skill that uses psychomotor domain while attitude such as accuracy involves affective domain. Each of these domains is catered for in the process of education. Science education can be regarded as a discipline or field of study concerned with the integration of science content and processes with pedagogy in order to promote meaningful understanding and application of science among learners Westbrook (2013). The studies of science contents and process that emphasis on the best to promote the teachings and learning in order to achieve optimum benefits to the students. The role of teacher in the teaching learning process can be understood well through the following quote by Immanuel Kant in his famous pedagogy which highlights the importance of good teachers as man can become man only by education. He is nothing but what education makes him. It is to be noted that man is educated only by men who have them been educated. Presently, learning to live together is one of the four pillars which UNESCO wants the various countries of the world to build their education on. Teachers need to understand the concept and be aware of the various techniques and strategies that would help children to develop collaboration and synergy and through them tolerance. It suggests that a teacher education programmer should be based on the three goals of teacher knowledge teaching skills both pedagogical and interpersonal and teacher feelings and self-awareness. Thus imply the presence of social technical and affective competencies in teachers

as a necessary tool for student development. While discussing the aims of education the national curriculum focuses on group constituted by NCERT recommends it is very important that school teaching and learning takes place in an environment that is aesthetically pleasing. It is also essential that children take an active part in increasing such an environment for them. While Piaget stresses on children constructing knowledge by transforming organizing and reorganizing previous knowledge. Vygotsky's emphasis is on knowledge construction through social interaction with others. Education thus increases skill or acquisition of knowledge and understanding as a result of training study of experiences. To this end a large part of educational endeavor involves teaching in general skills and strategies that can be applied to a variety of problems and learning situations. The different strategy and instructions should include metacognitive component. Metacognition thus broadly defined as knowledge that person has of his own cognitive processes. Metacognition can be defined as the conscious awareness of one's own cognition and the conscious control of one's own learning. Metacognition plays an important role in communication in reading comprehension of language acquisition. The social cognition of attention in self-control memory towards self-instruction and writing problem-solving and personality development Friedow Alison (2012).

Science is a dynamic and vital force play in the daily life of every person. It touches every phase of human activity. The marvelous achievements in science have out stripped the limits of the world. Its tremendous impact on industry agriculture and commerce is so great that it is high time that India should produce more and more scientifically trained personnel to meet its ever increasing demands in various fields. A student who wants to succeed in science should have some aptitude and special abilities like reasoning and logical thinking Halah Saeed and Naja (2010). For that he should have interest in science. An aptitude is a potential for acquiring certain skills and knowledge. As such it is used in a far more specific way than intelligence. Scientific aptitude is a complex of interacting hereditary and environmental determinants producing ability in science. Through these abilities it is possible to predict future accomplishment of a person in science Rao (1996). Reasoning skills develop gradually through a person's lifetime and at different rates for different individuals. Reasoning skills are recognized as the key abilities for human beings to create learn and exploit knowledge. These skills are also an important factor in the process of human civilization Anuradha and Mahapatra (2011). Therefore the importance of reasoning skills that has been of great concern in educational settings and the world of work becomes increasingly important to improve reasoning ability through lifelong learning in response to such challenges and lead a meaningful life and construct a rational world. Interest

means to make a difference. It describes why the organism tends to favor some situations and thus comes to react to them in a very selective manner. To be interested in an activity means to identify oneself with the activity. It is motivational for the task and important factor in achievement. It affords pleasure and satisfaction creates enthusiasm and curiosity and strengthens vocational aspect of mind Mangal (2011). The rapid process of globalization has brought about several consequences for the higher education systems worldwide. One of the most important of these consequences is that the disciplinary manner in which knowledge was arranged earlier is now being rapidly reconfigured. The institutions have started to think over what should be taught to make the education worth-while for the students. Various traditional and innovative teaching initiatives have been used by the stake-holders for the improvement of learning outcome of the students. The number of scholars has been announcing a paradigm shift in terms of how higher education views pedagogy Qaisur Tanwir (2020). It describes what they believe to be a major change already taking place in American higher education. An attempt to explore the nature of interdisciplinary teaching and collaboration in the Indian higher education context and for the learners therefore appears to be appropriate. This is especially so because for the successful experiment with interdisciplinary pedagogical approach among the students' suitable grooming and participation is also a must. Effective science learning is not only necessary for one's individual development but it also helps learner to contribute significantly towards the development of a nation. Students feel a strong urge to enroll themselves in science courses particularly at senior secondary stage. Parents are also driven strongly by this type of external motivation considering science interest of their children as the symbol of social status Dubey and Archana (2005). But mere enrolment in science courses will not result into benefit of learner in large extent unless student's science interest is made effective also. There are several factors which influence interest in science among which their aptitude and reasoning ability are two major determinants. But in the present system of education the student's aptitude and reasoning ability are hardly recognized as the matter of consideration. As a result in spite of gradual increasing rate of in science courses the scenario of student's achievement in science is not as per the level of expectation.

NEED OF THE STUDY

It is evident from the report of the National Curriculum Framework of (2005) that education is in a state of flux. The goals of school education have been steadily changing with times. In an era where the focus of education is preparing global students it is unfortunate that our classroom practices have remained as

traditional as ever. This requires to be changed and the teachers should focus on student's development and understanding of their thought and process. In the past few decades in India research on teaching focused on teacher and the students. In recent years there is a shift in the focus to the process of interaction that is instruction and learning. The cognitive processes are emphasized through different way interaction of content teacher students. The teaching learning material and teaching competency involve the ability to think or the cognition domain has been focused upon regularly. While the ability to regulate one's own thinking and be able to self-assess the extent and utilization of one's own cognitive abilities would possibly inculcate life-long learning among the students. It is also suggested under the principles that form the basis of brain compatible teaching that learning always involves conscious and unconscious processes i.e., students need time to process how as well as what they have learned Gallton and Jai Hall (2000). In other words students need to be aware of their own thought process. Teachers need to inculcate their student's self-regulation skills and thereby to make them help themselves. Review of related literature showed that students with high achievement were more aware of their learning and thinking processes. Metacognitive awareness therefore serves as regulatory function and is essential to be effective learning because it allows students to regulate numerous cognitive skills. Thus it can be conclusively said that metacognition is important for the development of life-long learners. The student interacts with the teacher as person and not someone who is just efficacious or well behaved in class. The teacher has an overall influence on the student including his interaction even after class hours. The need for wholesome understanding prompted the inclusion of social technical and affective competencies of a teacher in the present research.

AIMS OF THE STUDY

1. To study science as nature of inter disciplinary in teaching and learning process.
2. To develop the relationship between teaching and learning and interest of the students.

OBJECTIVES OF THE STUDY

1. To find if there exists any correlation between aptitude and interest of the students in science.
2. To find if there exists any the correlation between teaching ability and interest of the students in science.

HYPOTHESIS

1. There exists no significant correlation between teaching and learning of the students and their interest in science.

2. There exists significant correlation between teaching and learning of the students their interest in science.

METHODOLOGY OF THE STUDY

The descriptive method was used for the study and comparisons were made between the school types ICSE and CBSE. Data was collected from Class X students from all two types of schools situated in the Hazaribag district. Due representation of schools was given through stratified sampling technique. Method used in the present study was correlational in nature.

TOOLS USED

1. Science aptitude test (2005) by Shahapur.
2. Reasoning ability in science test (2011) by Joshi and Mahapatra.
3. Science interest test (2005) by Dube.

ROLES OF SCIENCE EDUCATION

Science education had been recognized worldwide as the bed rock of scientific and technological accomplishments and development. The science educators therefore have been increasingly concerned with ways of improving the quality of teaching and learning of science in schools for a greater height to give an essential background of knowledge for cultural development. It expands the individual's knowledge of the universe and of his position in it. It helps in the appreciation and enjoyment of nature and life. It gives many opportunities to foster the scientific method and discipline since it trains students to observe and think clearly and carefully. This training should whenever possible to be applied to real and worth-while problems affecting the personal life and thought of the individuals so that such benefits may be transferred to his other activities. It stresses the need to appreciate the meaning of scientific life spirit and endeavor open-minded intellectual honesty, self-sacrifice and devotion which ought to serve as ideas to future citizen Qaisur and Tanwir (2020). Science develops the individual with knowledge of facts needed not only for many trades and professions but also to make good citizens that enable them to live happily well-balanced and useful lives. Future citizens need to know all possible influence of new discoveries and should realize the need for proper control. It is therefore necessary to understand as minimum the simpler words and definitions in science. The relationship between science and other fields of knowledge and the elementary facts and principles of this subject so that in later life the individual may keep himself informed of important developments. The scientific and technological capability of the nation has easily become the social index and

determining factor for assessing the economic progress prosperity and power of nations.

USE INTERDISCIPLINARY APPROACH

Inter disciplinary science in science methodology increases students learning. It helps them to develop knowledge insights problem solving skills self-confidence self-efficacy and passion for learning. It helps students to identify insights from a range of disciplines that contribute to an understanding of the issue under consideration. To develops the ability of integrated concepts and ideas from the disciplines into broader conceptual framework of analysis. They help the students to acquire positive trends and attitude towards the environment which can help them to adjust to the modern world. It gave advance critical thinking and cognitive development in obtaining clear understanding of problems with roots in multiple disciplines requires the capacity to integrate ideas and these skills is advanced by interdisciplinary science learning. It promotes significant learning in preparing individuals to be capable to keep up with the scientific and technological accelerated progress in all fields. It promotes understanding when students are different backgrounds in their learning styles and have diverse fields of interest experiences talents and values Boix Mansilla (1994). Help to prepare individuals who are aware of the scientific and technological civilization, which can help them to sustain with the ever increasing national and international concept of science and technology and developments. According to the NCTE (1995) the educational experiences are more authentic and of greater value to students when the curriculum reflects real life which is multi-faceted rather than being subject matter packages. In their view real world problems are complex so no single discipline can adequately describe and resolve these issues. It also includes learning how to initiate a functional integrative association between science curriculum and other curriculums arising at providing individuals with a solid technological background to gain knowledge skills and attitudes required in a rapidly changing world. The concept of inter disciplinary science is one of the important disciplines that concentrate on teaching science courses alongside with other courses such as social studies and linguistic studies Glatthom and Jailhall (2000). The innovative approaches for implementing inter disciplinary science methodology are very rewarding. Based on the development in society and advancement in social economic political and cultural life brings the integrated science approach as a new trend in the field of science. Many studies approve the effectiveness of the integrated approach which reacts to the traditional approaches that aims to deal with the topic as an integrated and co-ordinated unit of teaching. This is considered as appropriate for systematizing inter disciplinary science curriculums.

It recognizes the place of the child's environment in the life and overall well-being. Hence the child's learning is always designed in way that it can enable him fit into his environment. This should inculcate social norms and the spirit of inquiry in creativity through exploration of nature and the environment. This approach helps citizens to acquire analytical thinking and problem and understanding of the past as guide for the appreciation of the present Nwagbo (1999). The science curriculum that attempts to acquaint scientific illumination and civilization combines between science and technology society and environment in dynamic constant relation for the real world. This process enables the learner to move to the next stage of the learning process at his own pace thereby enabling proper understanding. This encourages the teaching of concepts and topics through an integrated system and as such learner to create connections between diverse disciplines. This will require the learners with the understanding of the social problems and issues with regard to their real life in which solutions are preferred to solve these problems. There is need to associate science teaching with reality and real life state of the learner's concentrations on the social dimension Spelt Elisabeth (2009). Inter disciplinary science curriculum is required to facilitate individual literacy through science technology and society approach. Translated closely it is science and technology that is apt to solve the problems of the society brought upon it by nature itself. Therefore science and technology are an indispensable component of the society. The bond therefore exists between science and technology and society which are hard to break Qaisur and Tanwir (2020). Society is dynamic and grows more and more complex. As the complexity increases science and technology gets more advanced but simpler. This approach gained more attention from science researchers on the national and international circle as numerous studies are tackled in this field. This approach could be used to prepare individuals who are capable to keep up with scientific and technological accelerated progress in all fields. It presents modern topics and technological issues that have obvious effects upon individuals and sciences in future. Science education can follow these trends by associating curriculum with the environment and society Weinberg and Harding (2004).

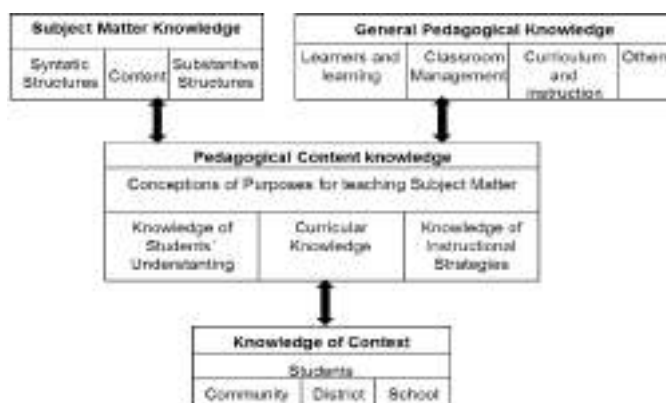


Figure 1: Model showing of teaching knowledge of subject content

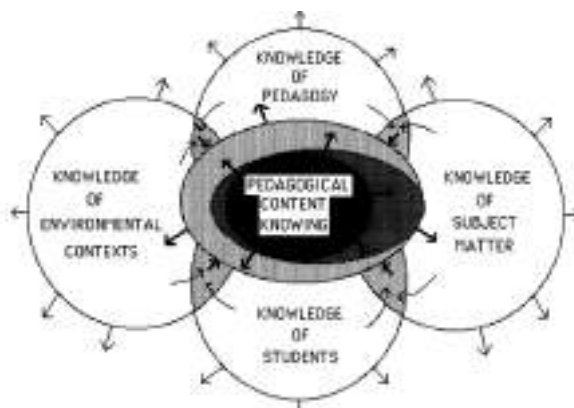


Figure 2: Model of Pedagogical content knowledge.



Figure 3: Model of showing relationship between other knowledge and Pedagogical content knowledge.

RESULTS AND DISCUSSION

The term inter disciplinary reflects the challenge of integrating information across disciplines and professions. Inter disciplinary teaching is a method or set of methods that incorporates knowledge and skills from multiple areas of learning to teach the unit. It involves a conscious effort to apply knowledge principles and values to more than one academic discipline simultaneously. The disciplines may be related through a central theme issue problem process topic and experience Jacobs (1989). The organizational structure of interdisciplinary teaching is called theme. The thematic units which are a frame work with goals that specify what students are expected to learn as a result of the experiences and lessons that are a part of the unit. Thus inter disciplinary teaching involves a much broader kind of collaboration and integration one in which the theme begins to encompass all curricular areas involved. The inter disciplinary teaching involves integration of two or more disciplines around specific topics. Integration refers to the process by which ideas data and information methods tools concepts and theories from two or more disciplines are synthesized and connected. Inter disciplinarians believe that integration should be the goal of inter disciplinary work because integration addresses the challenge of complexity. This connects integration with inter disciplinary education and research towards developing distinctively inter disciplinary theory based research process and with describing how it operates Boix Mansilla and Gardner (2007). Inter disciplinary teaching is seen as step to support goals such as transfer of learning teaching students to think and reason for providing the curriculum more relevant to students. Besides knowledge of the students are likely to pick up transferable skills and it should be incorporated in the curriculum. The inter disciplinary is an emerging paradigm of knowledge formation associated with bold advances in knowledge solutions to urgent societal problems an edge in technological innovation and more integrative educational experience. However any understanding of inter disciplinary in teaching should start first from learning the meaning of disciplines and disciplinary teaching. As an idea or concept inter disciplinary is historically linked to disciplinarity. Leading theorist of inter disciplinarity William H. Newell writes understanding the role of disciplines in inter disciplinary studies should be central to a full understanding of inter disciplinarity. Academic disciplines are scholarly communities that specify which phenomena to study advance central concepts and organizing theories embrace certain methods of investigation. It provides forums for sharing research and insights and offer career paths for the scholars. Only the expertise in particular disciplines can bring together experts to organize an inter disciplinary theme around which the knowledge contained in all the concerned disciplines could be

put to good and effective objective based use. Marian and Gillian (2001) revealed that inter disciplinary instruction helps students to develop their cognitive abilities brain based skills and mental processes that are needed to carry out tasks. This identifies a number of cognitive attributes that interdisciplinary learning fosters. He asserts that interdisciplinary learning helps students to acquire perspective to the capacity to understand multiple view points on a given topic. The students develop an appreciation of the differences between disciplines on how to approach a problem and their discipline specific rules regarding for evidence. This leads to a broader understanding of the issue under investigation. It also develops structural knowledge both declarative knowledge and factual information. Research shows that students can learn science when they have access to high quality science teaching and are given sufficient time and support to master a challenging curriculum. Quality teaching and learning of science has been and will continue to be major concern to scholars in the field as well as other people whose areas of specialization require some application of it. (Opara *et. al.*, 2010b). Based on the diagram, there are some relationships that exist between the six components of quality teaching in sciences. The other components are organizing for learning nurturing engaging communicating and problem solving. The methods of teaching adopted by teachers influence the students learning style and the acquisition of science skills which is greatly needed for science and technological accomplishments in India. In addition to this the activity based teaching methods that involves the learner in the teaching learning process. Osuafor (1999) listed some of the activity based on teaching methods advocated by scientists as a result of research findings and these includes discovery problem solving co-operative learning excursion and field trips. Others include teaching method like concept mapping demonstration laboratory investigation and problem-solving methods among others. Obviously as awareness in science and technology increases the science education curriculum and methodology also increases to follow upcoming trends by associating the curriculum with the environment and society. Significant learning takes place when meaningful and lasting classroom experiences occur by Fink (2003). When teachers impart students with a range of skills and insights about the educational process that students will see as meaningful and salient to them they promote student engagement in the learning process and greater learning occurs. The six elements of the educational process that lead to significant learning and each of these is a common feature of interdisciplinary forms of instruction. These are foundational knowledge application integration the capacity to connect ideas human dimension. The recognition of the social and personal implications of issues caring acknowledgment of the role of feelings interests and values of learning Henard and Leprince (2008). There should be regular seminar

conference and workshops to help teachers to improve their teaching skills get adequate knowledge about modern topics, issues and problems challenging the society and how to solve them in their teaching activities. The educational planners should include these approaches in the use of inter disciplinary science teaching. Science educators should apply these approaches in inter disciplinary science for teaching. Government should encourage in-service training programme to get teachers acquainted with recent science teaching methodologies. The science curriculum is expected to follow upcoming trend by associating the curriculum with the environment and society. There should be an emphasis on teacher education programmes to follow the social cultural scientific and technological transformations.

CONCLUSION

The traditional methods of teaching and learning science are no longer to prepare the competent individual who is capable to track the scientific and technological challenges by the modern world. The approaches though discussed differently have relationship between them. There is need to create an integrated functional association between science curriculum with other curriculum to train individuals as to cope with the modern world. Considering the role of science education in the new world of globalization and sustainable development inter disciplinary science is a serviceable and pertinent solution to attain these goals. The present study has established on the basis of relationship that there exists significant correlation between the reasoning ability and interest of the students and also that there exists between aptitude and interest in science of students. The teachers should try to increase the interest of the students in the science subject in the class by using different methodology of teaching and approaches which will further help in developing aptitude and reasoning ability among students. Sufficient number of activities which helps in making science subject interesting and effective should be undertaken in the class. The teachers must ensure that all the students participate in those activities. These activities increase the confidence level of students. The classroom atmosphere should be democratic so that each student gets a chance to speak and participate in the classroom activities and discussions.

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ON BALANCING WORK LIFE - A WORM'S EYE VIEW ON WOMPRENEURS OF ODISHA

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ABSTRACT

Purpose- The study aims to explore the work life sphere of Womenpreneurs under Mission Shakti initiative in Cuttack (Odisha).

Design/Method- The study uses interview method to collect response from 56 women entrepreneurs from Cuttack (Odisha) on factors which promotes their work-life balance, and why more and more number of women are becoming entrepreneurs. The analysis of the collected data is conducted using affinity diagram.

Findings- The study portrays how women entrepreneurs have become a helping hand to the growing economy of Odisha as well a look into the work life sphere of women entrepreneurs in Odisha under Mission Shakti.

Originality- As the number of women entrepreneurs are growing day by day under Mission Shakti, it has becomes necessary to study if, these home-maker turned entrepreneurs are facing any dilemma, in regards to their work or family areas. Since, there are negligible studies focusing work life balance of entrepreneurs of Odisha, this paper will contribute and motivate home makers to create enterprise, rise and empower themselves and the society.

Keywords- Women preneurs, Mission Shakti, Work-Life balance, Women empowerment.

Introduction

“Women empowerment is something that is very close to my heart. No country or State has ever developed without empowering their women. My dream is to see that every woman has access to the knowledge economy”- Shri Naveen Patnaik

The time today has radically transformed, the Indian woman is no longer reconciled to the traditional role as a mere housewife, a mother and a daughter. The fact being, earlier the society believed the role of women to be a home-maker, which has now transformed into a bread-earner of the house. Today's society wants to make the women, "**empowered**" so that they can have a good standard of living with safety and dignity.

Talking about Odisha, the state has seen steep rise in literacy rate of women. Women have engaged themselves into various professions and have become a helping hand to the economy growth of India. Higher education, the general and fast spreading enlightenment about rights and privileges, and the concepts of equality between man and woman are responsible for the distinctly notable awakening among women of Odisha. Along with the foresaid factors, that has promoted women empowerment yet another important parameter that has played a classical role in up liftment of women standard are, ***the initiatives/schemes taken up by Government of Odisha***. The state government has focused on all the deprived sections in the society and has promised itself to bring about a revolutionary development, which is visibly successful to an extent.

Mission Shakti: the real Empowerment

In the herald of the new century, on the International Women's day, 8th March, 2001, the Mission Shakti was born- "It is a self-help mission for empowerment of women". Mission Shakti was set up, with a conviction that "economic empowerment and holistic empowerment of women are deeply interwoven", The Directorate of Mission Shakti is managed under the aegis of Department of Women and Child Development, Government of Orissa.

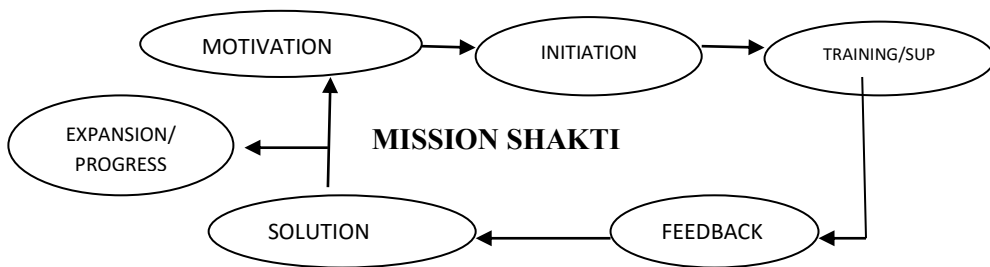


Fig.1

Bhubaneswar: Chief Minister Naveen Patnaik interacted with Mission Shakti Odisha Women Self-Help Group of Sundargarh district and praised their efforts through the program to promote financial independence among women, empowering them to lead. (source:<https://orissadiary.com/odisha-cm-naveen-patnaik-interacted-mission-shakti-odisha-women-self-help-group-sundargarh-district/>)

The Mission Shakti which started in 2001, today has reached up-to empowering 70 lakh women associated with various SHG's of Odisha. The mission has now transformed into a **massive movement** where almost every second household has a member in Mission Shakti. Every possible help has been aided to the SHG groups, starting from 1% interest loans to digitally empowering the groups with smart phones. The latest initiative being the MISSION SHAKTI MELA -2019, in Bhubaneswar have assimilated around 270 SHG's with more than 550 participants together under one roof to earn profit and make their products reachable to corners of state. Thus, not only this scheme financially helps the SHG groups but have boosted them morally to be confidence entrepreneurs regardless of their educational, social and economic background. Mission Shakti has unveiled the Shakti (potential/talent) which was in latent state, it has paved a new way to success and prosperity for women of Odisha.

The mission shakti is not just an initiative but a **motivational model** for thousands of women who want to rise and stand for themselves but are not able to. Just like a single candle can light lakhs of candles, a single womenpreneur can kindle and bring-out the hidden entrepreneur in their circle/society and help the economy at large.



The Mission-Shakti Motivation model (proposed by author)

Women Entrepreneurs and Work life Balance

Recent two decades have felt the phenomenal changes in regards to the standards and work of women of India. This rise and awakening in Womenpreneurship is an outcome of increased globalization, and progressive social economic/political reforms, technological movements and media. Mostly

people assume that being an entrepreneur gives you a house of “freedom” that has non-ending bounds. But the reality lies to be something else, it's true that womenpreneurs can take their work related decisions independently, but to maintain the work and family equilibrium with solely handling innumerable entrepreneurial task as well as home needs creates a 24*7 grind.

During 1950s, the females who had no male earners in their family had to become the income generators. Later during the 1960s, women started to initiate small business enterprises at home. The motive after such entrepreneurial activity was self-occupation and not financial autonomy. In 1970, career and livelihood, both became equally important for women.

Gradually women started loving their Entrepreneurial roles, and increasingly devoted time as they wanted their enterprise to succeed. After this phase, women also started to join father's and husband's business with an equal footing partner, in 1980's. Women started to make new beginnings, make their own convictions as well as started prioritising choices which was best for them. The 1990s women started to become self-sufficient, they started to earn alone, live alone, travel alone and if when needed to earn for family and feed their children alone.

In the 21st century more opportunities have risen for women and they overwhelmingly build enterprises and take up ventures. The time and potential necessary for playing domestic roles often creates conflicts between the women domestic and entrepreneurial role. Studies have portrayed the dramatic impact of family on the professional front of these womenpreneurs. When entrepreneurship is considered to be a freedom profession, then why have this work-life issue, a prominent issue in today's life. The paper presents the work life scenario of womenpreneurs of Cuttack registered under Mission Shakti initiative of Odisha.

Women Empowerment In India:

The government of India has taken varied measures to uplift the standard of women in terms of education, social living as well as professional grounds. For instance, each five year plan devotes a special section on the schemes and projects designed especially for women. Reservation of 33% seats was made in all elected offices of the local bodies in rural and urban areas. The introduction of 73rd and 74th amendments to the constitution ensures women's participation in politics, at least at the level of grass root democracy. It is an enabling provision for ensuring equity and justice

Table.1

PLAN	YEAR	KEY IMPLEMENTATION
FIRST	1951-56	<ul style="list-style-type: none"> • To support enrolment and mobilization of girls in schools at the primary level and at the university stage, emphasize was on vocational education, to take up employment immediately • To make efforts of education so that women become better mothers and manage their household in an economical and efficient manner. • To encourage training of women doctors, midwives and dais to provide better childbirth and health services for women. • To develop the employability of women through technical training
SECOND	1956-61	<p>This duration did not enunciate any new goals of development for women. However, stress was:</p> <ul style="list-style-type: none"> • To promote girl's education through parents and to make education more relevant to girl's needs and employment of women teachers • To improve maternal and child health but the emphasis was more on children. • To take care of women's physical and biological disabilities at the work place while allotting types of work in the field of labour.
THIRD	1961-66	<ul style="list-style-type: none"> • To link health, the maternal and child welfare services with the general health facilities and referral institutions. • To encourage family planning by adoption of the oral pill, a relatively new method of family planning at that time.
FOURTH / FIFTH	1969-74/ 1974-79	<p>No new initiatives were indicated. The policy parameters continued to stress on an approach, through the social welfare board, of assisting voluntary organizations dealing with the welfare of women.</p>
SIXTH	1974-79	<p>To promotion of functional literacy and encouraging the promotion of education for women in backward areas and</p> <ul style="list-style-type: none"> • To improve health and family welfare, maternal and child welfare services and attention was paid to women's nutrition needs. • To generate more skilled and unskilled employment through vocational training and support services.

However, on agriculture and industry side no new schemes for the employment of women were made however, integrated Rural Development Programme (IRDP) was launched.

- SEVENTH 1985-90**
- To empower women by generating awareness of their rights and privileges.
 - To train women for more productive economic activity.
 - To develop support services to reduce the excessive daily burden of domestic work on women.
 - To enhance women's access to science and technology to promote their participation in creation of a sustainable environment.
 - To promote women's corporations for every state with the centre and state governments participation, at 50:50 funding.
 - The plan further commented upon the implementation of the Development of Women and Children in Rural Areas (DWACRA) programme.
- EIGHTH 1992-97** The Department of Women and Child Development also prepared a plan of action for women for 1989-2000.
- They had setup the Shram Shakti commission for evaluating the functioning of women in the informal sector and for suggesting steps for ameliorating their condition.
- NINETH* 1997-2002**
- 'Empowerment of Women' being one of the primary objectives of the ninth plan, every effort will be made to create an enabling environment where women can freely exercise their rights both within and outside home, as equal partners, along with men.
- This will be realized through early finalization and adoption of the 'national policy for empowerment of women' which laid down definite goals, targets and policy prescriptions along with a well-defined gender development index to monitor the impact of its implementation in raising the status of women from time to time
- TENTH 2002-07** It also includes the expansion of economic and social opportunities for all individuals and groups, reduction in disparities and a greater participation in the decision-making process.

**Moniterable
plans for
TENTH year
and Beyond**

- All children in school by 2003, all children to complete 5 years of schooling by 2007.
- Increase in literacy rate to 75% within the plan period.
- Reduction of infant mortality rate (IMR) to 45 per 1000 live births by 2007 and to 28 by 2012.
- Reduction of maternal mortality ratio (MMR) to 2 per 1000 live births by 2007 and 1 by 2012.
- Increase in forest and tree cover to 25% by 2007 and 33% by 2012.
- All villages to have sustained access to potable drinking water within the plan period

**EELEVENTH 2007-12
YEAR**

In the eleventh plan, for the first time, women are recognized not just as equal citizens but as agents of economic and social growth. The approach to gender equity is based on the recognition that interventions in favour of women must be multi-pronged and they must be:

- 1) provide women with basic entitlements,
- 2) address the reality of globalization and its impact on women by prioritizing economic empowerment,
- 3) ensure an environment free from all forms of violence against women (VAW)- physical, economic, social, psychological etc.

Five year Plan for Women Development in India (Seema, 2013)

***During this Plan Mission shakti was flagged off in the state of Odisha and became contagious.**

Odisha's emerging economic Status

The Gross State Domestic Product (GSDP) of Odisha has seen a rise by 8.4 per cent in the year 2018-19 in comparison to 7.4 per cent in the previous financial period. The report highlighted that it has seen a faster growth than states like Haryana, Punjab, Kerala, Chhattisgarh, Madhya Pradesh, Maharashtra and Jharkhand. The report 2018-19 of Odisha Economic Survey states that a structural shift has occurred in the economy of the in the recent years. As per the report, the services sector has added a major contribution of 41.6 per cent in 2018-19 has overtaken other sectors, followed by the industries sector having a contribution of 39.5 per cent. Then comes the manufacturing sector, that has utilized the state's natural resources and given a steady pace to the industrialization which has added a positive impact on the economy. Last but not the least, the government has

focused empowerment of women, by creating six lakh self help groups, which covers about 70 lakh women. The Mission Shakti has become a bright partner in igniting the women power and helping the state to grow socio-economically.

Literature Review

The Urge to maintain WLB has been widely recognised by employers, employees as well as entrepreneurs (Bird, 2006). The logic that both husband and wife should work to earn living has in a way disrupted the balance of life (Nock, 2001) as it over-burdens both home and work responsibilities. When managing both the spheres together the quality of living deteriorates and its equally challenging for women in entrepreneurial projects (Boyum-Breen, 2006). The most important reason of stepping into entrepreneurship are issues related to glass ceiling, gender biased pay, promotion biasness and key positions being denied to women (Mattis, 2004) are some of the important reasons women took up entrepreneurship over jobs. (Eagly and Wood, 2011) stated about social role theory where, each role has certain expectations and failure in any such roles leads to dissatisfaction among other members, therefore incompetency in playing roles may lead to work-life issues. Thus to attain autonomy and freedom women shifted to entrepreneurial field.

The abundant involvement of womenpreneurs in business and related ventures have resulted in emergence of work-life balance issues. Thus, to bring a healthy work-life balance, utilization of flexibility between work and other responsibilities is necessary (Frame and Hartog, 2003). The in equilibrium creates stress among womenpreneurs.

The stress caused due to physical and mental health and causes behavioural changes in women. Women involved in self-employment tend to develop flexible schedules to maintain balance between work and family demands (Lombard, 2001). Therefore, they prefer working from home in order to spend judicious amount of time for their domestic responsibilities (Boden, 1996). DeMartino and Barbato (2003) have found that men have been motivated to take up entrepreneurship to seek financial gains and women opted for entrepreneurship for more flexibility in both work and family.

Objective of the paper:

- To focus on the progressive women development oriented project of Mission shakti.
- To study how Mission shakti is nurturing womenpreneurs in Odisha
- To study the factors that are motivating women to become entrepreneurs in Odisha.

- The factors which are supporting womenpreneurs of Odisha to maintain a better WLB.
- To present the suggestions given by the interviewed womenprenurs to manage work life balance better.

Methodology

The study was conducted through both primary and secondary data. The primary data was collected via interview method, where in 56 womenpreneurs from Cuttack (Odisha) were contacted for interview on the work-life aspect of their entrepreneurial journey seemed relevant and treated in the study. The similar responses were clubbed under particular categories. In this process, six categories were created, pertaining to the factors recorded during the interview process. For the secondary data published reports of Mission Shakti and economic survey of Odisha report were considered. The analysis is done using a **affinity diagram**, which is one among the seven management and planning tool. These seven management and planning tools namely,

- Affinity Diagram [KJ method]
- Interrelationship diagram
- Tree diagram
- Prioritization matrix
- Matrix diagram or quality table
- Process decision program chart
- Activity network diagram

The above tools have roots from operations research work, which was done after World War II and the Japanese total quality control (TQC) research.

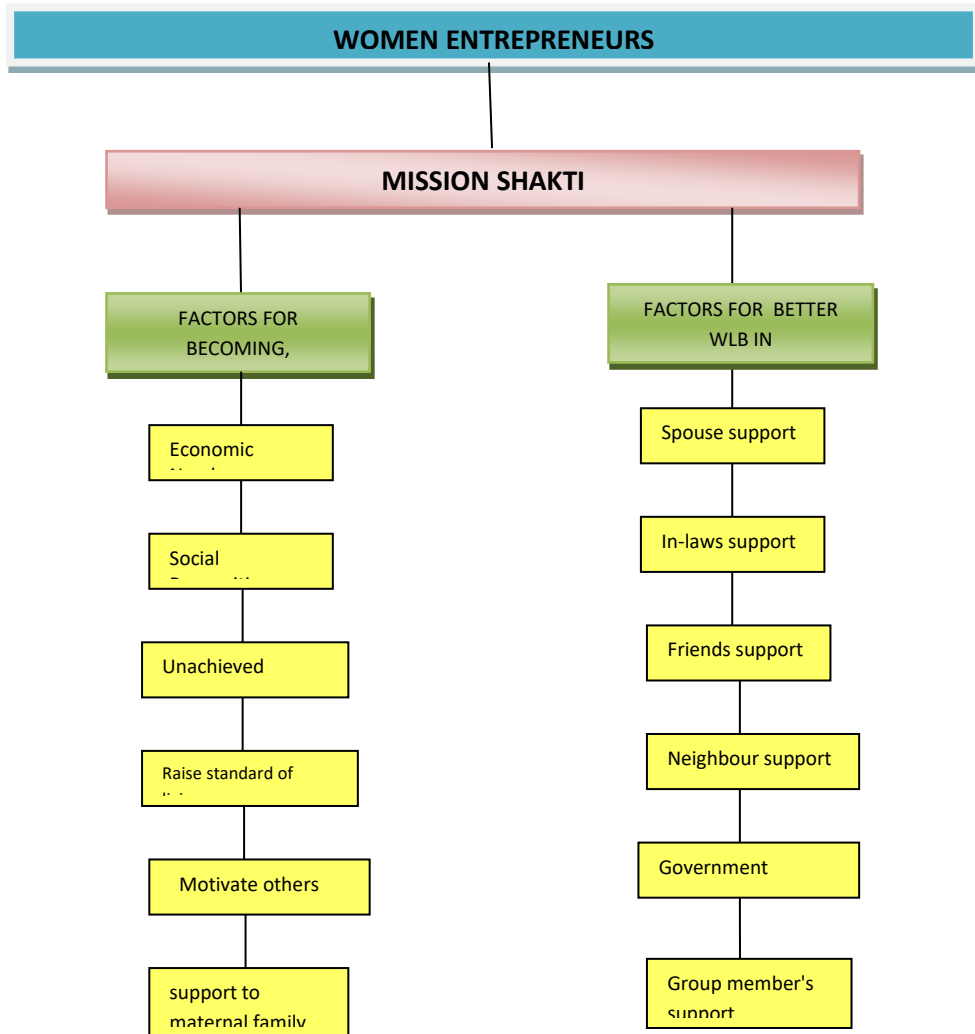
Affinity diagram:

From the above list of tools, affinity diagram is used for this study. Affinity diagrams are a special kind of brainstorming tool that organize large amount of disorganized data and information into groupings based on natural relationships. It was created in the 1960s by the Japanese anthropologist Jiro Kawakita. It is also known as KJ diagram, after Jiro Kawakita. An affinity diagram is used when:

1. Confrontation with various facts or ideas in apparent chaos.
2. Issues look too expensive and complex to grasp.

Thus the vast factors collected during the survey were arranged using the affinity diagram, so as to get a clear picture of the surveyed data.

FINDINGS



The above figure shows **affinity diagram** wherein the similar responses collected during the interview process are arranged under their respective headings

Top Ten Suggestions for a better Work life Balance according to the Mission Shakti womenpreneurs:

- Identifying works that are truly important
- Allocating stipulated time to filter distractions: set boundaries
- Avoiding jumping between multiple lines and streamlining tasks.
- Creating a strong support network: take external help
- Follow health routine

- Having practical expectations: having a perfect/stress-free life is a dream
- Devote time for yourself
- Don't compare with others
- Stick to plans: learn to say NO to time-wasters.
- Evaluate your plans: are they working

Conclusion

An entrepreneurial journey is never easy. Especially, as a woman, one may feel forced to handle everything with balancing household and work sphere. But, the truth is, no person can do it all. To lead a healthy life, one must learn to balance self with work efficiently. So, blaming and treating oneself for everything would de-motivate the growth of women as bread earners. Rather the family, society as well as government should look for ways in which women can keep both their spheres at par and prove to be excellent entrepreneurs, and thus be a part of the growth of the nation. Awareness and togetherness of women can bring forth catalytic change in micro and macro level.

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ROLE OF GUIDANCE AND COUNSELLING PROCESS TOWARDS CHILDREN EDUCATION

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ABSTRACT

Guidance is a unified process in all educational activities and implementation of guidance in early child hood cannot be separated in the whole learning process. When teachers carry out teaching and training activities they can also carry out the process of counselling using learning methods that are often used in teaching. Guidance activities cover all abilities of children development that include physical social motor skills intelligence and emotional development. Guidance on children education needs to be oriented to all aspects of child development not just concentrating on one aspect of development alone. Inhibition of the development is one of the aspects that exist in the child that can inhibit the development of other aspects. The use of counselling provides the potentially useful by means of education which may better serve the needs of young people attending secondary school in India. The investigation examines the counseling provision in children in the context of the developmental theory and therapy both world-wide in the context. This provides an historical perspective to understand the nature of counselling theory. Some progress in the area of educational theory was made during the middle ages but counselling as we know developed only in the late 19th century. Having considered the back ground the nature types and theories which have evolved throughout this century are considered working towards in understanding of counselling theory and therapy in today context. The types of training and services available are giving an indication of the range of motivation in use and considering the therapies which are available and relevant to society. The specific area in which children counselling is studied in educational policy basis and also considering the practical situation in schools and its implication for the counselling provision. The next step is to consider the person that involved in the study the school going children to resolve whether the nature of adolescence is such that a counselling service would be of particular benefit to this age

group. The research showed the reason behind the type of methods used in guidance. The research used the questionnaire completed by one hundred and fifty students in schools. Guidance is given to all children and not just to children with problems. All students need help whether they have no problems or children who have problems. Children are considered to have no problems but still need guidance because children need to keep developing the ability in them. Helps given to such children is prevention and development while the guidance for the troubled children is more of an improvement.

Key words: Guidance, Counseling, Children, Education.

INTRODUCTION

In the primitive society elders in the family offered guidance to the young ones and to persons in distress. Even today in India guidance in educational vocational or personal matter is sought from family members. Guidance is un-organized and informal in all places and at all levels has been a vital aspect of the educational process. With the passage of time revolutionary changes have taken place in the field of agriculture industry business and medicine. This change in all stages of life coupled with extra ordinary growth in our population has made the social structure very complex (Unnisa Najma, 2012). The family and leader of the community with the limited knowledge of the changed society are competent in providing guidance and counseling to the younger people. Guidance is comparatively the new field within the larger and more inclusive field of education and is used as technical term for specific meaning (Bhatnagar and Gupta 1999). It covers the whole spectrum of education which starts from the birth of the child and continues till his old age. This is wide meaning of the term which includes all types of education such as formal non-formal informal and vocational education which aims to adjust the individual in his environment in an effective way. Kothari commission has stressed the need of guidance services in the schools. Regarding the scope of guidance the commission views the guidance services have much wider scope and function than merely that of assisting students in making educational and vocational choices (Shashi, 2005). The aims of guidance are both adjusted and developmental as it helps the student in making the best possible adjustments to the situations in the educational institutions and in the home. Guidance therefore should be regarded as an integral part of education. The scope of guidance has been increasing with the advancement of science and technology embracing all spheres of life and providing facilities for it. Therefore it will be difficult to put a fence around it. While the scope of guidance we may think of some specific or specialized areas of guidance (Chauhan, 2004). Even though the

guidance programme is addressed to the whole individuals treated as an integral unit. It is possible to classify an individual's problems broadly into educational vocational and personal. The guidance and counselling must use his expertise in order to cater for the personal need and problems of the normal individual student on the continuous and developmental basis (Cobia, 2007). As it is necessary in therapeutic counselling in school relies on atmosphere of security acceptance and understanding. Confidentiality and willing in involvement must also be guaranteed. Within the school situation counselling may take place in an individual basis or in group ones. The aims of the school counselling process are derived from the non-school counselling seeking to allow the student to clarify his mind and feelings to dissipate emotional confusion to gain greater self-understanding to accept realities positively to choose appropriate goals and to cope with problems within his life and personal relationships (Alphamdi Nawal and Riddick 2011). If the counsellor discovers himself and unable to deal with the situation then his responsibility to refer the student to another specialized service which may provide more specific help. The counsellor skill is central in helping the young persons to cope with the situation and focuses on the person not the problem. The counsellors function within the context includes directing the student towards certain goals and objectives linked with the academic area coping skills necessary to achieve these goals and objectives such as skills development and problem solving techniques. The counsellor has an important role with regard to subject choice knowledge of the subjects required for certain professions and trades developing an awareness of the implications of subject choice for students and helping the students to avoid the subject barrier. The role of the counsellor with regard to educational guidance also entails counselling assessing and perhaps referring students with learning related problems (Qaisur and Tanwir 2020). This involves the development of programmes of career exploration and choice of job holding skills and general career information advancement. The core of the vocational guidance scheme involves individual interviews which provide the context for open self-exploration and self-assessment and making use of aptitude intelligence and interest testing in order to assist the student in becoming self-directed. The school counsellor is also involved in the preparation of developmental programmes and work on preparation programmes within the school (Coleman, 2009). These programmes may include life skills training health education social and personal development work experience programmes education for unemployment and for leisure. The direct association in the areas mentioned the counsellor must also provide the necessary testing facilities within the school. The test includes aptitude interest personality and general ability tests. General performance tests and attitude tests may all be used with others to assist in

the educational and vocational counselling roles performed by the school guidance as counsellor. The counsellor must maintain strong links with the outside agencies in work related agencies other helping level of schools and institutions and in order to provide information to update service. Associated with the function the area of information gathering organization and dissemination which implies that the counsellor must be aware of modern developments in technology of meetings and exhibitions which might be of the relevance to the school at any information which can provide the widest range of possibilities to students and which may help them to approach their problems in more detailed process (Vijay Goel, 2008). The school counsellor may be involved in good relationship with parents who should feel free to visit the counsellor there by finding support in their efforts to help their children with their school progress and their personal and social development in education.

MEANING OF COUNSELLING

The counsellors repertoire of skills includes those of forming an understanding relationship with students and also their skills focused on helping them to change specific aspects of their feeling thinking and behavior. Counselling can be seen as being both a process and a relationship it is a process by which direct attention is given by both the counsellor and the students to solve the problems in warmth mutual acceptance and confidentiality. Counselling is the relationship characterized by trust confidence and intimacy in which the student gains intellectual and emotional stability from which he can resolve difficulties make plans and realize greater fulfillment in different areas (Cooley, 2010). As we have seen therapeutic counselling has its root in different fields and occupations and many persons of different skill levels of counselling. It is useful therefore at this point to look more closely at the various types of counselling respectively.

NATURE OF GUIDANCE

By now we have understood that guidance is the helping service. Guidance by the nature is self-oriented problem solving and multifaceted activity. It has two fold understanding the first is the development of one's own abilities aptitudes interest's motives behavior patterns skills and achievements for social cultural and economic background. Second the understanding of the real nature of environment for educational and vocational opportunities offered by the areas along with their different requirements of ability. Guidance may be described as a process of relating these two types of understanding so that they become clear with the new meaning in the life of the individual (Gibson and Mitchell 1986). Guidance is one of the student personnel services which are getting important day today as student personnel services are non-instructional and non-administrative

functions in the school. These services are unique in nature and are provided to the students on individual and group basis. These services are provided to all categories of students such as talented, gifted and well-adjusted ones. Guidance is an educational service designed to help students to make more effective use of the school training programme. Guidance is an integral part of student activity. The broader opinion about guidance as a set of services is expressed by G. E. Smith who described Guidance as a process consisting of a group of services to individuals to assist them in securing the knowledge and skills needed in making adequate choices, plans and interpretations essential to satisfactory adjustment in the variety of areas (Gysbers, 1988). These areas may be enumerated as educational, vocational and personal or some other ones which may produce problems for the individual. Hence guidance is the service that is universal and continuous process. It is not restricted to school or the family. It is situational and all pervasive and is present wherever there are people who need help and wherever there are people who give help. The main purpose behind these services is to help the individual in satisfactory adjustment in the environment.

ROLE OF EDUCATION AND COUNSELLING

In school educational counselling deals with the wide variety of problems relating to the areas of teaching and administration and also to the personal and therapeutic counselling. The emphasis is on the areas of the psychological aspects of education in reflecting to engage more in the development work. They have argued for more development of personal and social education within the curriculum and started with reference to developmental counselling. It aims in directly toward greater independence and integration of the individual. The individual focuses the aim of being assisted to help grow and to cope with present and future problems in more integrated process. Within school counselling the significant concept is the levels in which the counsellor operates. The educational counsellor whose professional roots are in teaching may take part in time of counselling of the educational planning type giving information and suggestions generally acting as an adviser to students (Herr Edwin and Carmer Stanley 2004). If the counsellors of professional approach are within education but with special training in counselling he will deal with school counselling problems ranging from information giving to vocational planning and social conduct and further to dealing with more emotionally involved student problems. The trained counsellor and clinical psychologist is at the level of school counselling and operates professionally within the school.

STRUCTURE OF GUIDANCE

The guidance programme focus on three major areas including the career planning and exploration of self-knowledge. The educational vocational and career development including the effective method and develop the skills in children. The purpose of the curriculum is to provide structured learning experiences implemented through large and small group and individual activities. The individual planning area of the guidance program should involve guidance and counseling functions that help students to formulate their own life career plan (Kalchik and Oertle 2010). Goals and objectives in this area are usually delivered on individual or small group basis with the purpose of helping each individual develop his personal educational and vocational goals. Implementation strategies include individual appraisal testing and placement. Students will be able to assess their abilities skills and interests as part of the life career planning process. Students will be able to use self-appraisal information along with current educational and occupational information to help them and plan educational occupational and personal goals. Students will acquire the resources to make the transition from school to work and post-secondary education on training.

THEORIES OF COUNSELLING

There are several theories based on the character and personality. The theories are bound by space and time to those developed is unlikely to be the same as those developed in earlier. Similarly eastern theories differ greatly from those developed in the western world. Further to this there are sociological elements within theories their relevance to the particular culture and its references of past present and future and its language and concerns. The theories have philosophical bases also divides counselling theory into two positions humanistic counselling which is more subject oriented with the emphasis on self-understanding and environmental counselling which is more object oriented stressing external reality including the areas of problem solving and the support of the clients environment (Susan, 2010). There is the source from mental health with the assumption to be healthy in desirable goal and suggest that there are six criteria for mental health. The attitudes of the individuals for him are the growth and development in self-actualizing. The integrations of the individuals and autonomy are the perceptions of reality and individual mastery of the environments that all indeed each of these elements can be seen as valid goals of counselling each perhaps suggesting for different theories. The counselling theories have evolved from many different sources. They can be classified in three categories psycho-analytic theory behavioural theory and humanistic theory. These classifications are often arbitrary and based on historical over simplifications however they assist in the basic

comprehension of specific theories. With decreasing emphasis on distinctive views there is greater need of ideas and integration of theories resulting in the later eclectic movement.

NEED OF GUIDANCE AND COUNSELLING

The purpose of children education in general is to help in the growth and development of physical and mental process to have readiness in entering further education and develop personality and self-potential in accordance with the stage of development of learners. This helps to provide the ground work towards the development of attitude knowledge skills and the creative power required by the students to adapt in their environment and further growth and development (NCERT 2008). In an effort to achieve the goal of education it is possible that students have various psychological problems that require the existence of guidance and counseling services. For that it needs the deep and thorough understanding of the implementation of guidance and counseling in education.

GUIDANCE OF CHILDREN

Guidance and counseling services are becoming more important in the society and its various institutions are growing in complexity. The society and all its institutions are built of individuals as their units as house is built of bricks. The strength and solidarity of the society and its institutions are therefore contingent upon the strength of these individual units. The power and solidarity of these individual units constitute the foundation of strong nation and the optimum development of each of these individual units (Jones, 1950). The strength and solidarity of these individual units constitute the foundation of the strong nation. Hence the optimum development of each of these units should be the most cherished goal of every nation. Guidance and counseling efforts are made to develop the potentialities of individuals to the maximum possible extent so that they may live an effective life themselves and may contribute their best to the progress of the society. From this point of view guidance and counseling should be considered as essential social services.

QUALITATIVE IMPROVEMENT OF EDUCATION

In India there has been a rapid expansion of educational facilities to cater to the needs of increasing number of children. This has resulted in the fall of educational standards. Consequently there is a strong current of thinking among educationists as well as general public that educational planning should emphasize schemes for the qualitative improvement of education (Qaisur and Tanwir 2020). The introduction of guidance services in the country is an important means for affecting the improvement in the quality of education. The helping identifying and developing human potential which is the richest source of a nation and guidance

can help to reduce the wastage of educational facilities and abilities (Newell, 2010). Guidance may also help to guide the existing imbalances in the employment situation by challenging young people into occupations where there is man power shortage. It may increase efficiency and levels of production by enabling a person to be trained properly and placing them accordingly. At the time when India has embarked upon various programmes of economic development it is urgent and essential to establish a close link between education and needs of the country. This may be done through guidance. The development and promotion of national recognition of counseling is to establish and maintain standards of counselling centers and practices. The role of counsellor is to personal developing personality and transfer information at the national level. The guidance as counsellor should provide and play the central co-ordinating role in the schools guidance provision as well as incorporating the use of special skills in the overall programme. Guidance overlaps and complements class room teaching and many aspects are incorporated by the interest of the teachers.

VOCATIONAL EDUCATION

Technical and vocational education is used as a comprehensive term referring to those aspects of the educational process involving in addition to general education. Use of science and technology its applications in practical skills attitude and understanding the knowledge in relation of occupation for economic and social development. Whereas for formal learning which includes classes training sessions seminars and tutorials practice and learning on the job applying and refining skills in the work place (Civite, 2010). The informal learning has well planned and pre-conceived community based workshops among the groups. Vocational education is therefore the need of the hour in India to supplement formal education and improve the employability of young India. India has the second highest population of the working age of individuals in the world. The skills set of this population group plays the critical role in the growth of the country. Vocational education can be arranged in multi-dimensional areas like hospitality tourism retail health care information technology (Agarwal, 2006). Thus the policy links in paving the way forward for inclusive growth in the country. The skill strategy is complemented by specific efforts to promote entrepreneurship in order to create more job opportunities for the skilled work force. The education system recognizes the role of vocational and technical education. Both vocational and technical education plays an important role in development of human resource of the country by creating skilled man power enhancing industrial productivity and improving the quality of life.

SECONDARY EDUCATION COMMISSION (1964-66)

Guidance involves the difficult part of helping children and to plan their own future wise in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work.

1. Guidance programme is organized because it has structural system and personnel development.
2. It is an integral part of the school system and consists of specialized senses of testing counseling educational and vocational information placement and follow-up scheme.
3. The major aim is the promotion of student development and helps children to develop and promote their ability to deal with their own problems.
4. It provides the identification and development of talents and potentialities in children and attitude.

OBJECTIVE OF THE STUDY

1. To promote the personal and social development of students in safe learning environment through guidance and counselling.
2. To develop inter personal skills to build positive relationships with peers groups and community around them.
3. To provide academic thinking for students to understand their interests abilities and challenges.
4. To study the system of vocational education training and skill development with reference to identify problems solving in guidance and counselling.
5. To investigate the opportunities available for the advanced skills in education and life-long learning process of social acceptability by guidance and counselling.

HYPOTHESES

1. There is progressive growth in vocational education and training skill development by guidance and counseling in children.
2. The need of education guidance and training system by providing mobility from school through counselling.
3. The quality of the teaching and learning pedagogy in the role of guidance and counselling towards children education is achieved.

METHODOLOGY OF THE STUDY

This study is to make an evaluation of counselling in schools children. Having examined the history and development of counselling theory and therapy

the interest in the present situation in the particular context of educational systems and their operation is useful. The aim of this study is to arrive thorough understanding of counselling psychology on the theoretical therapeutic and educational level and to discover natures of the success its operations of counselling psychology in school areas. Essentially counselling psychology involves that area of helping which attempts to encourage person to achieve the greater understanding and acceptance of himself and his limitations and potentials that he might live in more fulfilled and contented life. The sample used was tenth class children's in schools in Hazaribag. The students were chosen as the sample because it was felt that they would have enough experience of secondary school to make representative statements about counselling in schools (Kothari, 2004). They have enough linguistic abilities in order to adequately comprehend the schools. They are easily available than the examination year in groups. There were senior school groups who would be concerned with life beyond the school context. The schools children involved were selected from the list of schools in the area. Cluster sampling was used in schools involving one hundred and fifty students. The schools were used due to time and cost management. The schools used were both rural and urban schools. The research is an attempt to evaluate counselling services in secondary schools. Due to time limitations the sample was selected which would give the reasonable representation of the situation in school children (Sukhia *et al.*, 1996).

DATA COLLECTION

The designed and tested questionnaire was to be self-administered to groups of students in a class room situation. The teacher or counsellor present while the questionnaire was being administered to ensure that students could feel inhibited and provide responses. The questionnaire was to be explained briefly pointing out the three areas of investigation requesting the students to give their own opinions while answering any questions posed by students and then asking the students to complete the questionnaire. There was time limit in which the students to complete the questionnaire although the average time was given to thirty five minutes. When the questionnaires were completed and collected within short period of time was allocated in which questions and opinions were invited from the subjects yielding some responses which could be taken into account in the final study. This study assumes that counselling psychology is an important aspect of education and that it is recognized by students as being worth-while and important. It assumes that within the area of educational theory the provision of an effective counselling and guidance service is recognized and that it is worth while investigating this provision in the context of the Indian educational system in order

to understand the nature of and theory behind the guidance counseling service in schools. The evaluation and the success in the provisions of guidance and counselling services in school children is to recognize the areas to be important in present day school children populations. We should consider the relation in the areas of counselling and guidance for which an adequate provision exists and to recognize the areas of the provision which are most neglected. The suggestion is the aspect of guidance and counselling service which could be developed in order to do better service and the needs of students in the secondary school situation.

RESULTS AND DISCUSSION

The general finding of the results is that students have some understanding of the nature of the counselling services and with the exception of only one area of learning difficulties students felt that they needed help and guidance in all of the areas questioned. This is the most important aspects of the study. From this basis it can be suggested that the function of counselling is to recognize in the school context not only as being good for students as prescribed by educationalists the teachers and helpers but the counselling services is a vital element in the education of students which they themselves feel as being necessary (Nirmala, 1993). In the beginning the needs of the school going children was made to the fact that adolescents are aware of what they are becoming but that the question remains unsolved. It is the area of self-definition of projecting one's life into the future worries about careers and educational prospects which are indicated by this study to be upper most in the minds of the student subjects (Mark and McMohan 2003). The same idea that young people may not have personal problems or developmental aspects can also be reinforced in terms of the research. Here there is evidence that students are of attitude that within school context they need the facility to work out difficulties and to arrive at discussions using the school counselling service to this period. The study indicates that all of the areas suggested by educationalists and guidance counselling theorists are understood and considered necessary by the people for whom they were designed. Given that all the elements of the counselling and guidance provision are considered necessary by school students certain areas emerge as being of particular importance. The areas which had the highest mean rating were subject choice of learning about careers and advice about work for agencies and levels of educational development. Generally these can be classified as being career oriented (Raj, 2005). This indicates the type of pressure which school going students are under at the moment. Ever conscious of the problems of employment this emerges as their over-riding worry. Hence other areas of the counselling service remain necessary for students are more concerned with career guidance

assuming perhaps that social development and life skills training areas which can be personally developed. The dominance of interest in career and work oriented services presents serious questions in terms of the employment situation and the direction of education. As indicated in this study employment prospects are decreasing in every year even if the school guidance service fully prepared and equipped students for careers and the work-force this cannot guarantee employment (Mittendorff *et al.*, 2010). Interestingly the questions about education for leisure and education for unemployment were not responded with the same positive emphasis. The implication is that students while understanding that it is increasingly difficult in an Indian context to find work nevertheless maintain the belief that further career training and higher levels of educational achievements will provide the means to this end. The results points to the fact that in schools at least there is evidence that counseling service exist on a certain level. It is therefore to realize that despite the counsellors are working within limited confines to maintain the counselling service. Within the profession the voices of many counsellors have been raised in the decreasing facilities and resources which have been used to them (Kuijpers *et al.*, 2011). In the survey conducted in the Institute of guidance and counselling questioned its members on the difficulties involved in being the school counsellor. The primary survey can be classified in three categories. The problems involved with school children attitudes on academic achievement having extra duties beyond the counsellor role and finding difficulties in obtaining time for guidance and counselling among others. The contribution made by the department of education to the counsellors work and more interest in the departments of psychological services (Nageshwara Rao, 2006). The use of techniques for career development and problem solving in children must be focused. Counsellors at the time of the survey were happy with their basic training with contact with backup services and most importantly with the degree of contact with students themselves. It is likely to see that these difficulties have been resolved on any real level. In each of the schools involved the counsellors emphasized the real difficulties presented to them in the operation and maintenance of an efficient and effective counselling service. The responses on the availability of the service at level and earlier school years range from the very little extent only as far as to some extent. In every case there is a statistically significant difference between the responses regarding students need for services and the availability of the service. On the basis of this evidence it can be stated that despite the good intentions and hard work of school guiding and the counselling service is not adequately meeting the needs of school going students. The study found that in most of the areas of the counseling service investigated there is the difference between the levels of service available to students in year as

compared to previous years in school. The difference shows slightly higher level of the service found in the previous year level. This suggests the possibility that counselling and guidance service is directed toward the senior school classes while it is also possible that the level of service would be similar for the final year students. This may be the case it is likely that this idea has as its own basis on the area of career guidance and the reason being that it is senior school students who must consider and learn about their possibilities and options.

Although this is the reasonable orientation for career counselling and guidance especially in a limited facility there are many decisions made by students for example decisions about subject choice which are made long before senior sessions. There is necessity for an evolving and suitably developing counselling and guidance service throughout the student in school. This study indicates several problems in the area of the school guidance and service (Ramnath and Rachana 2009). Students indicated their needs for the comprehensive counselling service and the existing service proved under this evaluation to be seriously lacking. This demonstrates the ways in which counselling theory could be developed to become an integral part of genuine education for life. The potential of counselling theory in education has not been adequately tested. The evidenced by the results of this method of counsellors and students believe that counselling and guidance have something important and useful to offer to the educational system (Narayana Rao, 2006). Further research could investigate this potential ability perhaps by introducing an unlimited and comprehensive counselling service into test in school over the period of years and examine the effects of this when compared to school with the present restrictions. The life skills of training programmes could be introduced into schools perhaps initially testing the effects in schools operating transition of programmes and then evaluating the benefits for more general application (Kochar, 1985). The teacher training could incorporate life skills programmes and counselling skills training in order to see if this provide for better general education and communication in schools between teachers and children. The subject teacher's nature and the reason for the provisions in school counselling services earn respect for the service with trust of the school. The counselling profession is the relatively young profession. Yet counselling has already established itself as one of the most useful of the helping professions in this regard. Economic and social difficulties have coupled with better general knowledge of health and matters suggest that the time is important for well-structured in counseling and guidance in children (Rashmi, 2009). It can be used as therapy for individuals with specific personal problems and can be the foundation of more general life skills training programme for the student who is not suffering from any particular problem and should be assisted in building up

his personal resources in order to cope effectively with their future (Digumarti 2004). Guidance in schools is the area of the provision that is specifically towards helping students to realize their full potential in preparing for adult and working life. This will be later examined in more depth but it provides the definite solution of the subject under this need. The career counselling is frequently advocated as essential in preparing people for the work force but it is an area which has largely escaped close examination.

CONCLUSION

The secondary school children is undergoing one of the most difficult periods of life. The transition from childhood to adulthood is the difficult one even for the most balanced children. Apart from the influence of the family the other major influence on the young person's life is the school and the environment. The influence can help each young person to cope with the changes by adolescence to develop the sense of responsibility and to make definite and considered personal decisions. In short families and schools have the duty to assist young people in their self-growth towards becoming the self-fulfilled and well-adjusted human being. Even for those people who achieve academically there is an assumption that this level of education will provide an open door to number of career prospects. However employment prospects have increased over the last years. In examining the concept of psychological maturity and its relationship to schools it has been pointed out that concentrating on grades is not a guarantee that success in life will come easily.

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THE ROLE OF FIVE YEARS PLANS FOR TRIBAL DEVELOPMENT IN INDIA: AN OVERVIEW

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ABSTRACT

Five Years Plans set up sub-plan development approach in order to promote education, economic, health and housing etc and provide the special needs and all round development of the Scheduled Tribes. Expansion of education promotes quality of life. Educational development plays an important role for development of Tribal society. Educational status improves socio-economic awareness and status of scheduled tribes largely. Education acts as a substantial instrument for socio-economic transformation of tribal society. Each Five Year Plan was designed in order to carry out a positive policy for helping the welfare of tribal people and invoked a productive socio-economic life. In this backdrop, the present study has focused thematically on the role of five years plans for tribal development in India.

Introduction:

There are Particularly Vulnerable Tribal Groups(PVTGS) who are characterized by i) pre-agriculture level of technology, ii) stagnant or declining population, iii) extremely low literacy and iv) subsistence level of economy. Education constitutes a pivotal role in the overall development of people, making able them to greater socio-economic awareness, better understanding of their social political and cultural environment providing opportunities in the improvement of their socio-economic conditions. Tribal communities live in various ecological and geo-climatic conditions ranging from plains and forests to hills and accessible areas. Article 38(1) stated that the State shall strive to promote the welfare of the people by securing and protecting as effectively as it may a social order in which justice, social, economic and political shall inform all the institutions of the national life. The tribal people are confronting many problems like land alienation, indebtedness, rehabilitation and effective implementation of tribal plans. In order to solve these various problems, the tenth plan has chalked out a comprehensive National Policy for empowering tribal people. Bose,S.(1963) conducted a socio-psychological study of Tribal Children .He revealed that i) the children belonged to middle socio-economic class and were found educationally

backward with religious feelings and not rigid inter-tribal group relations; ii) they were found low in moral and fairly communal due to thwarted social need, flexible in the aspects of emotional and temperament and without any cognizable amount of economic frustration. N.N.Vyas and N.D Chaudhury (1970) investigated the drop-outs in tribal situation focused that i) the incidence of dropouts and stagnation occurred among students belonging to scheduled tribes, scheduled castes and other caste and there was no evidence to show that it occurred more amongst a particular group of boys and girls, ii) in the higher classes (Class VI to class XI) the extent of stagnation was more and the incidence of dropout was not high. The study showed that i) The state government provided facilities like stipend, hotel and Ashram for educational development, ii) the government should attempt to promote the financial position of the tribal families, iii) tribal students should have awareness about the governmental schemes and facilities to assist them, iv) Most of the students proposed that STs students should be given training for self –employment(Gaur, 1989.FSER,p1635)).The Human development Report 2011 of the planning Commission advocated that though the consumption expenditure of Scheduled Tribes has been increasing overtime , the rate of increase was lower that the all India average. The tribal communities are vulnerable because they are poor, asset less, illiterate and unable to negotiate and adjust the process of incorporation with the main economy and society. Various Five Year Plans designed a positive policy for helping the welfare of tribal people as helping them to promote their natural resources and to invoke a productive economic life. Five Years Plans set up sub-plan development approach in order to provide the special needs and all round development of the tribes. In this backdrop, the present study has focused on the role of five years plans for tribal development in India. The study has been conducted on the basis of secondary information regarding Census reports and Five Year Plan Reports.

Present Educational Status of Scheduled Tribes in India:

The constitution of India undertook the tribal welfare programme by including important provisions such as (i) statutory recognition of tribal communities, (ii) creation of scheduled areas for the thorough development of the tribals, (iii) special representations in the parliament, in the legislative assemblies and local bodies, (iv) special privileges in the form of reservation of a certain percentage of posts in government services and seats in educational institutions, (v) recognition of the right to use local language for administration and other purposes and to profess one's faith. Article 275(1) of the constitution provides for grant-in-aid from the Union to the States for promoting the welfare of the Scheduled Tribes or for raising the level of administration of the Scheduled Areas.

The constitution also provides for the appointment of a commission for Scheduled Tribes for safeguarding their interests. So in the real sense tribal development in India is a fact of post independence concept and creates the encouragement from the constitution itself.

Tribal groups are at different stages of social, economic and educational development. STs constitute 8.6 % of the country's total population and 11.3 % of the total rural population in 2011. The sex ratio among Scheduled Tribes is 990 females per 1,000 males in 2011 that indicates a significant increase from 978 in 2001 Census. Among ST males the literacy rate went up from 59.2 % in 2001 to 68.5 % in 2011 and among ST females it went up from 34.76 % to 49.35 during the same period. The literacy rate of SC female about 42 % in 2001 which increased to 56.5 % in 2011. Among the SC males it went up to 66.6 % to 75.2 % in the same period. Madhya Pradesh has the highest Scheduled Tribes population (14.7 %) and Meghalaya has the lowest (2.5 %). 53 % of STs live in dilapidated houses and most of their households are single rooms. 46.6 percent of Scheduled Castes and Scheduled Tribes drink water directly from taps. The other depend on wells, hand pumps, bore wells and other means. Only 52 % of STs and SCs have access in water within their premises. Only 52 percent of ST households and 59 Percent of SC households use electricity. 46 per cent of ST households and 40 % of SC households use Kerosene. (Source: Ministry of Tribal affairs, GOI, 2013). According to 2011 census about 91.7 % tribal population resides at rural areas and 8.3 % in urban areas. The literacy rates of scheduled tribes increased from 8.53 per cent in 1961 to 58.24 per cent in 2011 for STs as compared to corresponding figures for all India estimated 28.30 per cent in 1961 to 74.04 per cent in 2011.

The drop-out rates of STs for all India declined from 1990-91 to 2007-08 for both boys and girls from class 1 to X. Drop-out rates of STs estimate considerable lower in the classes 1-V than the higher classes(VI-X) indicating higher drop-out rates in higher classes. There are many barriers which take place days and days out in the process of tribal development in India. It should be undertaken as challenges for eradication of barriers of tribal development. The barriers of tribal development may be classified as poverty of tribal family, illiteracy of tribal people ,wastage and stagnation at school education due to dropping out, low enrolment, lack of motivation to tribal students from their parents, lack of appropriate home environment for education, inadequate Government assistance and lack of appropriate Socio-economic conditions(SEC).

The Ministry of Tribal Affairs was set up in 1999 in order to focus on the following aspects as (i) social security and social insurance with respect to

Scheduled Tribes, (ii) Tribal welfare planning, project, formulation, research, evaluation, statistics and training, (iii) Promotion and development of voluntary efforts on tribal welfare, (iv) Scheduled Tribes, including scholarship to students belonging to such tribes and (v) Development of Scheduled Tribes.

Table- 1: Dropout Rates in School Education for Scheduled Tribes Students

Year/ Classes	Classes(I-V)			Classes(1-VIII)			Classes(I-IX)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2011-2012	36.1	34.4	35.3	57.3	57.1	57.2	64.4	67.6	65.9
2012-2013(P)	33.3	31.2	32.3	50.6	47.5	49.2	63.2	62.6	62.7
2013-2014(P)	31.9	30.7	31.3	49.8	46.4	48.2	63.2	61.4	62.4

Source: Source: Ministry of Tribal affairs, GOI, Annual Report 2016-17

Data in table-1 exhibit that drop-out rates in School education for Scheduled Tribe Students have continuously declined for classes like I-V, I-VIII and I-IX during 2011-12 to 2013-14. Drop-out rates for Classes (I-V) have declined from 35.3% in 2011 to 31.3 % in 2013-2014, followed by Classes (I-VIII) from 57.2 % in 2011-2012 to 48.2 % in 2013-2014 and Classes (I-IX) from 65.9 % in 2011-2012 to 62.4 % in 2013-2014. Drop-out rates for boys at Classes (I-IV) and (I-VIII) are higher as compared to that of girls during 2011-2012 to 2013-2014 and drop-out rates for boys at classes (I-IX) are higher as compared to that of girls during 2012-2013 to 2013-2014. Though drop-out rates for girls are higher than that of boys in 2011-2012.

Table -2: Gender parity Index during 1986-87 to 2004-05 in India

Year	Scheduled Caste Students			Scheduled Tribe Students		
	(I-V) /Primary	(VI-VII)/UP	(I-VIII) /Elementary	(I-V) /Primary	(VI-VII)/UP	(I-VIII)/ Elementary
1	2	3	4	5	6	7
1986-87	0.62	0.50	0.60	0.61	0.48	0.59
1990-91	0.69	0.52	0.63	0.65	0.50	0.60
1995-96	0.76	0.62	0.72	0.70	0.61	0.71
1996-97	0.77	0.68	0.74	0.69	0.63	0.70
1997-98	0.82	0.67	0.75	0.73	0.64	0.73
1998-99	0.79	0.71	0.77	0.72	0.63	0.70
1999-2000*	0.78	0.68	0.76	0.73	0.63	0.71
2000-01*	0.80	0.70	0.78	0.73	0.66	0.72
2001-02*	0.80	0.72	0.78	0.80	0.70	0.77
2002-03*	0.81	0.69	0.78	0.84	0.68	0.81
2003-04*	0.89	0.80	0.87	0.93	0.79	0.90
2004-05*	0.86	0.79	0.85	0.93	0.71	0.88

*provisional

Selected Educational Statistics (2004-05, Govt, of India, MHRD)

Table -2 measures Gender Parity Index (GPI) during 1986 to 2004-05. The GPI is a socio-economic index usually designed to measure the relative access to education of males and females. In general, a value less than 1 indicates a disparity in favour of boys and a value greater than 1 indicates a disparity in favour of girls. It is found that GPI of STs has improved during 1996-87 to 2004-05 steadily which indicates a positive change of tribal society towards education of ST girls and their socio- economic empowerment.

Table -3: Gender Parity Index (GPI) for Scheduled Tribes Students

Level/ Year	Secondary(IX-X)	Senior Secondary(XI-XII)	Higher Education#
2011-2012 [@]	0.89	0.82	0.78
2012-2013 [@]	0.98	0.90	0.79
2013-2014 ^{@@}	0.99	0.94	0.81
2014-2015 ^{@@}	1.0	0.95	0.81

Source: Ministry of Tribal affairs, GOI, Annual Report 2016-17

Table -3 brings out Gender Parity Index (GPI) for Scheduled Tribes Students at Secondary, Senior Secondary and Higher Education levels. Given data in table -3 indicate that GPI for Scheduled Tribes has increased positively from 0.89 in 2011-2012 to 1.0 in 2014-2015 at Secondary level and 0.82 in 2011-2012 to 0.95 in 2014-2015 at Senior Secondary level. At higher education level, it has also promoted from 0.78 in 2011-12 to 0.81 in 2014-2015 focusing the progressiveness of tribal society not only Secondary level and Senior Secondary level but also Higher Education.

Various Developmental programmes of Scheduled Tribes under different Five Year Plans: Each five year plan adopted various development efforts for welfare of tribal people in order to provide additional financial resources through a community development approach. The Central and State Government have been undertaking various efforts for socio-economic promotion of tribal people in India.

First Five Year Plan (1951-1956) designed a positive policy for helping the welfare of tribal people as (i) helping them to promote their natural resources and to invoke a productive economic life wherein they will rejoice the fruits of economic forces from outside, (ii) it is not desirable to disclosed changes in their religions and social life , except at the initiative of the tribal people and with their willing consent, (iii) it is conceived that there are many features in tribal life that should not only be protected but also promoted and (iv) the qualities of their

dialects, and the rich content of their arts and crafts also need to be applauded and conserved properly.

Second Five Year Plan (1956-61) started a massive programme of integrated development through the National Extension Blocks (NEB) in tribal areas taking into consideration of an average population 25,000 each area. A number of Special Multipurpose Tribal Development Block (SMPT) was introduced having covered about 71 % of tribal areas.

Third Five Year Plan(1961-66) gave emphasis on programmes like land improvement, land reclamation, social conservation, minor irrigation, supply of improved seeds and manure, bullocks, provision of training facilities and demonstration, fisheries, poultry, sheep breeding, organization of training cum production centres and provision of assistance to village artisans. Education was conceived as priority in tribal areas and stipends, scholarships and freeships were rendered with the medical and health care programme.

Fourth Five Year Plan (1969-74) introduced six pilot projects under Tribal Development Agencies (TDA) in the tribal areas covering about 40,000 tribal families with an investment of Rs. 150 crores per project. The Agencies took up mostly agriculture, veterinary services and fisheries as the core of economic sectors. The Tribal Development Block Programme was the most important programme that the Government undertook to promote the economic condition of tribals. Apart from these the schemes pertinent to education, economic upliftment, and health and housing etc. were also adopted for the development of tribals both under Central and State sectors.

Fifth Five Year Plan (1974-79) set up Tribal Sub-Plan (TSP) strategy in order to provide the special needs and all round development of the tribes and attempted (i) to develop the quality of life of tribal communities, (ii) to reduce the gap between the level of development and other areas, and (iii) to attain social and cultural integration of tribals with the rest of the society. TSP is a multi-pronged strategy which covers support for education, health, sanitation, water supply, livelihood etc.

Sixth Five Year Plan(1980-85) endorsed the following objectives in favour of tribal development as (i) a progressive reduction in the incidence of poverty and unemployment, (ii) promoting the quality of life through minimum needs programme, (iii) infrastructural development for further absorption of potential of the tribal region and (iv) alleviating the gap between the level of development of the tribals and other developed communities and accomplished a qualitative change in the life of a tribal community.

Seven Five Year Plan(1985-90) put forward the following aspects for tribal development as (i) finding out the Development Blocks for tribal people with high incidence of tribal population and their constitution into Integrated Tribal Development projects(ITDPS) with a view to take up an integrated and project-based approach for development, (ii) allotting of funds for the Tribal Sub-Plan and assuring the flow of funds from the control of State Plan, Sectoral outlays and from financial institutions, (iii) generating appropriate administrative structure in tribal areas and taking up appropriate personnel policies, (iv) this plan period also laid emphasis on rehabilitation of poor tribals and the removal of tribal women's backwardness.

Eight Five Year Plan(1992-97) opined the following objectives as (i) progressive alleviation in poverty and generation of employment opportunities thereby rendering reduction in income disparities, (ii) enhancing the quality of life through a minimum needs programme, (iii) improving and making substantial the infrastructure for further economic absorption of the Tribal Sub-Plan Area, (iv) development of self-reliance of tribals along the desired line along with deepening educational activities and (v) Human Resources Development through education, vocational/craftsman training would be adopted to promote the skills of tribal.

Nine Five Year Plan (1997-2002) aims to assure food and nutritional security for all, particularly the vulnerable sections of society. The Ninth Plan therefore intends to carry out people oriented planning in which the Government and the people particularly the poor can fully participate. Other objectives of this plan are creation of adequate productive employment, alleviation of poverty and empowerment of women and socially disadvantaged groups.

Tenth Five Year Plan(2002-2007) undertook programmes for the expansion of economic and social opportunities for all STs in India in order to assure significant progress towards promotion of the quality of all ST such as programmes of promotion of education and women empowerment taking into consideration of the schemes for construction of hostels for girls and boys to promote literacy among the tribal students and the schemes for educational complex in low literacy packets for development for female literacy.

Eleventh Plan (2007-2012) emphasized on high priority to facilitate educational development among STs by providing educational facilities, incentives and support especially highlighting the ST girls covering Post Matric Scholarship, Hostels for ST girls/ boys, upgradation of Merit, Free Coaching for STs, Scholarship for Top Class Education, Ashram Schools and strengthening education among ST girls.

Twelfth Five Year Plan(2012-2017) must be to attain overall promotion in the socio-economic conditions of Scheduled tribes such as (i) preferring engaging people from the tribal community itself in the areas predominantly inhabited by tribals for government efforts at spreading education, health and extension services, nutrition and public distribution, (ii) coverage MGNREGA with artisanal work to render livelihood to tribals, many of whom are engaged in artisanal work, (iii) increase coverage of the most vulnerable within the STs in the health sector and (iv) better and speedy implementation of Panchayats (Extension to Scheduled Areas) Act,1996 and FRA Institutional Mechanism of Conflict Resolutions.

Ministry of Tribal Affairs , GOI in Annual Report 2016-17 put forward the following Socio-Economic Activities for Tribal Development as (i) Housing, (ii) Connectivity, (iii) Irrigation, iv) Sanitation, v) Promotion of Sports, (vi) Education, (vii) Social Empowerment, (viii) Economic Development, (ix) Protection of Rights, (x) Health and (xi) Promotion of Culture, Craft, Heritage, Crops.

Conclusion:

Article 366(25) of the Constitution of India refers to scheduled tribes as those communities who are scheduled in accordance with Article of 342 of the constitution. The inclusion of a community as scheduled tribes is considered as a continuous process. The essential characteristics, first laid down by the Lokur Committee, for a community to be identified as Scheduled Tribes as i) indications of primitive traits; ii) distinctive culture; iii) shyness of contact with the community at large, iv) geographical isolation and v) backwardness. Tribal communities dwell in various environments and socio-economic conditions (SEC) varying from inaccessible and isolated hilly and forest areas. Education for all and for tribal women in particular is a potent tool in the emancipation and empowerment of tribal. It is indispensable that education status enables tribal people for self esteem, self confidence, courage and inner strength to face challenges in life. Education is considered as a substantial equalizing factor which plays an important role to improve the better standard of living. The Sub-Plan guidelines were endorsed by the planning commission within the objectives of elimination of all forms of exploitation, boosting up the process of socio-economic changes, making an inner strength of the people and promotion of the organizational capabilities of the tribals. The Nine Five Year plan(1997-2002) also gave emphasis on the need for national policy for tribal development, protection for tribal economy and cooperation against threats from the external markets, the ownerships/ patent rights of the tribal people in respect of non-timber forest products (NTFPs) and use of medicinal plant as per provision of Intellectual Property Rights (IPR).Eleventh Plan (2007-2012) emphasized on high priority to facilitate educational development among STs by providing educational facilities,

incentives and support. Only one-third STs and around half of SCs reside in Pucca houses compared to 66 per cent for all India. Over time, ST households, due to a slower pace in improvement have experienced a growing divergence from the national average of households residing in pucca houses (12th Five Year Plan, 2012-17).

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IMPACT OF ICT AT PRIMARY LEVEL CONCERNING RIGHT TO FREE AND COMPULSORY EDUCATION

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ABSTRACT

It has been proven that primary education upgrades the level of human well-being regarding life expectancy, infant mortality, and children's nutritional status. Education is a fundamental requirement for the individual and the success of the democratic system of government. For more than six decades, the Indian education system has failed to provide free and compulsory education to children irrespective of caste, creed, color, and other social discrimination. But on 26 August 2009, Parliament passed the Right to Free and Compulsory Education Act for children belonging to age 6 to 14 years. The Act is protected under Article 21A in the Indian Constitution. This paper highlights the importance of ICT at the primary level, where the Right to Education Act is implemented in all the Indian schools. Being a developing country, India faces challenges of maintaining enrolment and quality education in the school, especially in the rural part of the country. Through proper use, the impact of ICT can bring immense growth and development in the primary education system providing scope of learning to children. Modern society is turning into a more informed community, and communication is the exchange of information. Technology is as comprehensive as education itself. And the benefit of ICT in schools can be productive, improve learning materials, and offer independent study opportunities to privileged and under-privileged children.

Keywords: ICT, Primary level, RTE Act

Introduction

In today's scenario where illiteracy is gradually decreasing and the idea that education is for all and not just the wealthy or specific class of society is being accepted more and more. It has become the right of everyone to acquire as much education as we are capable of absorbing. RTE act talks about quality education

while promoting students' enrollment at the primary level, but sadly the Act has not been able to focus on the importance of ICT's role in doing so. This paper states that ICT should be an integral part of the RTE Act (2009) passed by India's Parliament. According to Karin Hulshof, United Nations Children Fund (UNICEF) representative-India, the RTE would directly benefit millions of dropout children in the age group 6-14 years, ensuring quality education also lead to an increase in the economic productivity of the country. This paper proposes that an ICT-enabled education, as a right to education, can transform the education system under the RTE act and address critical issues such as increasing the number of out-of-school children, a shortage of qualified teachers, and imparting quality education. Children belonging to weaker economic sections of society lack access to quality education at the primary school level and remain as unskilled laborers languishing without any hope or opportunities for upward mobility. Such a situation has a significant implication for India's economy and socio-political development. In this context, the prospects of ICT-enabled education as an integral part of the RTE holds significance, particularly as a useful tool for imparting knowledge to the poor and rural children. Teachers could utilize Computer-aided education to facilitate creative teaching and make learning more informative and interactive.

A national policy on ICT enabled education as an RTE assumes greater significance as the Government of India is intent on preparing the future generations to face the challenges of the 'knowledge economy' of the digital world lest the 'digital divide' that creates a chasm between the information-rich and poor widens the socio-economic inequities drastically. An ICT enabled becomes a right when viewed from the paradigm of social justice. Primary education forms the basis of mental development in a child. It equips the child with the analytical skills, confidence, and competencies that help pave the way for a child's successful future. Hence, nations must divert their attention on providing quality primary education to the society, focusing more on the underprivileged sections, and empower the masses with a quality education that can enable them to break the shackles of poverty.

The RTE Act brings excellent progress in the enrolment number of girls in the upper section. The percentage of girls' total enrolment in the upper primary has increased from 48 percent in FY2009-10 to 49 percent in F.Y. 2013-14. The gender parity index (between females by the number of males enrolled in each level) has increased from 0.93 in F.Y. 2009-10 to 0.95 in F.Y. 2013-14. The enrollment of Children with Special Needs (CWSN) has increased to nearly double the number in FY2009-10, and the yearly dropout rate has considerably dropped from 9 percent in F.Y. 2009-10 to below 5 percent in FY2013-14. The NER (Net

Enrolment Rate) in primary education increased from 84.5 percent in FY2005-06 to 88.08 percent in FY2013-14.¹ Though there has been some positive outcome in the chart, it is still not good enough. The result of the RTE Act can be concluded from the fact that India topped to have the highest number of illiterate adults globally, at 37 percent in the year 2014. This shows the vast gap that still exists regarding easy access to education in the country, pointing to the fact that the Act has failed to target those in the society who need it the most. Moreover, in its 11th Education for All (EFA) Global Monitoring Report 2013-14, UNESCO has stated that the youngest financially deprived women in India are projected to achieve universal literacy only by 2080. In contrast, the richest young women in the nation have already achieved it.²

The issue of ICT in primary education had already been studied by the UNESCO Institute for Information Technologies in Education (IITE)³ approximately ten years ago, in cooperation with the International Federation for Information Processing (IFIP) and the Institute of New Technologies in Education (INT). The authors reported:

These recommendations aim to provide a source of information about the state of the art in the informatization of primary education; another goal is to outline the field trends, presenting some ideas useful in the long-term outlook. The ever-increasing speed of technological progress makes our somewhat ambitious goals even more challenging to achieve. We need an even broader perspective to plan educational strategies, which rely so heavily on the information and communication technologies of today and tomorrow. The fact that ICT and education are evolving at different tempos is very relevant for our considerations.

-Informatics for Primary Education (2000: 6)

While these goals remain appropriate, many external conditions have considerably altered during the past decade. Most of all, the children of 10 or 15 years ago are adults already and are becoming parents of children who are or will soon be pupils of today's primary schools. New technologies have appeared, for example, mobile digital devices. ICT is increasing respect for the needs of 21st-century learners for a better understanding of how children learn and live in the digital world, and respecting more carefully their individual needs and personal learning styles. Politicians and Educators have become better aware of the

¹ Education for all, Towards Quality with Equity, Ministry of Human Resource Development, GoI and NUEPA, First Edition August 2014

² <http://timesofindia.indiatimes.com/india/In-India-poor-kids-are-illiterate-despite-4years-of-education-Unesco-report/articleshow/29524124.cms>, accessed on 2 September 2018

³ Iite.unesco.org

potential of ICT in primary education. The most relevant changes this past decade is this: at primary school nowadays deal with children of the technology or net generation, that is, children that were born into a world where advance digital technologies have become commonplace – the internet, smartphones, mobile learning, social networks, etc. Many educators are obliged to rethink and reconsider schooling and the goals of education. Trilling and Fadel (2009) noted four forces toward new ways of learning in the 21st century:

- **Knowledge work** – *day to day demand for knowledge workers and innovators in this economic standard of living.*
- **Thinking tools** – *new technological devices and services*
- **Digital lifestyles** – *different ways of delivering, entertaining, communicating, or solving everyday problems.*
- **Learning research** – *a better understanding of how people learn or can learn.*

Importance of ICT

ICT in education improves memory retention, increases motivation, and deepens understanding (Dede, 1998). It is a tool that gives the teacher fun and effective way to raise the student's motivation. ICT is equally advantageous for school; computer use would facilitate learning and therefore have a positive effect on performance. It gives access to learning both internally and externally environment of the school. These new technologies will provide schools, libraries, and local communities to collaborate on forming joint learning programs. Students positively react to ICT and are motivated by ICT related activities. Children develop a high level of interest and enthusiasm when they interact in an ICT environment: they are easily boosted by ICT's inclusion in their lessons as ICT can alter the nature of motivation to learn (Forcheri & Malfino, 2000). Studies like EVT lessons in mathematics and EVS taught to students of both class III and V significantly improved their learning achievement compared to their counterparts led through the traditional method (Meenu, 2006). It also notes that computer-based instruction helps in igniting reading skills among primary school children (Balasubramanian, 2000).

In the year 2000, Rajiv Gandhi Shiksha Mission of M.P. government had introduced a pilot project called 'Headstart' in about 648 schools of M.P. This mission is the most extensive computer-enabled education program in India and is aimed at improving the quality of learning by making the learning process interactive and exciting through the use of computers in the classroom in the primary. Still, in 2005-06 this percentage increased up to 10.73%. (Times of India,

2007).⁴ Education through ICT is a need for children who do not have access to classrooms or other kinds of proper formal instruction, whether through a lack of available teachers and resources. Or because of their remoteness from schools and other institutions. These conditions pertain to a very great extent in developing countries like India. In many schools, untrained or undertrained teachers face rapidly increasing enrolments, together with curricula that they are unable to present effectively because of their lack of knowledge.

ICT can play a considerable part both in improving the background of the teachers and in the instruction of the children themselves. A successful combination of modern techniques like audio-visual aids and programmed instruction with correspondence methods may well provide developing countries to solve some critical problems. By using audio aids, students can be taught languages by oral-aural methods. For example, students are directed to study a text passage, listen to the section of the record relating to it, read aloud from the text with the description, and when the sounds are fixed in mind, to read without the report. Using this method, the textbooks and the records used together help the students associate what they see and what they hear. It is not only in teaching languages that audio aids offer help to students. In literature, recordings of performances by skilled actors and readings of poetry can provide the substance for study, can be listened to again and again during the course. In all subjects, such as history and philosophy, the lecture method provides opportunities to explore content in depth.

ICT holds importance in primary education as it helps to enable kids to go through the information they require and organize what they have found. While matching through the school system, the children become more responsible for their learning. Many believe ICT needs to be better integrated into the curriculum, so all schools produce computer literate, independent learners. ICT is essential at the primary level as it helps kids achieve results in effective ways and find what they need and appropriately use information. Children must become familiar with ICT at a young age, which will equip the child or adult life. One of the contributions of ICT in the field of education is 'Easy Access to Learning.' With the help of ICT, students can search for materials on the e-book, sample paper, project, comparative studies, etc., and interact with experts, resource person from all over the world. Students can also interact with peers from other states or countries and share ideas, making them widen their horizons on a knowledge basis. ICT can enable teachers to transform their practices by providing

⁴ Times of India (2007). India progressing towards universal elementary education: Where goes the missing 40% efficiency? Times of India, May 20007.

educational content and more effective teaching methods. In developing countries like India, the effective use of ICT for education can bridge the digital gap.

There is a widespread belief that ICT can empower both teachers and learners; it can be a makeover from being teacher-centered to student-centered. This transformation results in favor for students to learn adversely. But despite the government investing a considerable amount in schemes, there are still significant gaps in parts of the country that are digitally illiterate.

ICT relevance in RTE Act

While there is an agreement that ICT can be a powerful tool for educational advancement, today's challenge is getting results from ICT usage. It is a tremendous challenge, with the amount of realistic fear that ICT can gain existing social and economic inequalities if not appropriately used, mainly if it is not accessible to every individual. Today India aspires to stand out as the ICT superior among the intellect societies, and it does so by focusing on the education of children as a primary concern.

Over the decade, India has increasingly become defined by two commitments, i.e., ICT and Free education for children aged between 6 to 14 years. With the knowledge and implementation of the Right of Children to Free and Compulsory Education Act (RTE), 2009, the Indian government has assured its commitment to ensuring free education for all Indian children. Part of affirmation includes the mission of preparing children with 21st-century skills, such as learning to operate a computer. Indian policymakers envision computer technology as a promising educational benefit. Among those benefits are internet-based teacher training and supporting local language curriculum through educational software to enhance India's diverse elementary schoolchild population (MHRDD, 2010).⁵ Mehta (2005)⁶ found that Indian urban elementary schools were four times more likely to have ICT compared to rural schools. During the New Delhi debate webinar in 2010, hosted by World Bank, a simple discussion on 'most investment in technology in India's schools is wasted. Discuss' was conducted. It was well represented by Indian educators, policymakers, and technology leaders in both the teams. One of the participants shared an experience on how a small Indian village elementary school received a dozen computers from a corporate sponsor. A year later, when a representative from the office visited the school, the computers were unused and still packed in their original package. Due to the lack of electricity, the boxes were never opened.

⁵ MHRD. (2010). Annual Education Report 2009-2010. Indian Government.

⁶ Mehta, A. (2005). Elementary education in urban/rural areas: Where do we stand? Analytical Tables 2007-08. New Delhi: NIEPA

The Right of Free and Compulsory Education (RTE) Act, 2009 guarantees elementary schooling to all children in 6-14 years. When the Act came into effect in 2010, the percentage of dropout children from age 6-14 was only 3.4%. The rate of out-of-school children in the age group of 11-14 years 5.2%, and for girls in this age group was even higher at 5.7%. By 2016, the portion of 6-14 years old children from the school came down to 3.1% and that of 11-14 years to 4.6%, with high dropout states like Bihar showed significant improvement in retention in school. Based on the sample of almost 30,000 youth from 26 rural districts across 24 states, ASER 2017 gives a snapshot of these young adults' lives. Most 14-18 years old are informal education system. 14.4% are not currently enrolled in any education system. 5.3% of 14-18 are enrolled in the vocational course, and 6.2% are not. 60.2% of youth who are not enrolled in a formal or informal form of education work as a labor force compared to 38.5% of enrolled youth.⁷ The Annual Status of Education Report (2016) points that learning level remains tensely low across the country, while 97% of children (aged 6-14 years) across rural India are enrolled in school, only 13% of grade II children could read from their textbooks.⁸

Summary

The primary purpose of introducing ICT in education is to provide quality education to the students, especially to those who have a problem grasping the syllabus as a typical student. The quality of learning outcomes has become a challenge in the implementation of the RTE Act. State governments need to introduce evaluation methods that test children's conceptual understanding of subjects in the lower classes. It will help a child come out of rote learning. In this era of e-learning and smartphones, ICT can be misleading if the students are not introduced to ICT's main advantages. And the only resource person who can pave the way is a trained teacher or a teacher who has basic knowledge. But there are teachers, especially in rural schools, who have zero knowledge of computers or ICT in any form. So, on that occasion, support staff should be appointed. And the salary should be paid for by the government. Competent staff training at the time of induction of teaching personnel into the education system will matter significantly in delivering positive educational goals. ICT must work side by side with the curriculum and the school's mission. Indian policymakers are exploring

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<http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202017/aser2017fullreportfinal.pdf> accessed on 09th September 2018

⁸ <https://www.smilefoundationindia.org/blog/2017/10/03/e-learning-in-primary-education-an-indian-perspective/> accessed on 10th September 2018

trials and errors so that the teacher education programs can utilize ICT to help address the realities of preparing India's elementary teachers (NCTE, 2009).⁹ As leaders and policymakers continue to evaluate and inquire on ICT at the primary level, more research will surface, transforming the barriers into possibilities. The inclusion of ICT in education is not a quick and easy path to follow. Nor will it lead to 100% quality education. But to be at par with the developed countries, we can hardly afford to ignore education usage. A more comprehensive plan is needed to be designed to have a quality education system to give practical knowledge of the necessary skills to operate advanced technology.

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INHERENT POWERS OF COURTS IN INDIA: AN EXPLORATORY INSIGHT

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ABSTRACT

The extra-ordinary or exceptional instances wherein courts have the right to take special steps in the interests of justice. It has often been agreed that since the poignant feature of the courts is to impart justice, and ensure that justice is not denied, therefore, the courts are bestowed with some additional powers specifically provided under the civil and criminal procedure code. While on the one hand courts ensure that justice prevails, on the other hand it also ensures that the security and harmony is preserved. These powers thus prevent the miscarriage of justice and ensure that justice is neither delayed nor denied. In the present era, it has been commonly seen that justice is an abstract form and justice varies. In such situations, going by the book is not an option and therefore, in order to ensure that justice prevails courts and amicable solution is reached between the parties the courts are given additional powers so that at times of need they can use it without any prejudice and ensure that justice is delivered. Also, the inherent powers are basically a kind of backbone for the courts which allow them to work without any kind of prejudice and be focussed to the commitment of the offices they hold. The paper seeks to contemplate upon the various aspects and processes involved with the inherent powers of civil and criminal courts, their object, extent, powers and limitation thereof.

Keywords: Inherent Powers, civil, criminal, justice, adjudication

Introduction:

Courts have the fundamental pre-requisite at administering justice between the parties and, hence it should seem to acquire, as a mandatory consequence, these powers must be able to address the justice and to eliminate the injustice in society. Social security and peace are essential components of civilised society and law is most effective tool for social engineering. Political organisations and institutions are established to preserve social harmony. The Code of Criminal

Procedure is the primary procedural law to administer criminal justice system. The inherent powers of the court are supplementary powers apart from powers specifically provided under the Code. These are such powers which are meant specifically prevent the misuse of process and administer justice. Section 482¹⁰ of Code of Criminal Procedure 1973, articulates means to realise justice in form of Inherent powers. Section 482 of the Code of Criminal Procedure Code, 1973 confers inherent powers on High Courts Subordinate Courts have no inherent powers. Section 151¹¹ of Code of Civil Procedure 1908 preserves inherent powers of court including subordinate courts. The difference is very clear from reading Section 482 of Cr.P.C and Section 151 of CPC that former speaks of inherent powers of High Courts and later speaks of Court which includes inherent powers of subordinate courts too.

As far as scope of inherent powers under is concerned it can viewed from various cases decided by Supreme Court and High Courts in *Sunil Kumar v. State*¹² it is very clear that sec. 482 of Cr. P. C. empowers High Court only whereas Sec. 151 of the CPC empowers all the courts to invoke inherent powers to do justice. In *Mukesh v. State*¹³ finally yet importantly, in our approval of the law, Section 482 of the Cr.P.C places in introverted majesty. “It only saves the inherent power of the High Courts. It declares that nothing in the Cr. P.C shall be seemed to restrict or impact the inherent powers of the High Court to do such orders as may be necessary firstly to (a) give achieve to any order under the Cr. P.C, words which are not to be found in [the Code](#) of Civil Procedure, 1908 (CPC) While exercising inherent powers, therefore, the High Court, in its criminal jurisdiction, has power to take all required steps for the compliance with its orders. The High Court not required, consequently, backing to the principles of Contempt of Court. Comparatively Section 482 makes criminal courts more powerful in respect to implement their orders than civil courts. Secondly, [Section 482](#) makes it clear that the Cr. P. not demarcating the actions obtainable to the High Court to avoid abuse of process from the starting to finish the proceedings. The courts have power to compel respondent to appear before the court. When the Court faces with an

¹⁰Saving of inherent powers of High Court- Nothing in this Code shall be deemed to limit or affect the inherent powers of the High Court to make such orders as may be necessary to give effect to any order under this Code, or to prevent abuse of the process of any Court or otherwise to secure the ends of justice.

¹¹Nothing in this Code shall be deemed to limit or otherwise affect the inherent power of the Court to make such orders as may be necessary for the ends of justice or to prevent abuse of the process of the Court.

¹²Decided on 17 September 2009 available at: <https://indiankanoon.org/doc/60725043/>.

¹³Decided on 1 August 2008 by Delhi High Court available at: <https://indiankanoon.org/doc/104469198/>.

intractable appellant/convict who has no inclination in his appeal, no provision in Chapter-XXIX of the Cr. P.C deals with appeals would prevent it from annulling appeals.”¹⁴ When such orders are passed u/s 482 especially to clear the matter for failure of prosecuting the appeal would inevitably not lead only to the cancellation of bail but the confirmation of conviction and sentence because of dismissal of appeal. Thirdly, there is no such provision which restricts the power of high court to safeguard the ends of justice. Justice is very elusive concept and not possible to be defined. Sufficiently it encloses not only rights of the guilty and the convicts but also involves law obliging portion of society who thinks court as weapon to preserve the peace and reduce crime rate by way awarding punishment to those who break law. If convicted person can the hurdles of their conviction, to bring peace and harmony in society will not be a reality. [Section 482](#) portrays the fact that there is a distinction between averting the misuse of the judicial process and the securing ends of justice. According to our examination, [Section 482](#) of the Cr. P.C has not got required significance, and as result, the widespread practice of filing appeals only to frustrate a judgment given by a criminal court has been fine-tuned.

1. Objectives of Inherent Powers:

Purpose behind the inherent powers is to safeguard the qualities of justice. it is obvious that inherent powers are invoked by the High Court before the commencement of the trial. Legal systems of other countries show that fair play is essential ingredient of justice to be played. Fair trial broadened the scope of human rights in criminal justice and accused cannot be treated inhumanly. Fair trial is an international norm which has been adopted by most of the countries like United States of America, United Kingdom, Canada and India also adopted.¹⁵ International human rights conventions contain provisions for fair trial like Universal Declaration of Human Rights¹⁶ provides in Articles 10 and 11 and

¹⁴ Section 482, The Criminal Procedure Code, 1973.

¹⁵Neeraj Tiwari, “Fair Trail Vis-a Vis Criminal justice system administration of justice: A critical study of Indian Criminal justice system”, Journal of Law and Conflict Resolution, Vol. 2(4), 2010. Pp. 66-73. Available at: <http://www.academicjournals.org/journal/JLCR/article-full-text-pdf/530B1EB7656>.

¹⁶Universal Declaration of Human Rights, 1948, (adopted on 10 December 1948 by General Assembly). Article 10 contains, “Everyone is entitled in full equality to a public and fair hearing by an independent and impartial tribunal in the determination of his rights and obligations and of any criminal charge against him.”

Article 11 provides: “1. Everyone charged with penal offence has right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence. 2. No one shall be held guilt of an offence on account of any omission which did not constitute a penal offence, under national or international

International Covenant on Civil and Political Rights article 14¹⁷ speaks of fair trial. In India human rights are enshrined in Part III in form of fundamental rights. Human rights are most important aspect that come into play in criminal justice system. Crimes were prevalent in ancient times as well like neo-historic period. Most heinous crimes of today were prevailing in prehistoric times. Man's instinctive powers always tend to dictate fellow beings and his lust to attain some place, his fanaticism of strange faith all come out in conduct harmful to others and detrimental to society. Article 19 provides individual freedom but subject to limitations for public good. Rights are not inalienable but subject to some reasonable restrictions. While state protects value of an individual it also protects unity of society. For every jural there is jural opposite. Rights and duties are two aspect of same coin. If there is power there is liability, if there is immunity there is disability.¹⁸ The law is enacted always according to requirements of people. *Ubi Societas Ibi Jus* principle must be followed while enacting law. Harshness of law is measured by penal law of land and substantive law is somewhat similar all over the world only procedural laws are different. The administration of criminal justice must be rely on reasonable philosophy. Securing ends of justice must be purpose of laws. The Code of Criminal Procedure, 1973 deals with adjudication of criminal cases and Indian Evidence Act is companion to Cr. P.C to adjudicate matters and procedure established by law. Code of Criminal Procedure 1973 looks into all foreseeable situations but there are some unimagined situations that are not contained by the code. That should not impede smooth administration of justice. But nowadays human rights jurisprudence is becoming most vulnerable area of social psyche which is often mismanaged by criminal justice system. All persons will have to bear the vagaries of the State. Judiciary only has power to fulfil and to do justice or complete justice. Courts should have legislative power to act efficaciously and persuasively. So it is required to view the inherent powers of the High Court under section 482 of the code. It is differentiated from the casual method of the code through a Non-obstante clause. "Nothing in this code shall be deemed to limit or affect inherent powers of high court."¹⁹ Inherent powers are unaffected and unlimited by the provisions of this code no provision deemed to override inherent powers. Inherent powers have specifically three objectives:

law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time penal offence was committed."

¹⁷International Covenant on Civil and Political Rights, 1966 (adopted by GA on 16 December 1966, entered into force on 23 March 1976), Available at: <http://www.ohchr.org/Documents/ProfessionalInterest/ccpr.pdf>.

¹⁸R. W.M Dias, Jurisprudence (5th Edition) London, Butterworths 1985 pp. 24-25.

¹⁹Section 482 of the Code of Criminal Procedure.

- a. Powers to do such orders as may be required to effectuate to any order under the code.
- b. Power to check the misuse of process of the court.
- c. Powers to otherwise to secure ends of justice.

Principles abovementioned are universal, general and eternal essentials of justice. there is a doctrine that is justice. These are three manners recommended to reach justice; think justice, act justice.

1.1 Principles of Inherent Powers

1. Inherent Powers to Effectuate orders passed under the Code:

It covers the proceedings started under the code must be affected and respected. Orders passed in various decisions consist process and process should be obliged. Misuse of the process of the court amount to order passed under the code being not given effect to. Reversely it will lead to a situation where ends of justice are considered timid. Inherent powers are preserved to secure ends of justice. Whenever there is wrong use of provisions of the code, illegal orders passed and justice suffers. Whole concept of inherent powers revolved around justice. Even If court puts section of the code for incorrect purpose it can be sans malafides or technically it can said justice is administered. Lord Hewart said “justice should not only be done, but it should be manifestly and undoubtedly being seem to be done.”²⁰ If there is any nugatory ordered passed and process of court is abused. In both the ways justice suffers. Chief function of inherent powers is to support, defend and exercise justice. Justice is considered above all the law because laws are enacted to secure justice. If in any area law does not exist still justice must be secured and protected by invoking inherent powers. Justice was administered in ancient days when there was no legislature and code existed. Justice cannot be operated in vacuum, there must be laws empowering courts. Inherent powers are conferred under the Code law, these are vested powers, not formulated in any specific shape but these are saved powers, even before the enactment of the court inherent powers exist when a court came into being. Section 482 of Cr. P.C declares about existence of inherent powers. Whenever there is matter of inherent powers under section 482 it is understood as revisional power under section 397 to 401 of Cr. P.C or appeal provisions. To understand whole theory of inherent powers only the procedure is not enough, it requires depth knowledge of jurisprudence of inherent powers and how the ends of justice are secured through this process. Inherent powers are invoked where there is abuse of court process and no law exists.

²⁰R v. Sussex Justices, Ex Parte McCarthy (1 KB 256, All ER 233).

II. Power to prevent abuse of any court:

Process of the court is central point in litigation and conduct of presiding officer is important to sum up any matter come before a court of law. Content of the complaint are central point and conduct of parties is also relevant in case of process and practice of court of law. Process of court of law cannot be confined to summons, warrants, notice and other proceedings of the court. As far as sources of abuse are concerned these can be magistrates, parties, the prosecutor, the counsel or witnesses and investigating agencies. Madras High Court in *Ranipet Municipality v. M. Shamsheerkhan*²¹ says that following matters can be considered abuse of process of court:

1. Gaining an unfair advantage using a rule of procedure.
2. Contempt of the authority of the court by a party or stranger.
3. Retention of a benefit wrongly received.
4. Fraud or collusion IN Court proceedings as between parties.
5. Resorting to and encouraging multiplicity of proceedings.
6. Circumventing the law by indirect means.
7. Presence of witnesses during examination of previous witness.
8. Institution of vexatious, obstructive or dilatory actions.
9. Introduction of scandalous or objectionable matter in the proceedings.”²²

The judicial proceedings must be of judicial nature and must be according to procedure established by law.

2. No Hard and Fast Rules

If there is abuse of process of court, there is no hard and fast rule with High Court prevents misuse of procedure and there is no principle as such but High Court must be vigilant in this matter. Inherent powers must be exercised to do real and substantial justice. Veracity of allegations is not examined exercising inherent powers²³. High court has no power to interfere with discretionary power of lower court, during exercise of inherent powers.²⁴

If the complaint is prima facie not authentic then no more indecisiveness is to be done by High Court. In this case an inquiry under section 363 of Merchants Shipping Act, 1958 Supreme Court prevented the said inquiry because case was not meeting with essentials of section 363. Supreme Court impacts

²¹1998 (1) CTC 66. Available at: <https://indiankanoon.org/doc/93284/>.

²²Ibid.

²³Kelappan v. Poothilatte Kalyani ILR 1991(3) 866.

²⁴Ibid.

inherent powers of High Court it is not merely spectator or correcting agency. Supreme Court exercised its inherent power under Article 136 of Constitution of India and mostly cases come under special leave petition²⁵. High Court cannot intervene in proceedings at initial stage. Supreme Court quashing the prosecution at preliminary stage was set aside and matter was restored to lower court²⁶.

Always there a question arises about the scope and reach of inherent powers every time. But where there is doubt and apprehension it creates desire for some guidelines for exercising jurisdiction. In *State of Haryana And Ors v. Ch. Bhajan Lal and Ors*²⁷ Supreme Court dealt with the action of High Court, and has given some circumstances where the inherent powers can be exercised in regular and legal manner. In this case powers of High Court under Article 226 and Section 482 Code of Criminal Procedure have been examined. High court is not to assume or presume or evaluate evidence. While High court is invoking inherent powers to prevent abuse of the process of court it should not degenerate itself abusing the process rather it should follow guidelines laid down in *State of Haryana v. Bhajjanlal* case.²⁸

3. Depending on Facts and Circumstances

It depends on the facts and circumstances which are pre-mediated and give impression whether there is any abuse of process of court. In *R v. B*²⁹ the Criminal Division of the Court of Appeal considered the conviction of “B” for committing rape on his stepdaughter in 1970 and case was filed in 1989 and proceedings were challenged and trial court denied to grant stay of proceedings on ground of misuse of process. Case came before court of appeal with question whether fair trial is possible? Court held it is impracticable and conviction is unquestionable because trial court mentioned the problems of the complainant without looking into the problems of an accused person. In *R v Hickson*³⁰ the appeal was rejected. Complaint came for indecent sexual assault on girls of age between 13-14 years between 1983-1988.

In *Union of India and Anr v. W.N Chadha*³¹, High Court refused to quash proceedings but Supreme Court said it was fit case to invoke inherent powers as

²⁵Captain Subash Kumar v. Principle Officer, Mercantile A.I.R 1991 SC 1632. Available at: <https://indiankanoon.org/doc/1608656/>.

²⁶State of Bihar v. Raj Narain Singh A.I.R 1991 SC 1308. Available at: <https://indiankanoon.org/doc/51409/>.

²⁷A.I.R 1992 SC 604 available at: <https://indiankanoon.org/doc/1033637/>.

²⁸Ibid.

²⁹1996 Cri. L.R. 406.

³⁰1997 Criminal L. R 495.

³¹A. I. R 1993 SC 1082.

criminal forum whereas matter was purely civil in nature. Supreme Court said that inherent powers must be invoked in proper way and meticulously not in irrelevant way, for preventing proceedings³² or summary trial of the court.³³

Supreme Court strongly said where High court empowered to switch inherent powers in action in reasonable cases, the power should not be dodge to involve in judicial carrying out tests or conjecture. In *State of Maharashtra v. Vhdikota Subarao (Dr.)*³⁴ Supreme Court held High Court passed unwarranted limitations against the state, Public Prosecutor and suppression of facts, fraud etc. It was complete misapprehension and reviewed and set aside the orders of his antecedent sans enough material and did not pay heed to precedents.

The abuse of process of court is exclusive rights itself and unspoken facts if case disclosed by complainant. A complaint alleges a father kidnapped his daughter, is a paradoxical situation. Even if the girl is staying with her maternal uncle petition against her father will not stand for kidnapping if girl taken away by her father³⁵. Entertainment of such a complaint by Magistrate is abuse of process. High Court quashed orders of Magistrate with justifications. There is very thin line between use and abuse of process which is difficult to demarcate. While exercising inherent powers High Court should be alert and only abusive part should be quashed not judgement in all, if anything worth survives it must be allowed otherwise justice will suffer. A Wife filed a petition against her husband U/S 494³⁶ and 498-A³⁷ of I.P.C and Magistrate took the cognizance. High Court quashed entire proceedings on the ground that proceedings for offence under section 494 of Indian Penal Code is to be filed in said period of Section 468³⁸ of Cr. P.C so it is barred by time. But Supreme Court's remonstrance of High Court quashing entire proceedings and Section 468 cannot be applied on section 494 of I.P.C. It is concluded that High Courts as superior institution to maintain judicial discipline must invoke inherent powers for salutary purposes not working as court of Magistrate.³⁹ There was controversy of human relationships civil rights especially under tenancy documents. Basically case was of civil nature but came before Magistrate with allegations full of offences under sections 406, 467 read with section 34 and 120 B of Indian Penal Code and section 53 of Trust Act 1882. If

³²Radhey Shyam Khemka v. State of Bihar (1993) 2 SCC 54.

³³State of Bihar and Others v. K.J.D Singh 1994 SCC (Cri) 63.

³⁴1993 SCR (2) 311.

³⁵Chandrakala Menon (Mrs) v. Vipin Menon. (1993) 2 SCC 6.

³⁶Section 494 I.P.C- Marrying again during lifetime of husband or wife.

³⁷498 A- Husband or Relative of husband of a woman subjecting her to cruelty.

³⁸468 of Cr. P.C- Bar to taking cognizance after lapse of period of limitation.

³⁹Vanka Radhamanohar v Vanka Venkata Reddy, (1993) 3 SCC 4.

any court is dealing with criminal matters for such long time it is sheer abuse of abuse of process of court. High Court can quash proceedings at preliminary by invoking inherent powers under section 482 Cr. P.C. while exercising inherent powers High Court must have sturdy and effective compulsion⁴⁰ it has no power to stay grant the proceedings awaiting before the subordinate court ordinarily⁴¹ or searching evidence or thinking over prospects.⁴²

4. There must be Prima Facie disclosure of an Offence

Every proceeding or petition must disclose offences prima facie and If the complaint is a entrant of the allegations of the objection against the accused without any logical consistency or sensible nexus obligation of High Court is to repress the proceedings by quashing the same. Similarly, if complaint is indistinct, unreal and only disseminated mediations of a irritated plaintiff judiciary will not be permitted to lodge such persons and proceedings. High Court is required to accurate with its jurisdictional wisdom of attempt the responsiveness of the proceedings. There are two contrasting decisions of Supreme Court on the Matter as following: *Municipal Corporation of Delhi v. Purushottam Das Jhunjunwale and Others*⁴³ and *Municipal Corporation of Delhi v. Ramkrishan Rohtagi and Others*.⁴⁴ In both of cases matter was related to food adulteration under Food Adulteration Act 1954. In Jhunjunwale the complaint manifestly states that directors and managing directors of the company are accused and responsible for the business conduct, at the commission of the offence. High Court quashed proceedings taken by Municipal Corporation of Delhi. Supreme Court held that there were specific allegations and complaint stated active role played by the said authorities. It is quite clearly quoted:

“from the examination of different provisions of the complaint, it is oblivious that summons were issues and high court failed to interpret the things in wrong manner. Also, failure of the court to discuss and examine the allegations made against the person.”⁴⁵

In *Ram Rohtagi* case⁴⁶ complaint did not disclose any offence explicitly, in such case proceedings must be quashed at its initiation itself. But in *Madhu Limaye v. State of Maharashtra*⁴⁷ Supreme Court held that section 482 of independent from section 397(2) because it has different parameters and inherent powers have wider scope and practical power to check misuse of process of the

⁴⁰Jivajirao Scindia and others v. Sambhajirao Chandrojirao Angre and others AIR 1988 SC 709.

⁴¹M.C. Mehta (II) v. Union of India, 1988 SCC (Cri) 141.

⁴²State of Bihar v. Murad Ali Khan and Others, (1988) 4 SCC 655.

⁴³1983 SCC (Cri) 123.

⁴⁴1983 SCC (Cri) 115.

⁴⁵Supra note at 29.

⁴⁶Supra note at 30.

⁴⁷AIR 1978 SC 47.

court. Section 397(2) cannot limit exercising inherent powers of High Court and to do justice. The maxim *ex Debito Justitae* can be applied which means in interest of justice.⁴⁸

In *Kurukshetra University and another v. State of Haryana*⁴⁹, Apex Court observed that powers under section 482 must not be used arbitrarily or in whimsical manner. It is general consensus that inherent powers must be used cautiously, with care and seldom. In this case High Court quashed First Information Report even before the police investigation commenced, so it was grave abuse of process of court and arbitrary action. There is no test laid down whether process is abused or not. When the contour of power under section 482 is marked then there is space for discretion. Inherent powers must be used discretionary to prevent misuse of justice and must be used very carefully.

In *Union of India v W.N Wadhwa*⁵⁰ Apex Court held that observe an FIR in proceedings u/s 482 is not amiable to the impression of the rule of law. When the case is awaiting it is interlocutory stage and invoking inherent powers at this is against the basic principles of inherent jurisdiction.

In *Janta Dal v H.S Choudhary and others*⁵¹ Supreme Court criticized High Court take judicial notice of all irregularities did by any court. In this case investigation was just commenced and High Court took *suo moto* notice and go ahead with the issue step into the shoes of the accused party. It is not exercised carefully. It observed:

“Power under 482 of the court is wider in nature and of great plenitude of the power need meticulous use of same. Courts should be vigilant to look into that its decision in exercise of this power is depends on sound principle.”⁵²

Higher courts like high court need to discuss all the facets of case and then decide the same in any case where the facts are completely unresponsive mentioned in complaint and evidence is to be composed and produced before a court and must be seen that whether factual or legal issues are involved and there must be sufficient evidence to support the matter.⁵³

*Central Bureau of Investigation, SPE, SIU (X), New Delhi v. Duncans Agro Industries Ltd*⁵⁴, Apex court held the potential of High Court to invoke inherent powers to quash a complaint at threshold. High Court just need to look inot an accusation a criminal offence is mentioned. High Court need not to analyse all the assertions for the reason of holding whether those accusations are likely be upheld in trail.

⁴⁸Ibid.

⁴⁹ A.I.R 1977 SC 2229.

⁵⁰ AIR 1993 SC 1082.

⁵¹ AIR 1993 SC 892.

⁵² Ibid Para. 132.

⁵³ Taxman's Criminal Major Acts, Law and Practice. at p. 518.

⁵⁴ AIR 1996 SC 2452.

In *Shipping Corporation of India Ltd. vs. Machado Brothers & Others*⁵⁵ Supreme Court held that if there is no specific provision which restrains the court to give relief as asked u/s 151 of the Code, the court has all required power to stop the misuse of the court. Consequently, the court can exercise the power u/s 151 CPC first has to deem whether is there any provisions which restrains the power under said section and the power must be applied very coherently and meticulously where the law is silent and has no law at all.

5. No Evaluation of Evidence

The collective result of the apex Court judgments is that while using inherent powers, High Court shall not effort an assessment of evidence as if, in an appeal case. There should be no misuse of process and simultaneously need to provide reasons for stay. In *State of Maharastra v. Ishwar Piraji Kalpathri and Others*⁵⁶ according to apex Court, the High Court cannot tender any believable material for arriving a finish for quash proceedings on the ground of malafide at the part of FIR or compliant. If all decisions are made alike, likelihood, consistency and authenticity of the allegation, has to be evaluated. The Apex Court upturned the conclusion of the Bombay High Court investment that honesty of accusation and organization of the fault can be there if there is no interruption in the proceeding. The principle of abuse of process should not become a sole ground to interrupt the matters of lower courts under section 482. Inherent jurisdiction is to remove the corrupt practices from the court. Although powers are applied with caution but still high court should go through the circumstances, the power given to the High Court helps the administration of criminal justice presumably free from vitiating and malignant influences.

This principle is based on two principles constitutional principles that are “due process of law and constitutionality”. The purpose of criminal law is to attain social harmony. In *Punjab National Bank and Others v. Surendra Prasad Sinha*⁵⁷, complaint was filed to hassle the petitioner which was quashed correctly. The Magistrate has duty to see whether the complaint is meeting needs of law, whereas proceedings against a person. A private person is not permitted to seek this ground. In *S.G Nain v. Union of India*⁵⁸ the complaint was filed under C.R.P.F Act, 1949, which was pending for last about 14 years together. So far as the justice is concerned it must overpower the prosecution. . present case was pending before the apex court against the order of quashing proceedings by the High court. It

⁵⁵Decided on 25 March 2004 available at: <https://indiankanoon.org/doc/1968235/>.

⁵⁶AIR 1996 SC 722.

⁵⁷AIR 1992 SC 1815.

⁵⁸AIR 1992 SC 603.

should not become reason to degenerate into abuse of process of court. Misuse of process of the court is become ground for invoking the inherent jurisdiction but it should also take facts of the case into consideration.⁵⁹

In the case of *Palaniappa Gounda v. State of Tamil Nadu* and others question considered was availability of inherent powers in circumstances covered by specific provisions of the code. High Court held that section 357 of Cr. P.C contemplates application for compensation. But still High Court invoked inherent powers in interest of justice. High Court can exercise section 482 to allow a petition under section 357 of the code.⁶⁰

In *State of Karnataka v L. Muniswami and others*⁶¹, Supreme Court considered the inherent power in wholesome. Discretionary power must be applied in constructive and meaningful manner. High Court can go to reasoning given by the Court of Sessions in order to support of his order and determine the facts and circumstances. If the complaint is not setting any allegation constituting offence High Court can quash such proceedings by exercising inherent powers.

6. Power otherwise to Secure ends of Justice

Justice is above the law and it is primary objective to be achieved. Judiciary is playing dynamic role in uplifting justice. Every aspect standing on the rights of persons is considered under the aura of judicial activity. Prof. Upendra Baxi rightly said that “judges are not only amending the constitution but redrafting the constitution in certain vital areas.”⁶² This cadence is reflected in the administration of criminal justice system, while invoking inherent powers under section 482 of Cr. P.C. In *State of Karnataka v L. Muniswamy & Ors*⁶³ Supreme Court held while invoking inherent powers to do justice between parties, it must be visualised from every aspect and this judgement pronounced contours and width of inherent powers.

7. Justice According to Law

The ends of justice are higher and broader than law and justice to be administered according to law established by legislature. State is converted from police state to welfare state where well-being of its citizens is its priority. It is realized that if someone is crying for just there can be no limitation under the code or any other statute for inherent powers to be used to protect justice. The primary

⁵⁹Ibid.

⁶⁰ AIR 1977 SC 1323.

⁶¹ AIR 1977 SC 1489.

⁶²Prof. Upendra Baxi, “The Constitution Quickstands of Keshvananda Bharti and the Twenty-Fifth Amendment”, (1974) 1 SCC (Jour) 45.

⁶³ AIR 1977 SC 1489.

objective of law is to bring wrongdoers to justice and give relief to victims. In *N. M. Velayudhan v. P. Sukumar*⁶⁴, ie, Kerla High Court held that where there is extreme necessity of court to interfere with the matter nothing under section 397(3) and 399 (3) of Cr.P.C limit the inherent powers.

In administering justice High Court is called upon to examine the functioning of its subordinate courts by invoking inherent powers. It would be injustice where complaint has been filed on frivolous or vexatious grounds, no substantial material available against the other party, if an FIR has been registered on conjectures and hypothesis, the person should not be put to trial before magistrate where the grave violation of fundamental rights may take place, persons required to go to High Court to secure ends of justice through inherent powers.⁶⁵

8. Justice delayed Justice denied

Term “justice delayed justice denied” coined by William E Gladstone, former British Statesman and Prime Minister in late 1800’s. Speedy trial is fundamental right of an accused to prevent delay in administration of justice.

“when the justice is done it must be administered orderly and expeditiously. Long cannot be considered too long where the justice is fast but also deliberate in nature. Delay comes just because of circumstances of the case and system. Though rights of an accused are protected, cannot overcome the public rights. Rights of an accused are protected under law and constitution but these are not shield to override the public rights.”⁶⁶

In *Ashok Chaturvedi and others v. Shitul Chanchani and Another*⁶⁷, apex Court observed that power u/s 482 must be exercised cautiously and in interest of justice. In instant case Supreme Court accepted High Court reach exercised inherent powers in a criminal proceeding continued, even complaint did not make any offence against the person. Justice must be given priority. In *Jawaharlal Darda and Others v. Manohar Rao Ganpat Rao Kapsikar and Another*, this was case of defamation which was published in a report newspaper ‘Daily Lokmath’. Proceedings were initiated under sections 499, 500, 501 and 502 read with section 34 of I.P.C. High Court interfered with matter was criticised by Supreme court by saying it is technical and committed an error. The concept of justice is incorporated in inherent powers. Justice has social, political and ethical dimensions.

⁶⁴1978 Cri L J 1209 available at: <https://indiankanoon.org/doc/1633987/>.

⁶⁵ S C Sarkar, the Code of Criminal Procedure code”, 7th Edition (1996) p. 1413.

⁶⁶Mari v Gonzalez, GR NOo. 187728, September 12, 2011.

⁶⁷1998 SCC (Cri) 1704.

9. Realisation of Justice in Administration

Administration of justice is primary function of a state. Blackstone says administration of justice is not compassion of the king it is his duty:

“justice is not gift from the king to public, but it is due that is already vested in people. he is reservoir from where the equity and justice are ruled for every individual .”⁶⁸

Salmond defined law as:

“body of principles and rules promulgated by the State applied on the people.”⁶⁹

The administration of justice is a sign of civilisation that is social, historic, political, and legal requirement, Jeremy Taylor makes an assessment thus:-

“gathering of people can be more administered if they are not ruled by one ruler. State plays role in administration of justice and peace.”⁷⁰

The origin of administration of justice can be traced back to growth of man. Man is a social being and his social nature require living in society; living in society there is always clash of interests of other beings. In ancient times there was principle of “eye for an eye, tooth for a tooth”, but it is replaced by cannons of justice in modern times.

10. Power and Dignity of Court

A court of law should have powers to carry out and deal with matters. Prestige and politesse of the court must be preserved. The process of the court must be complied with. Nothing can curtail its powers except court itself. The procedure of court must be legal, regular and relevant. Prime objective of court is to attain ends of justice not stifle it.

Inherent powers are autonomous from other powers of the code. No legal fiction can be created against inherent powers. Inherent powers are total and absolute, invulnerable and inviolable.

Also, in the case of, *R.P. Kapoor v State of Punjab*⁷¹, Supreme Court held that inherent powers can be invoked where no articulate provision made to curtail grievance of the petitioner. The matter indulged must be very grave and important not trivial or dubious.⁷² Abuse of the process of any court means any subordinate criminal court to High Court. , if entertains a case fully unjust or partly erroneous

⁶⁸V. D Mahajan, “ Jurisprudence and Legal Theory, (1987) p. 129.

⁶⁹Ibid at 58.

⁷⁰Ibid at 59.

⁷¹AIR 1960 SC 866.

⁷²Prabhakaran v. Devayani Amma, 1985 KLT (S.N.).

proceedings, it is abuse of process of court. A court of law is sacrosanct place and it is not available to private individuals to file vexatious complaints for vengeance. A trial magistrate may monetarily persuaded by a cluster of facts to issue summons to a person. The state cannot compel the innocent individuals. It is clear that every crime is a wrong against society. Since society is a non-organized accumulation devoid of any device to safeguard itself, the state steps into its guard. State corrects a wrong against society and punishes wrongdoer.⁷³

Protecting life and property of citizens is basic objective of state and it must be fulfilled with legitimate expectation. There is the other side of the picture.

Punishing innocent person is itself ignominious act. Judiciary has chance to stop such obnoxious process administration of justice should be healthy change to prevent such injustice.⁷⁴

The inherent powers of the High Court are to prevent abuse of the process of the court itself is in the interest of justice. Anything said in the court should contain seal of legality. The apex Court has set tone for the High Courts to support its analysis while exercise inherent powers. Changing a civil argument into a criminal case is abuse of process of the court. It will be additional suitable and affordable for a litigant if he is allowed then he can get relief and justice without going to high court.⁷⁵

The complaint must be filed before suitable court civil matter must be entertained by civil court and criminal matter by criminal court but there are number of cases where civil matter are entertained by criminal court which are placed before the court in guise of some criminal offence that leads to abuse of process the court and in such case invoking inherent powers are remedy to do justice. In *Sardar Trilok Singh Case*⁷⁶, where the High Court failed to quash the proceedings u/s under sections 395, 468, 465, 471, 412 and 120-8, read with Sec 34 IPC, but apex court took decision in reverse of that decision and considered misuse of process of court.

In *Subramaniam & others v. State of U.P.*⁷⁷, effectuate an order delivered by the civil court in an issue which has both civil and criminal repercussion was careful.

Most hard condition for the High Court is to reach at a conclusion to grasp that there is misuse of the procedure of the court and therefore inherent power is to

⁷³William Shakespeare, King Lear, ACT III Scene 2 Line 57-60.

⁷⁴ S. C Sarkar Supra note at p. 1408.

⁷⁵ Sarsar Tirlok Singh and Others v. Satya Deo Tripathi, (1989) SCC (Cri) 987.

⁷⁶Supra Ref. Note 62.

⁷⁷1996 Cri L J 929 (All).

be functional. in case of High Court may be wrong, the apex Court reminds that inherent powers u/s 482 Cr.P.C. are strange powers and it is impossible to lay down any accurately definite, satisfactorily channelized and rigid guidelines or rigid formulae.⁷⁸ In *State of Bihar v. Murad Ali Khan and others*⁷⁹, Apex Court had observed that the high court cannot exceed its jurisdiction under the garb of inherent powers and especially to determine the allegations are justified on basis of evidence or not.

Code of civil Procedure u/s 151 provides powers to every court to review its decisions and recall to rectify errors which are apparent on the face of the decision. It also saves the time of parties to bring justice and same remedy should be given under code of criminal procedure and all courts must be inclusive.⁸⁰

Extent of Inherent Powers

Consequence of application of inherent powers in criminal justice system can be well examined the modus operandi and response of judiciary in arising situations. Supreme Court has power to say last words but High Courts have more powers to examine situations. Supreme Court lays down principles which are followed by all subordinate courts for using powers provided to these courts. In this part extent of inherent powers has been examined.⁸¹

a. Difficulty to define Inherent Powers

As defining law is difficult inherent powers are also difficult to define. Salmond defined law in terms of administration of justice which is classical. Inherent powers are at hand perspective powers of court which are statutorily documented, saved and sealed. In criminal law, it is the powers of the High Court under section 482 of the Code of Criminal Procedure, 1973, which saves inherent powers of High Court. The provision is added to simplify and speed up trials.⁸² The notion of inherent powers is very indefinite and inscrutable that a perfect technical definition is not possible. Supreme Court decisions are considered most appropriate way to consider its definition.

b. The Law Commission's Suggestion

The Law Commission of India examined the presence and extent in its 14th report lay down:

⁷⁸ *Rupan Deol Bajaj v K.P.S Gill*, (1995) 6 SCC 194.

⁷⁹ 1988 (4) SCC 655.

⁸⁰ *Sarabjit Singh v. Gurpal Kaur* decided on 27th July 2012 by Delhi High Court available at: <https://indiankanoon.org/doc/139981657/>.

⁸¹ *Ramji Gupta Anr. v. Gopi Krishna Agarwal* decided on 11 April 2013 available at: <https://indiankanoon.org/doc/83295596/>.

⁸² The code of 1898 had 565 section which often criticised for being clumsy.

“The Commission suggested that if the Subordinate judiciary is allowed to go for revisional cases and use inherent power then it is very convenient for the litigant as well as to reduce the pendency of cases before the higher judiciary”⁸³

If all the trial magistrates and session judges must raise inherent powers in the character of inherent powers as understood in present scenario, it will pave the way intelligible situation. The growth of inherent powers in criminal justice system can be seen from lines lays down in constitutional law principles like rule of law, judicial review and equality etc. The magnitude of power is very wide even that High Courts, occasionally found deviating from rational procedure in the application of inherent powers. The stature of court, honour of court, interest of society and security of individuals are assessed in such manner where justice is administered.⁸⁴

The Law Commission in its 141st and 233rd Reports also suggested that though there is no direct mention of inherent power of subordinate courts but still these courts are working in “interest of justice” and it is required to dispense the justice in its true sense.

c. Supreme Court on curves Inherent Powers

Supreme Court is the highest court to do justice and decide matter where conflict of law and fact arises. Supreme Court has given number of decision dealing with inherent powers and formulated and reformulated the concept of inherent powers. Supreme Court prescribe limits and guidelines for exercising inherent powers, with minor variations and its ongoing process to issue guidelines and limits and mode of exercising inherent powers by High Court.

i. Inherent Powers to be Exercised sparingly, carefully and with Caution

The inherent powers must be used cautiously, vigilantly and with care. Case must justify the essentials to invoke inherent powers laid down u/s 482 of Cr. P.C. In *R. P Kapur v. State of Punjab*⁸⁵, Supreme Court observed that high court has power to avail the jurisdiction only if the FIR contains such allegations on its face whether established in its totality do not comprise a crime. In this matter, approval of evidence is not required, if accused failed to justify the record on face the charge framed against him are not sustainable and inherent powers cannot be invoked.⁸⁶

⁸³First Law Commission, 14th Report Law Commission of India at. P. 828.

⁸⁴Ibid at p. 830.

⁸⁵ AIR 1960 SC 866.

⁸⁶Ibid.

ii. Inherent Powers are not Rehearing the Appeal dismissed in Default

Apex Court said that inherent powers cannot be used to re-entertain the appeal which is dismissed in default because section 369 reading with 424 of Criminal Procedure Code 1989 specifically prohibited. Quashing of the investigation initiated by the police is no of bad taste.⁸⁷ Inherent powers can be exercised for expunging the sweeping and general observations made against all police, in a case involving only one police officer.⁸⁸

iii. Proceedings under process of Police Investigations cannot be Quashed early

In *Ram Narain v. State of Rajasthan*⁸⁹ it was held that petition under section 561-A cr. P.C must be done after hearing the counsel of the applicant. It is untimely to repeal the proceedings which are under police investigation and High Court is not allowed to enter into an enquiry to consider the probability of evidence.

When a particular order expressly barred under section 397 (2), inherent powers has no space to exist.

In developing equilibrium of activity in invoking inherent powers a tricky condition may arise in case of the court in regard to section 397 of the Cr.P.C. providing for revision. It is believed the crystallization and revision is completely barred under 397 (2)(3) of CRPC. A harmonious construction must be there. When a meticulous order is expressly barred under section 397(2) Cr.P.C., inherent powers cannot be invoked.⁹⁰ In *Kurukshetra University v. State of Haryana*⁹¹, Supreme Court said that where the police investigation yet to be commenced High Court has no power to act arbitrarily or caprice and whim of individual judge not allowed.

iv. To secure ends of Justice and to Prevent the Abuse of the Process of Court

when advocating facets of inherent powers one field where the Apex Court has shown eager attention has been transition from 1898 Code to 1973 Code. In *Palaniyappa Gounder v. State of Tamil Nadu*⁹², it observed when a particular objective provided for the code inherent powers cannot be exercised. *State of Karnataka v. Muniswami & others*⁹³, the Apex Court made affirmative explanation

⁸⁷State of West Bengal v. S.N. Bask, AIR 1962 SC 447.

⁸⁸State of U.P. v. Muhammad Naim, AIR 1964 SC 703.

⁸⁹1973 SCC (Cri) 545.

⁹⁰Amarnath v. State of Haryana, AIR 1977 SC 2185.

⁹¹AIR 1977 SC 2229.

⁹²AIR 1977 SC 1323.

⁹³AIR 1977 SC 1489.

of inherent powers. It observed to secure the ends of justice and to stop misuse of the process of the Court, High Court was allowed to cancel proceedings if obvious injustice was perceived. In this decision, the apex Court held that the High Court's inherent powers both in civil and criminal matters were designed to achieve a salutary public purpose. The court proceedings should not be way to harass the persons. After reading supreme court judgments it can be considered the how the process is abusive in nature that is most pertinent to take into consideration. In *Ram Chand & Sons Sugar Mills Pvt. Ltd. Vs Kanhayalal Bhargav*⁹⁴, apex Court in this regard, that if the inherent powers are not consistent with the code itself then it is prohibited under CPC. There should not be specific provision under the code. Whatever the restrictions are attached to section S 151 of CPC, but these controlling devices are not hinder the process to secure justice. u/s 151 CPC, 1908 the courts cannot be restrained u/s 151 specially to do justice and meet the ends of justice.

v. To Tackle formalism in Petition Filling

Other field where apex Court applied its mechanical jurisprudence to deal with the formalism tied to file petitions. In *Madhu Limaye v. State of Maharashtra*⁹⁵, Supreme Court observed the marker of the petition filed by aggrieved party doesn't matter. High court has power to invoke section 482 instead of revisional jurisdiction. Apex Court encountered a problem where interfering was completely essential on the face of record, and in interest of justice. If the powers u/s 482 are restrained then it will lead to injustice. This principle was furthered by Supreme Court in *Raj Kapur v State of Punjab*⁹⁶, no revision and petition can be filed for interlocutory orders. The problem comes with opening statement of section 482 that speaks of High Court, but court said there is no issues such like jurisdiction. Limitations are self-imposed, so there can be divergence from the specific area.⁹⁷

The expression interlocutory order requires very open-minded construction against the defendant, in respect to bring complete fairness. Supreme Court adopted this view in *VC. Shukla v. State, through C.B I*⁹⁸, inherent powers are not confined merely to IPC but goes beyond to cover other specific laws. *Srnt. Sooraj Devi v. Pyarelal & another*⁹⁹, the court held that specific prohibitions

⁹⁴ AIR 1966 CC 1899.

⁹⁵ AIR 1978 SC 47.

⁹⁶ 1980 SCC (Cri) 72.

⁹⁷ Ibid.

⁹⁸ AIR 1980 SC 962.

⁹⁹ AIR 1981 SCC (Cri) 188.

mentioned in code itself must be born in mind. And cannot be overpowered with section 482 of the code. This prohibition was related with section 362 of the code itself in aid case. against the Court altering or reviewing its judgment.

Various occasions are there with Apex court to detect enthusiasm on the side of the High Court to exercise these inherent powers. In *Sewakram Sobhani v. R. K. Karanjiya, Chief Editor, Weekly Blitz & others*¹⁰⁰, the High Court has shown its speculative approach. Respondents want that Magistrate should not record the plea of culprit u/s 251 of the Cr.P.C. without getting investigation report u/s 91 of the Code. The application was not applied u/s 482 to quash the case rather asking to direct the Magistrate to collect the reports u/s 91. The apex Court condemned this approach of the High Court where it quashed the entire proceedings.

In *Kacheru Singh v. State of U. P*¹⁰¹, observed that High Court has empowered to evaluate the validity of orders given section 341 Cr.P.C. Since section 397(2) Cr.P.C. bars revisions inherent powers could certainly be applied. The prohibition provided u/s 341 of the CrPC cannot be invoked against section 482 Cr.P.C. this is reconsidered in various decisions of the Supreme Court.

vi. There must be Strong reason to believe that Process of Court is going to be Misused and Citizen is Harassed

The apex court reconsidered the necessity of caution which must be present in inherent jurisdiction. High court will have to apply very sound reasoning that process is abused to harass a citizen. Supreme Court in *L. V. Jadhav v. Shankarrao Abasaheb Pawar & others*¹⁰², complaint was filed to obtain required action by the state by section 4 of the Dowry Prohibition Act, 1961. The High Court quashed the complaint. According to the Supreme Court, the High Court must have considered relevant aspects of the case in a clear perspective and deterred from interfering under section 482 Cr.P.C.

In *J.P. Sharma v. Vinod Kumar Jain & others*¹⁰³, the Supreme Court set aside the order of the High Court quashing the complaint. The apex court given its sound reasoning based on the CBI report. The High Court is not supposed to reduce the wording of complaint. Some special seriousness must be shown to some vulnerable subjects

There are few matters which need more seriousness. Terrorism is one of these matters. In the Terrorists and Disruptive Activities (Preventions) Act, 1987,

¹⁰⁰ AIR 1981 SC 1514.

¹⁰¹ 1982 SCC (Cri) 696.

¹⁰² AIR 1983 SC 1291.

¹⁰³ AIR 1986 SC 833.

high court has no jurisdiction over. A petition for bail can't be considered 482 Cr. P.C. An action otherwise would only lead to an irregular circumstance as the source of power is not the Cr.P.C.¹⁰⁴ In *M.C. Mehta v. Union of India*¹⁰⁵, apex Court held that to grant a stay u/s 482 for long time vitiates the stream of justice. Ordinarily no stay should be granted. Though, an order of stay is granted, in an extra-ordinary case the high court might have disposed of the matter within reasonable time because issue of pollution is of grave concern. Stay granted by the High Court is against the principles of justice.

vii. No Inherent Powers to Evaluate Evidence

Inherent powers cannot be invoked to evaluate evidence in any case by High Court. The High Court examined the reasonableness of opinion given by the magistrate. In *State of Bihar v. Raj Narayan Singh*¹⁰⁶, apex Court again remarked the High Court for making speculations. These powers cannot be used to review, it is prohibited u/s 362 of the Cr.P.C. The apex Court discussed the issued related a process issued by the Magistrate to the accused who are alleged to have solemnized the Second marriage, during the subsistence of earlier marriage. In *Smt. Chand Dhawan v. Jawahar Lal & others*¹⁰⁷, observed that High Court could not have used its powers, where the Magistrate had indulged into process to consider facts.

viii. Attitude Towards Subjects at Threshold

There is one more position where the apex court come across to examine the application of inherent powers by the High Court. In *Janatha Dal v. H. S. Chowdhary & others*¹⁰⁸, apex Court castigated High Court for diverging from way of justice and soberness in using of inherent powers. A high court judge exercised these powers rashly and without logic. The court took *suo-motu* cognizance after referring to sections 119, 397, 401 and 482 of the Cr.P.C.

In section 482 Cr.P.C. these powers can't be expanded to observing the facts. Interference on facts means appreciation of evidence. The high court has no power to comment on the facts which are gathered by the trial court. The court should not invoke power u/s 482 in hard and fast rules rather it should work on equity basis and apply with conscious mind.¹⁰⁹

¹⁰⁴ Usmanbhai Dawoodbhai Menon and others v. State of Gujarat, 1988 (Cri) SCC 318.

¹⁰⁵ AIR 1988 SC 1115.

¹⁰⁶ AIR 1991 SC 1308.

¹⁰⁷ AIR 1992 SC 1379.

¹⁰⁸ AIR 1993 SC 892.

¹⁰⁹ Raj Kapur v State, AIR 1980 SC 258.

In *Balakrishna Das v. P. C. Nayar*¹¹⁰, action was initiated under section 406 IPC. The agreement to procure food grains for the Food Corporation of India. Quantity was not supplied according to contract. There was also an arbitration agreement which covered the contract. The court said that the case was of civil nature and there was an arbitration agreement between parties the court has not power to entertain civil suits under section 482 of the act it is only available to criminal matters and to do justice in fair means and prevent misuse of process of court

In *Dr. I. B. Gupta v. State of U. P*¹¹¹, apex Court allowed appeal to expunge the unpleasant remarks made by the High Court against a doctor. The High Court held a doctor was not suitable to be considered as government doctor because while observing the evidence in murder case. The doctor was not given fair opportunity to be heard.

Sometimes High Court is vulnerable commits an error while commenting on natural justice. In *Jage Ram v. Hans Raj Midha*¹¹², Supreme Court held High Court in a Habeas corpus proceeding adversely commented on police officers. The apex Court observed expunction of remarks made in a judgment, it is required these remarks must be considered as unwarranted, pointless or immaterial.

ix. Inherent Powers are for Constructive Purposes: Need for Positive Judicial Thinking

Judiciary must use inherent powers with positive attitude to attain justice and realise constitutional goals. Interpretation must be made very meticulously so as to arrive at feasible conclusion.

Conclusion

Inherent powers of high courts are very wide in nature and in application but must be exercised sparingly, carefully and with caution. There are number of limitations which are imposed by Supreme Court where it seems to High Court is functioning in excess of its powers and jurisdiction and no meeting ends of justice. Inherent powers are available where some law or statute exists. Therefore, when an appeal is heard by the High Court to meet unforeseen situation arising out of proceedings, High Court can exercise inherent powers. The inherent powers of the High Court are intended to have a moderating and tempering effect on the administration of criminal justice. The larger object of power is to prevent development of any clog on the process of criminal justice administration. The trial magistrates while issuing orders would not be advertent to all relevant factors. This may prejudicially affect one of the parties.

¹¹⁰1991 (2) SCC 412.

¹¹¹1994 SCC (Cri) 691

¹¹² AIR 1972 SC 1140

ENVIRONMENTAL AWARENESS OF UNDER-GRADUATE STUDENTS IN RELATION TO THEIR SUSTAINABLE LIFESTYLE

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ABSTRACT

The Environmental issues are major global problem of important concern. Due to increasing human population and developments in every sector, the environmental related issues are multiplying in the recent years with a diversity of problems focusing the ultimate need for alternative sustainable technologies to safeguard our mother nature. The human's desire to modern technologies and changing life style patterns pose serious threat on the environment and due to the fact, the pollution levels are alarming day by day. In order to achieve the sustainable and equitable developments, it is so significant to choose policies and programme that support efficient use of resources and implement technologies which show the way to reduce the environmental damage, thus result in sustainable development. So the educational institutions are the place where numerous young minds are inculcated values of education and related practices so as to develop future responsible citizens. In India, Visva Bharati one of the important cultural heritages and tourist hot spot of the west bengal. There are different students from different backgrounds(in this project Arts & Science) , who poses different views on environmental awareness and sustainable lifestyle. The present study focuses on the analysis of level of environmental awareness among the Under-Graduate students in Relation to their Sustainable Lifestyle of Visva Bharati and important needs for suitable environmental friendly practices among the UG students towards optimal use of resources so as to develop the sense of responsibility towards eco-development and sustainability. The youngster can work together to achieve the greening of India through several innovative sustainable practices and spreading awareness among the public for alternative resources of energy and protection of environment for the future needs.

KEYWORDS: Environmental Awareness, Sustainable lifestyle, Under-Graduate students.

INTRODUCTION:

Environment includes all living and non-living objects. We live in the environment and use the environmental resources like air, land and water to meet our needs. Development also means meeting the needs of the people. While meeting the ever-growing needs, we put pressure on the environment. When the pressure exceeds the carrying capacity of the environment to repair or replace itself, it creates a serious problem of environmental degradation. If we use any environmental resource such as ground water beyond its limit of replacement, we may lose it forever. Therefore, there is a need to create awareness about Environmental protection. While efforts are being made at the national and international level to protect our environment, it is also the responsibility of every citizen to use our environmental resources with care and protect them from degradation. The world commission on environment and development (the Brundtland commission) submitted its report entitled 'Our Common Future' in 1987. This report highlighted and popularised the concept of 'sustainable development'. Sustainable development has been defined on meeting the needs of the present generation without compromising the need of future generations. All developmental activities involve some amount of environmental degradation. The Environmental issues are major global problem of important concern. Due to increasing human population and developments in every sector, the environmental related issues are multiplying in the recent years with a diversity of problems focusing the ultimate need for alternative sustainable technologies to safeguard our mother nature. In today's world, the majority of students are opting for quantity over quality and by doing that, they are not living their life in true essence. They are involved in activities which are directly or indirectly harmful to the environment. Adoption of a sustainable lifestyle is needed at this moment to counter this problem. A sustainable lifestyle means the environmental and social responsibilities that an individual should take care of, as the Wikipedia says, "Sustainable living is a lifestyle that attempts to reduce an individual's or society's use of the Earth's natural resources and personal resources. Practitioners of sustainable living often attempt to reduce their carbon footprint by altering methods of transportation, energy consumption, and diet. Proponents of sustainable living aim to conduct their lives in ways that are consistent with sustainability, in natural balance and respectful of humanity's symbolic relationship with the Earth's natural ecology and cycles. The practices and general philosophy of ecological living s highly interrelated with the overall principles of sustainable development." Restyling our ways of living, ways we buy things or even what we consume everyday, all are part of a sustainable lifestyle. It also

includes changing ways of socializing, exchanging or sharing something, educating people or even making an identity of an individual.

RATIONALE OF THE STUDY: Awareness is essential to solve these problems, this is the time when sustainable lifestyle jumps in which is very much important specially now, sustainable lifestyle will help handling the situation well. That's why the present venture had been made in this direction to study the Environmental awareness of university student in relation to their sustainable lifestyle. On the basis of present study, investigator may be able to proposed sustainable lifestyle direction for environmental awareness.

STATEMENT OF THE PROBLEM: Researcher has selected the problem entitled as Environmental Awareness of University Students in Relation to Their Sustainable Lifestyle for research. In this research, 'Environment awareness' is independent variable and 'sustainable lifestyle of university students' is dependent variable.

OBJECTIVES OF THE STUDY:

- ✓ To find out the environmental awareness of undergraduate student of visva-Bharati .
- ✓ To examine the sustainable lifestyle of undergraduate student of visva-Bharati.
- ✓ To compare the environmental awareness of student of science and arts stream of visva- Bharati.
- ✓ To study the environmental awarewness of undergraduate students of visva-Bharati on their sustainable lifestyle.

RESEARCH HYPOTHESIS:

Ho1: There is no significant difference between undergraduate students of science stream and arts stream of Visva-Bharati in their awareness level towards environments.

Ho2: There is no significant difference between undergraduate students of science stream and arts stream of Visva-Bharati in their sustainable lifestyle.

LITERATURE REVIEW:

Liang at el. (2018) The aim of this nationwide survey was to assess undergraduate students' environmental literacy level in Taiwan. A total of 29,498 valid responses were received from a number of selected colleges and universities in Taiwan, using stratified random sampling method. A total of 70 items were used to assess the environmental literacy and the results revealed that undergraduate students had a relatively low level of environmental knowledge and behaviour, while a

moderate level of environmental attitudes was attained. The findings also indicated no significant correlations between knowledge and attitudes or between knowledge and behaviour. However, a higher level of environmental knowledge correlated significantly with a higher degree of pro-environmental behaviour, and a higher level of environmental knowledge correlated with stronger attitudes. The results also suggested that females outperformed the males in all categories. Results from this study could contribute towards further relevant policy discussion and decision-making, curriculum design and development to the improvement of environmental education in the higher education sector.

Bhartiya (2017) An understanding of natural systems combined with how they interact with human social systems is the Environmental Awareness. The increase in economic activities in developing countries results in more energy consumptions which generally lead to the environmental degradation. The success of environmental protection depends on the collective efforts and every member of the society shares the responsibility. So the present study is aimed to assess the environmental awareness among the people of Assam. Study is conducted by descriptive survey method, data is collected by the use of environment awareness scale prepared by the author himself and the collected data is analysed by the use of mean, median, mode, standard deviation, skewness, kurtosis and t-ratio as statistical tools. The present study revealed that the females of Assam are more aware in comparison to that of the males of Assam. Overall as a whole, the level of environmental awareness is good in the people of Assam.

Meera and Deepthi (2015) conducted a study on Exploring Student's Awareness on Sustainable Lifestyle Practices' through survey method taking 602 students from government and government aided school to elicit the awareness on Sustainable Lifestyle Practices among Upper primary school students of Malappuram district of Kerala. Although students are much exposed to the issues of sustainability formally and informally, their awareness regarding implementing the principles of sustainability in day to day life is a less explored area. The study confirmed a rising awareness on sustainable lifestyle practices among the students.

Strange and Bayley (2008) Sustainable Development -Linking Economy, Society & Environment- this book looked at the global dimension of sustainable development and how we can put rich poor and rapidly emerging economies on a sustainable path. It also explained the importance of planning for the future manage our economic, human and natural resources so that we can continue improving our societies without leaving a messy legacy for years to come. This work looked at how we behave as producers and consumers and the critical role this plays in achieving sustainable development goals. This study had to examine

how governments and civil society work together in creating the incentives, rules and regulations that make sustainable development possible.

RESEARCH METHODS:

Method data collection

Data used in this research is purely primary data collected from the respondents. Personal surveys were conducted and questionnaires were made to fill.

Sampling Technique

To conduct this research work researcher to be considers the Stratified random sampling technique for selection of sample from university. To avoid the sampling error researcher at first prepare a chart of population. On the basis of population chart researcher considered the the strata(Like- Science and Arts stream; Male & Female) for the collection of sample.

Sample Size

In present study the investigator selected 50 students of undergraduate courses(arts and science) as sample, from selected students inside the university. Here, 25 students are from science background and 25 students are from Arts background. Where there are 14 male candidates and 11 female candidates from Arts background, there are 15 male candidates and 10 female candidates from Science background.

Statistical Technique

Two sample T-test used to compare the dependency in the hypothesis.

RESULTS:

Findings and Interpretation of results

In the present study all the obtained data were analyzed and interpreted with references to their objectives, research hypothesis and research questions.

In order to analyze and compare Environmental awareness of Under graduate students in relation to their sustainable lifestyle, for this purpose we have used Two-Sample T –test. We have also shown the Mean and Standard Deviation. For the qualitative analysis we have shown Bar carts for the interpretation of dat

Based on Objective No. 1

Data analysis regarding the level of level of Under –Graduate student on awareness towards Environment:

In case students of both science and arts strems of university, maximum percentage of students have no idea about the sustainable developments. Some

number of students given the response of option A for item no 9, this response implies that those students don't have any kind of idea about the green energy. Maximum number of students of science department shows more positive response for the item number 6, but for item number 6 same Arts department students shows less positive responses, this indicates they are having less knowledge about deforestation and its negative causes. Maximum number of students follow and believe in the concept of reduce, reuse and recycle. But I can say almost maximum students know about cause and impact of deforestation as well as afforestation. Researcher found out that the students of Science stream are more aware about environmental awareness than the Arts stream students of university. But if we go through the response rate of male and female students of science stream I can say there is hardly some difference between the attitude towards the environmental awareness. But if we go through the response rate of male and female students of Arts stream I can say there is some difference between the attitude towards the environmental awareness.

Based on Objective No. 2

Data analysis regarding the level of sustainability on lifestyle of the Undergraduate students:

To identify the level of sustainability on lifestyle of the university students all the items are categorized into three groups, i.e. social, environmental and economy. On the basis of items wise responses given by the sample, it is clear that more than average students of both streams of Arts and science university follow the environmentally sustainable lifestyle. But female students of arts streams are dealing more sustainable lifestyle than the male students and science female students. The male students of university follow high level environmental and social sustainability in their daily lifestyle rather than the female students of university. It is also observed that in some cases all students gave the responses on the undecided column, from where we can say they are not following the sustainability on that specific perspective. Also Students of male arts & science stream university showing their attitude very positive towards environmental and social sustainable lifestyle respectively.

Researcher found that the university's science male students follow more sustainable lifestyle than the other students of university. But male students of arts stream of university are showing their more positive attitude toward sustainable lifestyle which is greater than the response of female students of arts stream of university.

Based on Objective No. 3

On the basis of recorded response it is found that the female and male students of university are relatively more aware about environment than the rest of samples. Not only they are aware, they also follow the high level sustainable lifestyle due to their high environmental awareness neglecting the other considerations.

Based on Objective No. 4

Researcher discovered that only the maximum number of male students of arts stream of university more actively participated in environmental awareness activities through their sustainable lifestyle than the rest of sample. Through this study, researcher evolved the science and arts stream both students of university more actively participated in environmental awareness but participation of Arts stream students are more than Science stream students. Female Arts students participation is found very low.

EDUCATIONAL IMPLICATION:

Attitude provides a good understanding of the set of beliefs, interests, or rules that influence environmentalism or pro-environmental action. Similarly, "Environmental Sensitivity" is considered as one of the important variables in environmental awareness and also in the predisposition to take responsible environmental action. To be concerned about the sustainable lifestyle for creating sound environmental awareness and sustainable life style. To understand the status of UG level students towards environmental awareness and sustainable life style.

Can learn what should be sustained or should not be sustained in our daily lifestyle. Can also get an idea about awareness level among the students of different streams. It clearly shows, high level of environmental awareness of students studying in science stream as compared to students studying in arts stream. It may be due to the more exposure of science stream students to environment related contents and activities through their curriculum in their stream specific courses. So, the study emphasises that curriculum of arts stream at various levels must be modified in light of the need, objectives and recent developments in the field of environmental education in the country.

Helps to know about the barriers for dealing with the sustainable lifestyle by the students.

Based on Hypothesis No. 1:**Table-01: Showing the value of t-test on sustainable lifestyle between students of Science stream and Arts stream of Visva-Bharati University.**

Variables	Mean	S.D	Mean differences	Calculated 't' value	df	Critical 't' value	
						A at 0.05	at 0.01
Students of Science	44.52	6.29	0.28	0.14	48	2.011	2.682
Students of Arts	44.24	7.11					

Hence it can be stated that there exists significant difference between undergraduate students of science stream and arts stream of Visva-Bharati in their awareness level towards environments

Based on Hypothesis No.2:**Table-2: Showing the value of t-test on sustainable lifestyle between undergraduate students of Science stream and Arts stream of Visva-Bharati University.**

Variables	Mean	S.D	Mean differences	Calculated 't' value	df	Critical 't' value	
						at 0.05	at 0.01
Students of Science	44.79	6.62	1.40	0.53	25	2.06	2.78
Students of Arts	43.38	6.46					

Hence it can be stated that there exists significant difference between undergraduate students of science stream and arts stream of Visva-Bharati in their sustainable lifestyle

SUGGESTIONS FOR FURTHER RESEARCH:

So, there have huge scope for further studies, like-More studies may be done at larger scale covering the different institutes or universities situated at different state of our country end abroad. Related studies may be conduct at school level for knowing their attitudes towards environmental awareness and sustainable lifestyle. Further studies may be proposed on environmental awareness and sustainable lifestyle of the teachers, professors, different trainer, parents also for different communities, like- Tribal group.

CONCLUSION:

Students not to be more aware about the environment and should follow sustainable lifestyle. Higher education has the potential to deal with different factors from external and internal environmental issues. Universities can use their infrastructure and expertise in a positive way to achieve sustainable support in collaboration with educational institutes and centers of research. They can help to

support and sustain an environmental education and educate people about the environment, to develop a green society.

In conclusion, they are playing a crucial role in sustainable development. Because environment and education coexist with sustainable development, they can influence the way institutions define and put into practice environmental education.

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ICT IN TEACHING CARTOGRAPHY: A STUDY ON THE AFFILIATED DEGREE COLLEGES OF BURDWAN UNIVERSITY

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ABSTRACT

In last few decades a tremendous & phenomenal growth in the field of Information & Communication Technology (ICT) in education has been observed and it has influenced life of people immensely. Even, it has greater impact in number of application areas, such as medicine and healthcare, energy production and distribution, finance, public management and transport logistics and so on. Thus this advancement has enabled the prompt access to any required information. So, in the sphere of education; ICT must be incorporated to enhance quality and access of education especially through integration of all aspects of it. Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. In this paper the role of ICT has been discussed in teaching Cartography, the science of map making. The study has been conducted in ten degree colleges under Burdwan University, West Bengal where forty assistant professors of the discipline of Geography have been selected as the sample of the study and data has been collected from them through descriptive survey method. The analysis of data reveals how level of competency and attitudes towards using ICT in teaching Cartography differs among different age groups as well as among male and female teachers. Besides the study also reveals the present condition of ICT infrastructures available in the institution and what could be recommended for improving the present scenario.

1.1: Introduction

More often our learning is completed on the basis of experiences that anyone gets in form of information received from any object, person, places, ideas or events, which gives the basis for knowledge and to make an understanding about them. Thus a learner must be capable to learn and gather information, conserve and make the best utilization of them when it is required. Thus it would

be remained incomplete without the involvement of way of communication. The mutual sharing of information between source and receiver helps to build and increase the knowledge base. Thus both information and communication are needed for acquiring and increasing our knowledge base and for knowledge acquiring process. Now a day, technology has laid the encouragement for introducing an outlook change for the sphere of education. As per the demand of human being, in educational spectrum, the emphasis is being provided for new skills for educational curricular reviews, like creative and critical thinking along with problem solving skill as well. Thus, the use Information and Communication Technology in the sphere of education can be observed as the pivotal one for the production of knowledge-based work force in this sector.

At present, Information communication technologies (ICT) are becoming part and parcel in every aspect of day to day life. The prime roles in work places, business, education, and entertainment are played by ICT. Moreover, ICT is defined as “catalysts for change”; this change is in every sphere of life, like- in working conditions, handling and exchanging information, teaching methods, learning approaches, scientific researches etc. Thus, during this digital era of world, use of ICT in education is very much important. In recent days Information and communication technology (ICT) is one of the driving forces for advancement of the Educational sectors widely. Presently it has an immense and major impact on the educational organization and on teaching and learning methods. So, the use of ICT is the most relevant and concerning one for formal educational system, specially for teaching-learning process. It has profuse impacts and very relevance regarding the concept and existence of diverse classroom as well as regarding the achievement of instructional objectives for teaching-learning process. Most of the modern educational sectors or organizations have incorporated ICT into the curriculum, and try to demonstrate high levels of effective and appropriate ICT use to support teaching and learning across a wide range of subject areas.

Thus, ICT becomes the essential part of the teaching-learning process of every discipline, like discipline of science, social science etc. Geography, thus being a part of social science, also requires the use and application of ICT, for enhancing the knowledgebase and understanding of the discipline.

One of the most important aims of the geography and social science courses is to gain the ability of reading, analyzing and understanding maps. For this the knowledge base of cartography is required. Cartography can be concisely and classically defined as the art science and science of making and analyzing map. In more specific way, it is a unique strategy of transformations for the creation and manipulation of visual or virtual representations of spatial

information, to facilitate the exploration, analysis, understanding and communication of information about that space. Now a day, the applicability of this has become so important for the humankind that it has made its place in every sphere of it. Thus, being a learner of Social Science, especially as a learner of the discipline like Geography, there exist a lot of themes related with maps and map concept which must be acquired by them. So, it's important to make the teacher candidates capable to teach maps and related concepts. Thus, cartographers also have important missions and responsibilities in this context. Today, maps can be found nearly anywhere and they are used in very different areas. Therefore, it is necessary to study how well the educational systems succeed in teaching and learning map-reading skills.

The advancement of Computer technology and telecommunications networks has been able to make a promise sweeping changes in both map use and map publishing. For this, use of ICT in Cartography has become so essential now a day. It is very evident that without a proper skill in ICT a cartographer can't be able to sustain in the field of research now a days. For this, the learners from Higher education must be potential to have an efficient knowledge and skills of cartography with advanced use of ICT for it. Thus imparting the basic skills and knowledge for using ICT in Cartography must be the part of the process of teaching learning of the subject. So, without efficient teaching learning process it cannot be possible and for this, competency of teachers as well as well equipped structure for teaching learning process is needed. Thus it is important to find the ways how effectively cartography can be taught so that learners can achieve the learning objectives more efficiently and for that, implication or the role of ICT must be incorporated and analyzed.

1.2: Rationale of the Study

So, from this context, it is evident that use of ICT in every sectors of education is an emerging and relevant issue for efficiency and accuracy in strategies for teaching learning achievements. Also, ICT and its use has become the necessity in every sector of mankind without which any sphere of life cannot be progressed in contemporary world. It is considered as the major component for enhancing any discipline in a well defined manner. Thus, how efficiently and positively ICT can be used for developing any discipline that becomes the burning issue for research in contemporary world. So, it is a need for analyzing the role of the technology for teaching the subject. It is also the relevant one for the disciplines of social science, specially studying the discipline like geography which has a wider scope of application in day to day life, as the discipline emphasizes the man nature relationship along with spatio-temporal context. For

this, the application of Cartography has been incorporated within the sphere of the discipline to analyze the space with the science of map making which incorporates a large field of modern technology for acquiring information of that space. With this regards, ICT possess certain importance for studying geography specially for studying cartography more accurately and effectively for acquiring the skill of it. So, here lies the basic rationality of the study, which emphasizes the need of understanding the role of ICT for studying the Cartography for enrichment of the discipline as well as for enhancing the efficiency man nature interaction with the most efficient understanding of the space.

1.3: Objectives of the Study

1. To identify existing infrastructural facilities available in teaching Cartography.
2. To determine the teacher's knowledge and skill in application of ICT in teaching Cartography.
3. To identify teacher's perception regarding use of ICT in teaching Cartography.
4. To suggest recommendations for enhancing the application of ICT in teaching Cartography.

1.4: Research Questions

Following research questions were formulated for the current study-

1. What are the existing infrastructural facilities available in teaching cartography?
2. How teachers are competent to use the skill and knowledge of ICT for teaching cartography?
3. What are the teacher's perceptions for using ICT in teaching cartography?
4. What are the recommendations can be suggested for using ICT in teaching Cartography?

1.5: Methodology of the Study

a. Population of the Study-

All the teachers of social science can be the population of the study and this study was delimited with the teachers of geography only. Among forty teachers thirty three teachers from ten colleges were selected for the study.

b. Sample and Sampling Technique-

This study was conducted to study the role of ICT in teaching Cartography in higher education. Also it can be noted that in the colleges under the different

university the person with the specialization in Cartography are mainly assigned as the assistant Professor of the discipline of Geography. So, for this objective a certain number of teachers of the discipline of Geography have to be selected for whom the study could be conducted. All the teachers for this discipline in the degree colleges of Birbhum district was decided as the population for the study. But it was not possible to study the whole population in a short duration of the study and thus selection of representative sample is required for it. Thus, for the study forty assistant professors of Geography department of some selected colleges were decided as the representative sample for the study. The sample of the study was selected by simple random sampling.

c. Variables of the Study-

The present study was consisted of both independent and dependent variables-

- i. Independent Variable- Use of ICT
- ii. Dependent Variable- Teaching of Cartography

d. Method of the Study-

The study was done by descriptive survey method where questionnaire and standardized tool have been incorporated. The sample has been selected by using different sampling techniques and data has been collected by the researcher from different colleges. The construction of tool followed by expert verification, try out and final preparation of it and ultimately administered upon selected samples for collecting necessary data for it.

e. Tools Used for the Study-

To conduct the study it is very important to design the methods and required tool which will be used for the study. From this perspective, the present study was designed with the descriptive survey method, for which following tools was used-

- I. Questionnaire schedule made by researcher for analyzing the present infrastructure of the Institution for teaching Cartography, the attitude of teachers towards ICT and recommendations for improving the present scenario.
- II. Teachers Techno-Pedagogy Competency Scale for measuring the competency of teachers for using ICT.

1.6: Analysis and Interpretation of Data-

This the most important part of the study where researcher analyses the data regarding the objectives of the study and find the facts regarding the

interpretation of the data. In the following section the collected data has been analyzed according to the objectives of the study.-

1.6.1: Existing Infrastructure of the institution for using ICT in the study of Cartography-

Among all 10 colleges under Burdwan University, which are selected as the sample for the study, offers the discipline of Geography for under-graduate level and all institutes consist certain characteristics regarding physical resources and infrastructural facilities which are present there. Thus the condition of the existing resources and their maintenances as well as up-gradation of them-

Area of colleges	No. of Colleges having required Facilities for teaching Cartography	No. of colleges having interest for using ICT	No. of colleges maintaining the existing Infrastructures	No. of colleges utilizing fund for maintenance and Up gradation of facilities
Rural	4 (out of 5)	3(out of 5)	3(out of 5)	3 (out of 5)
Urban	3(out of 5)	4(out of 5)	4(out of 5)	4(out of 5)
Total	7 (out of 10)	7(out of 10)	7 (out of 10)	7 (out of 10)

Table No. 1- Existing Infrastructure of the Institution for Using ICT in the Study of Cartography

With the above table it can be said that most of the institutes have the basic infrastructural facilities and trying to improve their conditions by showing interest for advanced technology though in some cases there also exists lack of initiatives for maintenances and for introducing advanced technologies for the better teaching- learning processes.

Most of colleges have following facilities like-

1. Separate laboratories are provided by the colleges for practical classes.
2. ICT labs are there for the learners.
3. Most of the colleges have free Wi-Fi connections for using the ICT laboratories.
4. All the colleges are well equipped with the Physical resources for teaching Cartography like proper desks instruments digital maps Topographical Sheets etc.
5. The colleges use Q-GIS software for map making purpose and student can learn through it.

6. Most of the colleges get RUSA fund from UGC as well as they have their own funding system for maintaining and for improving the ICT laboratories for the Practical Classes.
7. Some colleges also have the provision for separate ICT lab for geography Department only and the student has easy access to them.
8. In some college Head of the Departments have facility of personal computer and printing facilities provided by the college.
9. Overhead projection and video-conferencing system is still very rare in these Colleges.
10. Only few college administrations have keen interest for advancing the present infrastructural condition for over-all teaching learning Process.

1.6.2: Teacher's Knowledge and Skill in Application of Using ICT for Teaching Cartography-

To analyze the level of Competency the researcher has employed the Techno-Pedagogical Competency Scale for analyzing the existing Competency of the teachers for using ICT in teaching Cartography. This scale was administered over forty sample teachers who were selected as the sample of current study. The main focus of this scale was to understand the level of competency, skill and knowledge about using ICT during teaching learning process. According to the Scoring procedure of the scale the following analysis has been done. On the basis of raw score, mean value (i.e.-100.5) and SD value (28.17) the score is converted to standard score by Z score Norms for interpreting the level of Techno-pedagogical competency of teachers. The norms of Z score for interpreting the level of competency is given in the following table-

Range of Z score	Grade	Level of Competency
+2.01 and above	A	Extremely High
+ 1.26 to 2.00	B	High
+0.51 to 1.25	C	Above Average
-0.51 to +0.50	D	Average
-0.51 to -1.25	E	Below Average
-1.26 to -2.00	F	Low
-2.01 and below	G	Extremely Low

Table-2-Level of Competency**A. Percentage of Male and Female Teachers at Different level of Techno-Pedagogical Competency for Using ICT-**

Gender	Percentage of Teachers at Different Level of Teacher's Techno-Pedagogical Competency						
	Extremely High	High	Above average	Average	Below Average	Low	Extremely Low
Male	35	35	5	15	10	0	0
Female	15	35	25	25	0	0	0
Total	50	70	30	40	10	0	0

Table No.-3: Percentage of Teachers at Different Level of Teacher's Techno-Pedagogical Competency**B. Percentage of Teachers From Different Level of Teaching Experience At Different Level of Techno- Pedagogical Competency For Using ICT-**

Teaching Experience	Percentage of Teachers at Different Level of Teacher's Techno-Pedagogical Competency						
	Extremely High	High	Above average	Average	Below Average	Low	Extremely Low
Less Than 10years	42.5	52.94	11.76	11.76	0	0	0
10and More Than10years	26.08	21.73	17.39	26.08	8.69	0	0

1.6.3: Teacher's Attitude towards Using ICT for Teaching Cartography-

Researcher has categorized the sample according to gender and age-group and calculated mean score and standard deviation from the row score or from the collected data. After calculating the score, following analysis has been done-

Table No.-4: Techno Pedagogical Competency of the Teachers Having Different Level of Teaching Experience**A. Mean and Standard Deviation of Score of attitude scale for both Male and Female teachers-**

Gender	Mean	N	Std. Deviation
Female	106.9500	20	10.39977
Male	114.7500	20	11.63423
Total	110.8500	40	11.58591

Table No.-5: Mean and Standard Deviation Scores of Teachers' Attitude**B. Percentage of Male and Female Teachers at Different Level of Attitude towards Using ICT for Teaching Cartography-**

Gender	Percentage of Teacher with High Attitude (<Mean+1SD)	Percentage of Teacher with Average Attitude (Mean+1SD to Mean-1SD)	Percentage of Teacher with low Attitude (>Mean-1SD)
Male	20	50	30
Female	15	30	55
Total	17.5	40	42.5

Table No.-6: Percentage of Male and Female Teachers at Different Level of Attitude towards Using ICT for Teaching Cartography**C. Mean Scores and Standard Deviation of Score of the Teachers at Different Age Group-**

Age of the Teacher(Years)	Mean	N	Std. Deviation
<= 30	112.8182	11	9.68316
31 – 50	109.8000	25	13.22561
51+	112.0000	4	2.82843
Total	110.8500	40	11.58591

Table No.-7: Mean and Standard Deviation Scores of Attitude of Teachers at Different Age Group

Age of the Teacher	Percentage of Teacher with High Attitude	Percentage of Teacher with Average Attitude	Percentage of Teacher with Low Attitude
less than 30 years	18.19	45.45	36.36
30-50 years	8	40	52
More Than 50 years	20	60	20

D. Percentage of Teachers from Different Age Group at Different Level of Attitude towards Using ICT for Teaching Cartography**Table No.8: Percentage of Teachers from Different Age Group at Different Level of Attitude towards Using ICT for Teaching Cartography****1.7.1. Identification of Existing Infrastructural Facilities Available in Teaching Cartography-**

After studying all the sample institutions or the degree colleges the following findings has come out-

- A) Most of the colleges have the basic infrastructure and facilities for teaching cartography. Some colleges also have separate computer labs for the geography department and teachers are able to use them for teaching cartography by using the map making software.
- B) Though some of the college's administrations have the interest for improving the physical resources as well as the infrastructures still in case of some college's administration there is lack of interest for improving the existing facilities or upgrade the condition to an advanced one.
- C) Many of colleges have taken initiative for maintaining the existing infrastructural facilities. But most of the cases they are not taking steps for it. Thus teachers also facing problems for teaching their students by using the existing facilities and also can not able enhance their skill by using them.
- D) Besides most of college have their own funds for maintenance purpose and also gets from RUSA by Govt. of India for enhancement of the existing infrastructure and facilities. But most of the cases due to lack of interest and initiatives by governing body these funding do not channelized to proper purpose.

1.7.2. Teacher's Knowledge and Skill in Application of Using ICT in Teaching Cartography-

After analyzing all the data obtained from Teacher's Techno-Pedagogic Competency Scale, it can be said teachers from all groups (both male and female) are mostly highly competent and have skills for using ICT in teaching learning process. Besides, a good no. of the sample teachers possess extremely high techno-pedagogical competency for using ICT in teaching Cartography. There also exist a less percentage of teachers having less techno-pedagogical Competency for using ICT while there is no such teachers in the colleges who are at the below average level of competency.

In case of teaching experience of the faculties it can be observed that most of the new teachers or the teachers who are less experienced and engaged recently to their profession are much more competent technically in using ICT the old teachers. They possess more technical knowledge as well as much skillful for using ICT in teaching learning process. It is the good sign that gradually the technical skills and knowledge dome are integrating with the traditional teaching and a blended contest is emerging for better understanding of the content and

enhancing the content knowledge as well. Thus new generation teachers are having more skills and competent in techno-pedagogical aspect rather than the old one which shows their keen interest and understanding of the efficiencies of ICT in teaching-learning process are leading towards professional development and better learning achievement as well.

1.7.3. Teacher's Attitude towards Using ICT in Teaching Cartography-

After analyzing collected data it is very clear that among the all sample teachers an average and positive attitude can be found among male for using ICT where as in case of female group, attitude towards using ICT is low. Thus as an overall analysis it is very evident that there is prominent lacking of positive attitude towards using ICT for teaching Cartography. Most of the cases it is found that there are certain young Para teachers or guest teacher who are engaged with the discipline has lack of competency as well as experience and also have a little interest for improving their skill or using the ICT for the teaching-learning process. But they are very less in no. as most of the young teachers are much competent in techno-pedagogical competency. Besides, most of teachers are still believer of traditional teaching-learning process and cannot mold themselves for skill enhancement. Sometimes they are also de-motivated by the institutions as the administrations and stakeholders do not shows their interest for incorporating advanced technologies or improved conditions for using ICT in teaching learning process. Also some old teachers who do not feel comfortable or interested for using the technologies much, have less positive attitude for using ICT for teaching ICT.

Overall it can be said that though a little change in attitude is initiated with the young generation still a large part of youth and age old experienced teachers are still unable to create and grow their attitude towards using ICT for professional development and teaching –learning process as well.

1.7.4. Recommendations for Enhancing the Application of ICT in Teaching of Cartography-

During conducting this study, some major problems of the institutions and regarding the use of ICT has been observed, like-

- a. Though most of the institute has the basic ICT infrastructures for teaching ICT but in most of the cases there is a gradual ignorance for maintaining them properly or make an improvement of it.
- b. Most of the cases there are very less no. of teacher who has sound techno-pedagogical competency and skillful knowledge domain for utilizing ICT in teaching Cartography.

- c. Even though they are competent enough still they did not make any effort to utilize those skills as they are suffering from lack of awareness and confidence.
- d. Besides, a large no of teacher still unable to grow their attitudes towards using the ICT and also shows less interest for the transformations of their teaching skills for better understanding or being updated with the new dynamisms of the discipline.

With this context following recommendations were widely accepted as well as suggested by the researchers and sample teachers as well-

- I. Recruitment of expert and competent faculty for teaching Cartography through ICT
- II. Enhancing the skill and competency of existing faculty for Using ICT in Teaching Learning Process
- III. Incorporation of Advanced physical resources and technologies
- IV. Increasing awareness among teachers for using recent technologies in order to enhance Teaching-learning Process
- V. Maintaining the existing Infrastructures and facilities for using ICT in teaching Cartography.

Besides this most of faculties suggested for separate ICT labs for Geography Department as only few colleges have the provision for separate ICT lab for the particular discipline. Also, proper utilization of funds for this purpose must be incorporated.

1.8: Significance of the Study

As it is evident that use of ICT in every sectors of education is a contemporary context as it is considered as the most active agent for perfect accuracy in strategies for teaching learning achievements. Besides, use of ICT has become the necessity for mankind upon which the progress of every sphere of life is dependent in contemporary world. Thus, it is regarded as the major catalyst for transforming the domain of skill and knowledge of any discipline in a well defined manner. So, how efficiently and positively ICT can be used for developing any discipline that becomes the burning issue for research in contemporary world.

On the other hand Cartography is one of the most significant parts of discipline of social science specially for the discipline of Geography. In present era the dynamism of this discipline is also highly influenced by the advancement of the technology and science. So, ICT is getting the prime role for the further advancement of the discipline. Now a days Cartography is not only part of the

disciplinary knowledge rather it has become the part of our day to day life, for example-finding any location over the earth surface or sending any kind of information to any location, the cartography plays the vital role in every sphere. Besides for resources allocation or any kind of development or planning needs the primary base Cartography.

For this, the application of Cartography has become so much important within the sphere of the discipline to analyze the space with the science of map making. And this incorporates a large field of modern technology for acquiring information of that space as well as proper skill and knowledge domain mastery on the discipline.

With this regards, it can be said that ICT possess certain importance for studying geography specially for studying cartography more accurately and effectively for acquiring the skill of it. Without the application of ICT the skill of Cartography cannot be taught more efficiently and competency can not be developed among the learners. As a result it will become the difficult one for applying it in the practical field. For this teaching learning of Cartography must ensure the efficiency of learning and that could be possible by incorporating ICT by the teachers as the medium of the teaching for better learning achievement. This study provided a scope for understanding the present context much well where ICT is gradually introduced to the learning process in higher education and also to find out the loopholes and lacking of implementation.

This study also provided the applied scope that with this backdrop researcher may conduct several studies for enhancing the application of ICT for better learner achievement as well as improving teacher's attitude and competency or skill for more efficient teaching. Teacher's need and lacking can also be traced by applying tools that used for this study. With this context, it can be said that, this study could able to gain the special importance for further researches.

1.9: Conclusion

At present scenario, it is very important for every sphere of education to incorporate ICT for teaching Learning process. It is not only useful for efficient teaching but also helps to enhance the progress for the teachers himself or herself also. As ICT has the potentiality for enhancing the teaching learning process as a whole, it is important for the researcher to find the best possible for using the technology for betterment of every sphere of education. Thus there lies an urgent need for incorporating ICT for the effective teaching learning process so that learner will able to be more efficient and skilled with the appropriate use of information or knowledgebase.

With this context the significance of the study has been identified as well. The importance of ICT and its application is increasing in every sphere of education and thus it is also important to identify its influence in social studies also. Thus the role of ICT should be identified for the disciplines of Social Science where Cartography takes a major applied part of them. So for the discipline of social science it is important to acquire proper knowledge and skill by the learners for mastery over them. And for this ICT may play important role for making the learner more efficient one in the field of it. Thus the present study has got its importance in the field of research. It is also considered as a significant one as it tries to introspect about the roles and challenges of using ICT for teaching Cartography by the teachers of higher education and what is actual perspective of the teachers as they are the essential part of the teaching process.

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THE CONTRIBUTION OF RAJA BHOJA IN THE FIELD OF ART AND CULTURE DURING THE PARAMARA DYNASTY

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ABSTRACT

The Paramara dynasty created a lot of gifted figures in the field of creative literature. The Paramara kings not only patronized the poets but they were gifted with high quality poetic genius. During the period of Second Vakpati the Malwa's cultural accomplishment exceeded enough excellence and under the patronage of the Paramara, Ujjain became the cultural center of India. The intellectual practice of this state was so intense that even after the decline of the reign of the Paramara, the tradition had a great impact in the history of literature.

Malwa reached its zenith in the field of Art and Culture during the reign of Paramara. The Paramara dynasty produced a lot of talented figures in the field of creative literature. The reign of Bhojaraja at Dhara was known as the literary hub of poets and scholars. During the reign of Second Bakpati the Malwa's cultural accomplishment exceeded enough excellence and under the patronage of the Paramara, Ujjain became the cultural capital of India. The cultural practice of this region was so intense that even after the decline of the reign of the Paramara the tradition continued.

The court of the king of Paramara was ideal for the neighboring kingdoms to imitate. Even during their political decline, the Paramaras paid respect to the elderly irrespective of race or religion and never felt reluctant to acknowledge. The Paramara kings not only patronized the literate and poets but they were endowed with high quality poetic genius. The *Udaipur Prashasti* reveals that Vakpati II, himself was a great scholar and he created very high quality poetry. He was even awarded with the recognition of 'World Poet'. Although none of his own works survived, yet there is no point in doubting about his quality for the recognition as the 'World Poet' from the commentary by other contemporary poets and writers. Vakpati II, gained considerable fame by writing a book named '*Munja-Pratidesa-Vyavastha*'.

King Bhojadeva was the brightest scholar and the astrologer amongst the Paramaras. He was a talented scholar in the field of science also and had free circulation in almost every branch of science. Bhoja probably wrote 84 books. His book named '*Rajamartanda*' is a significant commentary on Patanjali's yoga

sutras. His work on grammar named '*Sarasvatikanthabharana*' is well-known in the history of speech. This book has earned a status just next to Panini's '*Astadhyayi*'. In this text he has derived examples from Dandin's '*Kavyadarsha*', '*Agnipurana*', etc. The publication of his '*Srngaraprakasa*' is an excellent vision in the field of poetry and theory of drama. In this text he proved that the only pride and arrogance of work can bring the literary essence in any work. His book '*Srngaraprakasa*' has profoundly enriched the tradition of Sanskrit literature.

The book '*Bhujabalabhima*', containing 18 chapters, discusses astronomy in detail. The book '*Brhadrajamartanda*', written by Bhoja is an encyclopedia of theology. The book '*Rajamarganka*' is an important book of medical science. The book named '*Samranganasutradhara*' is a book on technical discussion on urban planning, architectural scripture and temple scripture. The book contains a detailed discussion of painting. Even the text contains a forgotten chapter about mechanics. This book contains various discussions on Duta and Kosa Army, diplomacy, urban planning and navy. The '*Sringaramanjarikatha*' by Bhoja is a literal national composition written in Sanskrit prose. The style and layout of this book is influenced by Kalidas's '*Kadambari*'. The '*Vaidya*' by Bhoja is very simple and clear and aesthetic as well.

'Champuramayana' is also called 'Bhojachampu' which is arranged in three stems, the first five belongs to the Bhoja, sixth belongs to poet Lakshmankavi and the seventh belongs to Venkatadhavarin . It is worth mentioning that the two natural poems of Bhojaraja are written in the style of Bhojashala in the book '*Avanikurmashataka*'. Each poem consists of 109 stanzas written by Arya metre which are dedicated to Vishnu as an incarnation.

N. P. Chakravarty has recorded two more original poems in the inscription kept in the Bhojashala. The poem has begun in such a way 'Maharajadhiraja-Parameshvara- Sri Bhojadeva'.

We come to the conclusion that the naming of literary works begins with 'condoned'. Although the poetry is now preserved in three volumes, it was composed in at least three centuries.

The essay named '*Vidvajnana-vallabha*' is a research article on science based on the predictions and analysis of dream and is considered to be the composition of the king Bhojaraja.

It is speculated that Bhoja wrote a book on Sandhi and Choreography. Maharana Kumbha's book named '*Sangitaraja*' describes Bhojaraja as a prostration and expert in music. Bhojaraja is also thought to have composed two other works named '*Namamalika*' and '*Solihotra*'. The '*Namamalika*' seems to be like the

nature of compilation. The essay named '*Shalihotra*' is an essay on horses, their diseases and the corresponding remedies.

Bhojaraja's literary work reveals his literary expertise in Sanskrit literature. In his books we find intense urge to serve the various scriptures in a simple and attractive way to the common people. The type of analysis he did in any scriptural discussion was extremely well-organized and simple. All his works are unique. However, historians are of the opinion that he edited all the books written by his scholars under his supervision.

The scholarly king that we find after Bhoja in the Paramara dynasty was Sukavibandhu Naravarman. From the famous *Nagpur Prasasti* it is known that king Alangkar's imagination was as strong as to impress the present generation. Naravarman is known to be the author of another literary record named '*Ujjain Mahakalesvara*' which has applied metaphorical similes and other poetic styles with the aesthetic sense of characters in all his creations and his work has been captured as a poem of the highest quality to the present reader. The next king of the Paramaras to be recognized as a poet was Arjuna- varman whose works prove that he has spent the most important part of his life by indulging in poetry and music. His book *Rasikasamjivani* is an excellent critique of the immortal century.

Among the Paramaras of the Abu region, King Prahladana is remembered as a great poet in history. In the festive seasons his plays like '*Vyayoga*', '*Parthaparakrama*' used to appear for the local viewers. Some of the books written by Prahlad have been identified as classical literature in the history of literature.

Poet Halayudha's poetry flourished under the patronage of king Krishna-III, he later moved to Ujjain and later received the favor of Vakpati Munja, his book '*Kavi-rahasya*' is about literary verses. He wrote a dictionary named '*Abhidhana-ratnamala*' and '*Mrtasamjivani*'. These are quite underrated books on rhyming scriptures. In this particular book he has mentioned about the patronage of king Bakapati the second. Of all these books '*Mrtasamjivani*' was definitely written at Ujjain. The son of Parimala Biganga was the court poet of Vakpati II and he wrote a book named '*Navasahasankacharita*', this book is actually an analogue of the marriage of Sindhuraja and Nagarajanya Sashiprabha. This book is considered to have adopted from the epic '*Mahabharata*' and '*Nagpuran*' etc. The verses by Padmagupta have been cited many times in later literary works. But no other book has still been found by the historians. The son of Bati at Anandapur was a scholar of strange Vedic scriptures. During the reign of Bhoja he used to live at Avanti and there he wrote his famous book '*Mantrabhasya*'.

Dhananjaya, the son of Vishnu was the court poet of Munja. '*Dasarupa*' was a theatrical written by Dhananjaya. He analyzed his theology based on the book '*Natyashastra of India*'.

Dhananjay's play on theology is in fact more concise, restrained and rich in practical examples than the *Natyashastra of India*. Dhananjay had a brother named Dhanika. In the year 974 he was an established man of the time. He is known as the senator at the court of King Utpal. He was very much involved with the administration of King Utpal.

Most notable work of Dhanika is '*Avaloka*'. This book has used references from the book '*Navasahasankacharita*' written by Vakpati Munja and Padmagupta. The book '*Abaloka*' tells us that Dhanika has written poetry in Sanskrit and Prakrit language.

Padita Chhittapa used to live at Bhilsa and his writing has gained reference in many books. He was probably the court poet of Raja Bhoja and he was awarded the title of 'Mahakavichakravartin'. None of his books have been found intact except '*Khandakavaya*' which is published in the contemporary times. His poems were engraved on the stones of Bhilsa. This poem is composed of twenty-three stanzas in unconventional verse and each is intended for the Sun God. He used the word 'hymn' at the end of each stanza or in the last verse with the sun worship.

Sri Sutradhara Malla was the son of Nakula who was involved at the court of Raja Bhanu, who was a king of a small kingdom under the kingdom of Sri Munja and Bhoja. Historians have identified King Bhanu as the Paramara King Udayaditya. The only book written by Malla's is '*Pramanamanjari*'. The special feature of this book is that it has analyzed at list a class of people.

Bilhana was the war administrator of King Vindhyaavarman, Arjunavarman and Devapala. He was a great scholar. Pandit Asadhara conferred as him the title of Kabiraj. Bilhana once wrote for Ashadhara that "Oh my dear friend! I am very fortunate to hope that we are not just close friends, we are like two brothers. We are both children of Sarasvati, the goddess of learning."

The famous part of the Mandu Discipline, written by Bilhana, contains excellent hymns about the God Vishnu and his various incarnations.

Sulhana wrote poetry under the patronization of the Mandu King Vindhyaavarman. His commentary on the book '*Vrttaratnakara*', written in the year 1190 year, is one of the most significant book in the history of Paramara literature.

Balasarasvati was well known for his strong erudition and poetic accumen. Madana was the Rajaguru of King Arjunavarman . The famous drama

'*Parijatamanjari*' written by Madana is a legendary masterpiece. It is a four-act play. Only two acts were retrieved (out of four) from a place called Dhara. The protagonist of this play is Raja Arjuna and heroine was his wife Vijayashree (also known as Parijatamanjari).

The inscriptions found are of King Arjunavarman's and its creator was Upadhyaya Madana. Several sections of '*Rasikasamjivani*' reveals that Rajguru Madana wrote many other literary verses besides '*Parijatamanjari*'. Prof. Theoder Aufrecht assumes that '*Balasarasvatiya*' was also written by Rajguru Madana.

King Upendra was the founder of the Paramara dynasty. Raja Upendra's hymn was once written by a contemporary poetess named Sita, she also mentioned the royal hymns in her work.

However, several historians argues that since Padmagupta has mentioned about poetess Sita in her book '*Navasahasankacharita*' so she might be somehow related to the Paramara King Raja Bhoja. Historians also believe that poetess Sita Paramara was a contemporary of king Upendra. One of her books was found that belongs to the 11th century, named *Rajasekhara-charita*. This book mentions four poetesses, and they are— Kamalata, Kanakavalli, Sunanda and Vimalangi. Among them the trio Kanakaballi, Sunanda and Bimalangi lived at Malwa. We have no evidence of their contribution to Indian literature as none of their writings have survived to this day.

The Paramara kings were followers of the Brahmanism. They also patronized the Jaina religion and were quite interested in Jaina scholars. During this period the Jaina literature gained popularity. We will discuss about some of the famous Jain scholars in the next section.

Devsena was probably the first Jaina scholar of this period. He lived in a place named Parsavanatha Chaitalaya. In 933 A.D, he wrote a book named '*Darasanasara*' and in this book he discussed about Jaina philosophy. This book was written in Prakrit language. Devesena wrote book on different subjects in Sanskrit. In the year 993, i.e. during the reign of Vakpati-II, he wrote book named '*Amitagati Subhashitaratnasamdoha*'. He was a strict believer of Jaina religion. Hence, he wrote almost two hundred verses on the religious practices. Among his analytical works '*Upasakachara*' was the most popular as '*Amitagati-Sravakachara*'. The writer has never mentioned the date of composing this book. The '*Dharmapariksa*' written in the year 1013 has 1945 slokas. It was a satirical essay on Hinduism. Another book named '*Panchasamgraha*' written in the year 1016 is about Jaina philosophy. This book is a mixture of prose and poetry in Sanskrit language.

Prabhachandra was a famous scholar of Dharanagari during the reign of King Bhoja-1 and King Jayasimha-1. He was one of the best literary geniuses of that time. He wrote books on Jaina philosophy, law, ethics, sravakadharmadarsana, adhyatama siddhanta katha and human character. He also wrote commentaries on various texts like '*Uttarapuratatika*', '*Mahapuratatika*', '*Svayambhustotratika*' and '*Kriyakalapatika*'. In the year 1019, a poet named Vira wrote a book named '*Jambusvamicharita*', it was the reign of King Bhoja-1. Vira's father wrote books named '*Varangacharita*' and '*Ambadevirasa*'.

Srichandra was the court poet of King Bhoja-1. He wrote books named '*Puranasara*', '*Mahapuratatippa*'. Besides he also wrote analytical texts on '*Padmacharita*' by Ravisenacharya.

During the reign of King Bhoja-1, Pandit Nemichandra wrote a book named '*Dravyasamgrahatika*' in Sanskrit. Written in 58 stanzas, this book contains the essence of Jaina Philosophy.

Pandit Nayanandi was a contemporary of King Bhoja-1. In 1053, he wrote a book named '*Sudarsana-charita*' in Prakrit language. In this text he has applied the rhythm of Nama. It is similar to Doha, Gatha, Dupadi, Chaupadi etc. One of his other books is '*Sakala-vihi-vihana*'. Nayanandi wrote a criticism book named '*Aradhana*'.

The book named '*Kathakosa*' was written in the middle of 11th century. This book tells us that King Bhoja-1 awarded Pandit Gangeyadeva, Srutikirti and Srichandra for their aesthetic knowledge. Probably, Srutikirti gained a high position in the court of King Bhoja-1.

The Paramara dynasty created a lot of gifted figures in the field of creative literature. The Paramara kings not only patronized the poets but they were gifted with high quality poetic genius. During the period of Second Vakpati the Malwa's cultural accomplishment exceeded enough excellence and under the patronage of the Paramara, Ujjain became the cultural center of India. The intellectual practice of this state was so intense that even after the decline of the reign of the Paramara, the tradition had a great impact in the history of literature.

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ROLE OF PANCHAYATS IN RURAL DEVELOPMENT IN WEST BENGAL : DURING POST COVID – 19 PERIOD

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ABSTRACT

Rural development is an emerging factor for the developing countries like India. It is naturally associated with the socio-economic development of our country also. In view of sudden outbreak of Novel Corona; the socio-economic development in rural areas has been severely hampered. India is a large developing and democratic country with her vast population. A large number of people live in rural areas. But the sudden outbreak of COVID – 19 in India has left a deep impact on rural prosperity as well as on rural economy. A huge percentage of Indian workforce is associated with unreserved sectors such as cultivation, daily waging, small scale industries etc. Naturally; their earning-activities have already become uncertain. With the passing of time the problems have been facing serious hardship. Due to corona pandemic situation, the smooth and regular functioning of rural development related work and activities have been massively hampered in our state of West Bengal. As within the short time of the ‘Outbreak’ rural people were confused and were entering into deeper and deeper financial crisis. As a local self government institution Panchayat works towards rural development and provides necessary support for the up-liftment of rural people. Thus, here arises the need and importance of Panchayat activities.

Here this paper highlights multi-activities of Panchayats to meet the challenges that arise from ‘Nobel Corona’ in wide areas of our state. As because Panchayat Raj Institution has a unique role and scope in rural development as well as to provide basic necessities of local needs. Here the paper explains how Panchayats contribute to restore the basic necessities of rural life during this pandemic situation.

Keywords: COVID-19, Rural Development, Panchayat, Rural workforce

Introduction:

Rural development is an emerging factor for the developing countries like India. It is naturally associated with the socio-economic development of our

country. In view of sudden outbreak of Nobel Corona; socio-economic development in rural areas of West Bengal has been severely hampered. India is a large developing and democratic country with her vast population. A large number of people live in rural areas. But the sudden outbreak of COVID – 19 in India has left a deep impact on rural prosperity as well as rural economy.

Rural economic activities depend on various other factors i.e Transportation and distribution of produced goods, rural farming products, fisheries and livestock etc. As within the short time of the ‘Outbreak’ rural people were confused but with the duration of the epidemic all those professionals have been entering into deeper and deeper financial crisis. Many of them have lost their capitals and ways of regular earnings. They have been already helpless. It is to be mentioned that our present union and state governments have been concerned from the very beginning of the epidemic and have given high stress and importance on the problems.

A huge percentage of Indian work-force is associated with unreserved sectors such as cultivation, daily waging, small scale industries etc. Naturally; their earning activities have already become uncertain. With the passing of time the problems have been facing serious hardship. Many people in the above said arenas have lost their jobs and have become fully or partly jobless. Some of them have been compelled to choose other common financial activities that with which they were not accustomed to previously.

If reviewed the rural development system in West Bengal, it will be found that, Panchayat Raj Institutions are keenly engaged for various developmental and people welfare related activities. In three tier Panchayat Raj systems in West Bengal, the role of village Panchayat is very important. The village Panchayat is one of the grass root level government machinery for implementation and execution of rural development related programmes. The policies, programmes and projects which have taken at higher level authority, executed through the village Panchayat for necessary implementation as well as for rural development.

All the major functions of Gram Panchayat are related to the welfare and development of the villagers. With a view to fulfill the needs and requirements of the villagers every Gram Panchayat has to perform multi-nature of work.

Hence the study concentrated its attention to the role of Panchayats. As because Panchayati Raj Institutions have a unique role in rural development as well as to provide basic necessities of local needs. Here the paper explains how Panchayati Raj Institutions contribute to people live in rural areas due to sudden outbreak of COVID – 19 in West Bengal. The paper concludes with how and what

type of proactive measures are needed on the part of the Panchayats to safeguard rural population from the socio-economic crisis that arise from pandemic.

Rural Development : Conceptual Understanding

Development is a broader concept than economic growth. Rural development is an important issue in India. In short, rural development is a process that aims at improving the standard of living of people who live in rural areas. Rural development may be defined as overall development of rural areas. There are so many definitions have been given by Authors from time to time. Main definitions regarding rural development are as follows :

Rural development as a means of helping rural people set the priorities in their own communities through effective and democratic bodies. These bodies provide local capacity, invest in basic infrastructure and social services, deal with past injustices, and ensure the safety and security of the rural population, particularly that of women (Madu, 2007).

In the words of Robert Chambers (1983) rural development is a strategy to enable a specific group of people, poor rural women and men, to gain for themselves and their children more of what they want and need. It involves helping the poorest among those who seek a livelihood in the rural areas to demand and control more of the benefits of rural development. The group includes small scale farmers, tenants and the landless.

Bale (1999) defined the basic elements of rural development to include social infrastructure, physical infrastructure, and financial services. The interaction of these three elements is expected to push development in rural communities. Rural development is characterized in terms of the manifestation of income and employment, equitable access to productive resources, sustainable development of natural resources and human capital.

According to the World Bank (1975), rural development is defined as “a strategy aiming at the improvement of economic and social living conditions, focusing on a specific group of poor people in a rural area. It assists the poorest group among the people living in rural areas to benefit from development”.

Rural development, in the context of national economic development, can be interpreted as a special effort at restructuring the social milieu of the rural society to induce growth through human resources development in a labour surplus economy. This interpretation of rural development shows that prevalence of a collective social will and the involvement of the people are necessary preconditions for rural development. The rural development programmes can be implemented and development funds be spent, even without promoting collective

social will and cutting across interest groups. However, such programmes run the risk of being tied to targets, in terms of disbursement of allocated funds and vastly enlarging the bureaucracy in the process with little care for the actual results (Tiwari, 1999).

Rural development is a strategy by which more employment opportunities are created in rural areas and efforts are made to increase the level of income and there by raising the standard of living of rural masses.

Thus, rural development is a process of developing and utilizing natural and human resources, technologies, infrastructural facilities, institution and organization and government policies and programmes to encourage and speed up economic growth in rural areas, to provide jobs and to improve the quality of rural life towards self sustenance.

Importance and Need of Rural Development

Rural development is a globally important issue. This issue is also more important for the developing countries like India, where maximum number of people live in villages. Therefore, rural development is necessary not only to satisfy the majority of the population lives in villages but also development of rural activities is essential to the acceleration of developmental needs for rural people and parallel economic development in the state specially during the post COVID – 19 period.

There are so many backward and remote areas in our state where so many people living through socially and financially hardship during the post COVID-19 Situation. They are deprived of getting basic necessities of life. It has been assumed that the importance of rural development, growing rapidly day by day in India as well as in the state of West Bengal in view of the changing future socio-economic scenario. The importance and essence of rural development is earnestly required more and more in post COVID – 19 situation.

Rural development is necessary not only because an overwhelming majority of population lives in villages but also because initiations of rural activities is essential for the overall economic development of the country. It has always been the feeling that Panchayat's are the most suitable agency for democratic decentralization, which could be equipped with adequate powers and responsibilities so that they could formulate the implement programmes of economic development (Vijayakumar, 1999).

Rural development is, thus an essential aspect of national development. Of course, a country like India cannot develop its multitudinous villages in isolation from its large urban centres and developing industrial sector, but the essence of

national development lies in the villages, in an economy in which more than two thirds of the population is directly dependent upon agriculture and nearly half the national income originates in the rural areas. The massiveness of india's rural economy is reinforced by the intensiveness of the poverty of its villagers, nearly 40 percent of whom live below the poverty line as computed by the planning commission (Singh, 1988).

Rural development is a dynamic process, which is mainly related with the development of rural areas. This concludes agricultural growth, economic and social infrastructure development, public health, education, village planning, road and communication etc.

Rural development signifies a set of programmes especially designed for the upliftment of the rural masses, based on economic criteria and promotion of the social welfare of all, by way of amenities and services covering the basic needs of the rural society, like drinking water, health, primary education, rural communication and transport (Tiwari, 1999).

Thus, the importance and need of rural development lies on properly development of living slandered of rural masses, rural infrastructure, development and empowerment of human resource, development of living standard, improvement of scopes of employment for rural masses, elimination of rural poverty etc. The feelings of Importance and need of rural development has been growing rapidly during the post Corona pandemic situation.

Integration of Panchayats Towards Rural Development

Rural development is an important and vital issue in West Bengal. Panchayati Raj Institutions, as the grass root units of local self government have been considered as vital instrument of socio economic development in rural India. Indeed, the progress and prosperity of villages mostly depend upon the competency, accountability and dynamicity of the Panchayati Raj system towards fulfilling of rural developmental needs.

Rural development has been massively a government supported process rather than the people-led process in India. To formulate and implement rural development programs an appropriate institutional structure is required. This need was met by the establishment of Panchayati Raj Institutions (PRIs) in India. Further, the PRIs, being local self-governing bodies ensure, the opportunity for people's participation and involvement in the formulation and implementation of rural development programs. Thus, the PRIs are entrusted with the task of promoting rural development in India (Kadam, 2012).

All the programmes, policies, planning initiated by the Ministry of Rural Development Department, Government of India or Panchayat and Rural Development Department of the respective State Government, for necessary rural development and to build better rural India, mainly implemented through the Panchayati Raj Institutions. Hence, the Panchayati Raj Institutions have the active and key role in rural development. It needs active participation in the developmental related work at local level. It also needs to develop co-operation with the local people for their necessary feedback, requirement, and desire etc. for implementation of developmental related work. Thus, Panchayati Raj Institutions play an important and significant role in rural development.

The Panchayats are expected to play an important role in rural development in India, particularly after independence. Plan documents of both the central and state governments and various committees have emphasized the importance of these bodies in the polity. Five-year plans, specially the second five-year plan, laid special emphasis on the role of Panchayats in rural developments. Second five-year plan envisaged a Panchayati as responsible for village development keeping transformation of social and economic life of rural areas as its goal of development. It says that, the rural progress depends entirely on the existence of an active organization in the village which can bring all the people, including the weaker sections, in to common programmes to be carried out with the assistance of administration. To achieve this objective the second Five year Plan entailed the Panchayats to perform civic, developmental, land management, land reform and judicial functions. Subsequent plans and policy pronouncements of national leader to emphasized the role of Panchayats in village development (Agarwal & Ribot, 1990).

It is hoped that the present Panchayati Raj system will be able to harness and develop the better upliftment of villagers through proper and desired rural development. It is also expected that this system will bring a new flow towards the socio-economic progress.

Role and Scope of Panchayats to Restore 'Pre-Covid – 19' Period

Panchayats have to perform multi-nature of work. All the major functions of Gram Panchayats are related to the welfare and development of villages. With a view to fulfill the needs and requirements of the villagers every Gram Panchayat has to perform some important functions. But due to corona pandemic situation smooth and regular functioning of rural development related work and activities have been massively disrupted. As within the short time of the 'Outbreak' rural people were confused and entering into deeper and deeper financial crises. As a local self government institution Panchayat work towards rural development and

provide necessary support for the up-liftment of the rural people. Thus, here arises the need and importance of the Panchayat. As because Panchayati Raj Institution has a unique role in rural development as well as to provide basic necessities of local needs. The Panchayat has also the scope to restore the basic necessities of rural life i.e. food, lacuna of rural infrastructure, road facility, drinking water, health, sanitation and unemployment due to sudden outbreak of COVID – 19 towards rural development.

Present Rural development condition in West Bengal is a challenging factor during the post COVID – 19 period. As because the smooth and normal functioning of rural development related activities, have become slower and are unable to run equally in all areas in this crisis situation. Due to this crisis, the speed of developmental work has been stunned. Here programmes related to employment generation can benefit the local people. In this regard Gram Panchayats are able to play an important role in planning and execution of programmes related to local level employment generation for the purpose of unemployed local people who have lost their regular earnings during this pandemic situation.

For real development it needs to build proper planning and its implementation. The village Panchayat is the grass root level government machinery actively attached towards the rural development in West Bengal. The process of rural development is a most challenging matter. But the post pandemic situation has made it more vital. Hence, rural developmental scenario has been changing parallelly with the environmental and socio-economical changes. During this pandemic situation government of West Bengal has taken few programmes that will help rural people to strengthen their financial condition within short period of time. These will create their ready earnings to meet their basic needs. Besides these, few short and long term programmes have been initiated to tackle post Pandemic crisis. It is hoped that Panchayat functionaries will render active service and proper attention towards the fulfillment of the said programmes in rural areas.

Conclusion:

New developments in science and technology, media and telecommunication, globalization are revolutionizing the socio-economic sectors. In the context of a rapidly changing socio-economic developmental scenario, Panchayats have to face with the emerging challenges for the sake of proper rural development. But due to Corona pandemic situation progress and prosperity of villages have been slower. For necessary rural development it requires immediate attention to proper planning and its implementation. The Panchayat system of

West Bengal is pioneer in the country. This system can take the responsibility of implementation of various programmes even in remote rural areas to overcome this present pandemic situation. It is hoped that the present Panchayati Raj system will be able to harness and develop to the better upliftment of villagers with their past experiences. It is also expected that this system will bring a new flow towards the socio-economic progress during the post Pandemic situation.

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WOMEN DEVELOPMENT IN MODERN INDIA- A STUDY

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ABSTRACT

Women education guarantees better advancement of human progress, as well as to instruct after that era as well. Education is point of interest of women empowerment since it encourages them to react to the difficulties, to stand up to their standard appearance and upset their living. Women education in India has additionally been a noteworthy distraction of both the administration and common society as taught women can assume an essential part in the improvement of the nation. Education is point of reference of women empowerment since it empowers them to reacts to the difficulties, to go up against their conventional part and change their life. With the goal that we can't disregard the significance of education and development in reference to women empowerment India is ready to getting to be superpower, a created nation by 2020. The development of women's education in country regions is moderate. This clearly implies still extensive womenfolk of our nation are uneducated, the powerless, in reverse and misused. Education of women in the perspective of training and development is the most effective apparatus of progress of position in the public eye. This paper looks at the issue of women's access to education in India. Drawing on existing writing and different insights concerning women's education, the paper gives a diagram of the condition of education as for women and highlights a portion of the issues and obstructions to women's education. In view of an investigation of rising issues, a few proposals and recommendations are offered as far as grassroots level intercessions, key activities and empowering strategy system, towards enhancing women's access to education.

Key words:- Education, Women Development, Economic Development, Modern

1. Introduction:-

Women education in India assumes an essential part in the general advancement of the nation. It not just aides in the improvement of half of the human resources, however in enhancing the personal satisfaction at home and outside. Educated women not just have a tendency to advance education of their

young lady kids; additionally can give better direction to every one of their youngsters. In addition educated ladies can likewise help in the diminishment of newborn child death rate and development of the populace. In spite of the fact that in the Vedic period, women had permission to education in India, they had bit by bit lost this privilege. In the British time frame, there was increment of enthusiasm for women's education in India. Amid this period, different socio religious operations drove by prominent people like Raja Ram Mohan Roy, Iswar Chandra Vidyasagar underlined on women's education and connection with external world in India. However women's education got a quick augmentation after the nation got autonomy in 1947 and the government has taken different measures and activities to give education to all Indian ladies. Subsequently women's proficiency rate has become over the three decades and the development of female proficiency has in certainty been higher than that of men education rate for little a long time. While in 1971 just 22% of Indian women were proficient, before the end of 2001 54.16% female were proficient.

2. Significance of women education in India:-

Sexual orientation disparity in education is extraordinary. In India young women were less inclined to get to school, to stay in school or to accomplish in education. Be that as it may, now the situation is changing and families understand the significance of education. Women education in India assumes an essential part in the general development of the nation. It not just makes a difference in the advancement of half of the human capital, however in enhancing the standard of living. Taught women not just have a tendency to advance training of their young women children; however additionally can give better direction to every one of their youngsters and their future. Also taught women can likewise help in the lessening of neediness and unemployment by supporting their families' completely.

3. Women empowerment in India:-

Women empowerment alludes to expanding the otherworldly, political, social, instructive, sexual orientation or monetary quality of people and groups of women. Women empowerment in India is intensely reliant on a wide range of factors that incorporate topographical area (urban/rustic) instructive status societal position (standing and class) and age. Approaches on Women empowerment exist at the national, state and nearby (Panchayat) levels in numerous divisions, including wellbeing, training, monetary open doors, sexual orientation based viciousness and political interest. However there are huge hole between strategy headways and genuine practice at the group level.

Women empowerment is basically the procedure of upliftment of

financial, social and political status of ladies, the generally underprivileged ones, in the general public. It is the way toward guarding them against all types of brutality. Women empowerment includes the working up of a general public, a political situation, wherein women can inhale without the dread of abuse, misuse, worry, segregation and the general sentiment oppression which runs with being a lady in a customarily male ruled structure.

Women constitute just about half of the total populace yet India has indicated unbalanced sex proportion whereby female's populace has been relatively lower than guys. To the extent their societal position is concerned, they are not regarded as equivalent to men in every one of the spots. In the Western social orders, the ladies have measure up to right and status with men in all kinds of different backgrounds. However, gender disabilities and discriminations are found in India even today. The dumbfounding circumstance has with the end goal that she was in some cases worried as Goddess and at different times only as slave.

4. Status of women Empowerment:-

The status of Women Empowerment can't be pictured with single measurement rather multidimensional appraisal regarding different segments of women' life and their status would bring a reasonable origination. In this way, this paper tries to give a fundamental thought regarding the condition and status of women in wording of empowerment, education, and economic development.

5. Hindrances of women Empowerment:-

The main Problems that were faced by women in past days and still today up to some extent:

1. Gender discrimination
2. Lack of Education
3. Female Infanticide
4. Financial Constraints
5. Family Responsibility
6. Low Mobility
7. Low ability to bear Risk
8. Low need for achievement
9. Absence of ambition for the achievement
10. Social status
11. Dowry Marriage in same caste and child marriage (still existing)
12. Atrocities on Women (Raped, Kicked, Killed, Subdued, humiliated almost daily.)

6. SOME INDIAN PENAL CODE AND SPECIAL LOCAL LAWS OF CRIMES AGAINST WOMEN

Police records show high incidence of crimes against women in India. The National Crime Records Bureau reported in 1998 that the growth rate of crimes against women would be higher than the population growth rate by 2010. Earlier, many cases were not registered with the police due to the social stigma attached to rape and molestation cases. Official statistics show that there has been a dramatic increase in the number of reported crimes against women. Although Women may be victims of any of the general crimes such as 'Murder', 'Robbery', 'Cheating', etc, only the crimes which are directed specifically against Women are characterized as 'Crimes Against Women'. Various new legislations have been brought and amendments have been made in existing laws with a view to handle these crimes effectively. These are broadly classified under two categories.

(6.1) The Crimes under the Indian Penal Code (IPC)

- (i) Rape (Sec. 376 IPC)
- (ii) Kidnapping & Abduction for specified purposes (Sec. 363 - 373 IPC)
- (iii) Homicide for Dowry, Dowry Deaths or their attempts (Sec. 302/304-B IPC)
- (iv) Torture - both mental and physical (Sec. 498-A IPC)
- (v) Molestation (Sec. 354 IPC)
- (vi) Sexual Harassment (Sec. 509 IPC)
- (vii) Importation of girls (upto 21 years of age) (Sec. 366-B IPC)

(6.2) The Crimes under the Special & Local Laws(SLL)

Although all laws are not gender specific, the provisions of law affecting women significantly have been reviewed periodically and amendments carried out to keep pace with the emerging requirements. The gender specific laws for which crime statistics are recorded throughout the country are -

- (i) Immoral Traffic (Prevention) Act, 1956
- (ii) Dowry Prohibition Act, 1961
- (iii) Indecent Representation of Women (Prohibition) Act, 1986
- (iv) Commission of Sati (Prevention) Act, 1987

(6.3) Reported Incidents of crime (Incidence 2,03,804): A total of 2,03,804 incidents of crime against women (both under IPC and SLL) were reported in the country during 2009 as compared to 1,95,856 during 2008 recording an increase of 4.1% during 2009. These crimes have continuously increased during 2005 - 2009

with 1,55,553 in 2005, 1,64,765 cases in 2006, 1,85,312 cases in 2007, 1,95,856 cases in 2008 and 2,03,804 cases in 2009. Andhra Pradesh, accounting for nearly 7.1% of the country's population, has accounted for 12.5% of total crimes against women in the country by reporting 25,569 cases. West Bengal with 7.6% share of country's population has accounted for nearly 11.4% of total crime against women by reporting 23,307 cases in 2009.

(6.4) Crime Rate : The crime against women has increased by 4.1% over 2008 and by 31.0% over 2005. The IPC component of crimes against women has accounted for 95.6% of total crimes and the rest 4.4% were SLL crimes against women. **(Crime rate 17.4)** The rate of crime has increased marginally from 17.0 during the year 2008 to 17.4 during 2009. Tripura reported the highest rate of crime against women at 42.5 during 2009.

(6.5) Crime head-wise analysis (IPC) Rape (Sec. 376 IPC) (Incidence 21,397 Rate 1.8): An increasing trend in cases of rape has been observed during 2005 - 2008. However, incidence of rape has marginally declined during 2009 as compared to 2008. These cases reported an increase of 5.4% in 2006 over 2005, an increase of 7.2% in 2007 over 2006, an increase of 3.5% in 2008 over 2007 and a decline of 0.3% in 2009 over 2008. Madhya Pradesh has reported the highest number of Rape cases (2,998) accounting for 14.0% of total such cases reported in the country. However, Mizoram has reported the highest crime rate 8.3 as compared to National average of 1.8. Rape cases have been further categorised as Incest Rape and other Rape cases.

(6.5.1) Incest Rape (Incidence 404) : Incest rape cases have increased by 30.7% from 309 cases in 2008 to 404 cases in 2009 as compared to 0.3% decrease in overall Rape cases. Chhattisgarh (107) has accounted for the highest (26.5%) of the total such cases reported in the country.

(6.5.2) Rape Victims: There were 21,413 victims of Rape out of 21,397 reported Rape cases in the country. 11.5% (2,470) of the total victims of Rape were girls under 15 years of age, while 15.6% (2,912) were teenaged girls (15-18 years). 59.8% (12,812) were women in the age-group 18-30 years. 3,124 victims (14.6%) were in the age-group of 30-50 years while 0.4% (95) were over 50 years of age. Offenders were known to the victims in as many as 20,311 (94.9%) cases. Parents / close family members were involved in 2.0% (404 out of 20,311) of these cases, neighbours were involved in 35.1% cases (7,129 out of 20,311) and relatives were involved in 7.3% (1,481 out of 20,311) cases.

(6.5.3) Kidnapping & Abduction (Sec. 363-373 IPC) (Incidence 25,741 Rate 2.2): These cases have reported an increase of 12.2% as compared to previous year (22,939). Uttar Pradesh (5,078) has accounted for 19.7% of the total cases at the

National level. Delhi UT has reported the highest rate at 9.3 as compared to the National average of 2.2.

(6.5.4) Dowry Deaths (Sec. 302, 304B IPC) (Incidence 8,383 Rate 0.7): These cases have increased by 2.6% over the previous year (8,172). 26.6% of the total such cases reported in the country were reported from Uttar Pradesh (2,232) Bihar (1,295) (15.4%). The highest rate of crime (1.4) was reported from Bihar as compared to the National average of 0.7.

7. Objectives of the study:-

- To study the status and scenario of women education and women empowerment in India.
- To study the significance of women education and Women Empowerment in India.
- To analyze the Factors influencing the Economic Empowerment of Women.
- To identify the Hindrances in the Path of Women Empowerment with particular reference to education.

8. Review of Literature:-

H. Subrahmanyam (2011)¹ looks at women education in India at present and Past. Author highlighted that there has a decent advance in general enrolment of young women understudies in schools. The term engage intends to give legitimate power or power to act. It is the way toward securing a few exercises of women.

M. BhavaniSankaraRao (2011)² highlighted that soundness of women individuals from SHG have surely taken a swing to better. It unmistakably demonstrates that health of women individuals talk about among themselves about wellbeing related issues of different individuals and their youngsters and make them mindful of different Government arrangements uniquely implied for them.

Doepke M. Tertilt M. (2011)³ *Does Female Empowerment Promote Economic Development?* This study is an observational investigation recommending that cash in the hands of moms advantages youngsters. This study built up a progression of non-helpful family dealing models to comprehend what sort of grindings can offer ascent to the watched observational relationship.

Duflo E. (2011)⁴ *Women's Empowerment and Economic Development*, National Bureau of Economic Research Cambridge The study contends that the bury connections of the Empowerment and Development are presumably too powerless to be in any way self-managing and that consistent approach duty to similarly for its own particular purpose might be expected to achieve equity amongst men and ladies.

Sethuraman K. (2008)⁵ The Role of Women's Empowerment and Domestic Violence in tyke Growth and under sustenance in a Tribal and Rural Community in South India; This examination paper investigates the relationship between Women's Empowerment and Domestic Violence, maternal nutritious status and the dietary status and development more than six months in kids matured 6 to 24 months in a provincial and tribal group.

Venkata Ravi and Venkatraman (2005)⁶ concentrated on the impacts of SHG on women cooperation and practicing control over basic leadership both in family matters and in gathering exercises.

9. Research Methodology:-

This paper is fundamentally descriptive and analytical in nature. In this paper an endeavor has been taken to examine the women empowerment and development in India. The data and information utilized as a part of it is absolutely from auxiliary sources as indicated by the need of this study.

10. Findings of the Study:-

- Globalization, Liberalization and other Socio - Economic strengths have given some relief to a vast extent of the populace. Be that as it may, there are still a significant number regions where women empowerment in India is to a great extent lacking.
- There should be an ocean – change in the attitude of the general population in the nation. Not only the women themselves, but rather the men need to wake up to wake up to a world that is moving towards balance and value. It is better this is grasped sooner than later for our own great.
- There are a few Government projects and NGOs in the Country, there is still a wide crevice that exists between those under assurance and those not.
- Neediness and ignorance add to these intricacies, The Empowerment of Women starts with an assurance of their wellbeing and security.
- Empowerment of Women must be accomplished if their monetary and societal position is made strides. This could be conceivable just by receiving distinct social and monetary arrangements with a perspective of aggregate improvement of women and to make them understand that they can possibly be solid people.
- Keeping in mind the end goal to make a feasible world, we should start to Empower Women.

11. Suggestions of the Study:-

- The most importantly need ought to be given to the women's education,

which is the grassroots issue. Consequently, training for women must be given careful consideration.

- Mindfulness programs should be sorted out for making mindfulness among women particularly having a place with weaker segments about their rights.
- Women ought to be permitted to work and ought to be sufficiently given security and support to work. They ought to be given legitimate wages and work at standard with men so that their status can be hoisted in the general public.
- Strict execution of Programs and Acts ought to be there to control the mal-hones common in the general public.

12. Conclusion:-

"At the point when women push ahead the family moves, the town moves and the country moves". It is basic as their idea and their esteem frameworks lead the advancement of a decent family, great society and at last a decent country. The most ideal method for empowering is maybe through drafting women in the standard of advancement. Women empowerment will be genuine and successful just when they are enriched pay and property with the goal that they may remain on their feet and develop their personality in the general public. The Empowerment of Women has gotten to be a standout amongst the most essential worries of 21st century at national level as well as at the global level. Government activities alone would not be adequate to accomplish this objective. Society must step up with regards to make an atmosphere in which there is no sexual orientation segregation and women have full chances of self-basic leadership and taking an interest in social, political and monetary existence of the nation with a feeling of equity.

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SOME COGNITIVE AND CONATIVE CORRELATION IN READING ABILITY OF MADRASA CHILDREN

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ABSTRACT

This study has examined the role of madrasa children in the Muslim community education, identity, and cognition. The research was conducted in Hazaribag and sought to explore the linkage between Madrasa learning and community education identity and cognition. The research also evaluated knowledge, attitudes and skills imparted to the learners by the madrasa curriculum in the said Constituency. It examined how Madrasa moulds the learner and the Muslim community education and identity. It sought to suggest ways that can make Madrasa curriculum more relevant to the learners and the community. Structural-Functionalism theory was employed in understanding and interpreting the linkages among the variables. Role-Learning theory was also used to further interpret various elements of identity. The sample of Madrasa children 23 boys and 23 girls was selected through to questionnaire interviews and observation guides. Qualitative data collected was descriptively analyzed by using tables. The findings established that there is a linkage between Madrasa curriculum and Muslim community education and identity. The Madrasa curriculum prepares learners for the modern economy and hence serving the educational needs of the Muslim community education. The study recommended integration of Madrasa schools within the formal school system for easy with regulation.

Keywords: Cognitive, Conative Correlation, Reading Ability, Children.

INTRODUCTION

Educational learning is foremost of all human activities which are always the principal means of creating productive personalities and sustainable societies.

While advancing through the threshold of the new millennium, we confront formidable challenges of adapting ourselves to the expanding demands of the society. Hence in the present world there is considerable change in the aim of education related to the post (Shahabuddin, 1997). The twenty first century mainly focuses on developing competencies in domains like self-awareness, social awareness, self-management, relationship, critical thinking, creativity and collaboration in learner and good citizen who can actively and confidently contribute to the progress of the global society (Abu and Ahmed 2006). For attaining this objective, the innovative and evidence based practice in education appropriate to address the persistent problem of the past and provide students with competencies right and proper to the demand of modern information based global economy are evitable. The demand for employment in global economy and the survival of democratic way of life and personal decision making in complex and rapidly changing society of the new millennium is required for people, who can reason well and make good judgment. Hence education should focus on the prominence of teaching student to think and the priority of education system should be to teach children the style of Learning and thinking (Robinson, 2000). This need to prepare the students for future effective participative, creative, interactive which demand constant attempt to promote the active learning strategy of the learner with the help of technological support. This can allow and permits students to absorb concept to interlink the theory with applications more quickly. This engages them in learning more actively. To develop the capacity that enables the future citizens to strive and survive in today economy that requires the participation of learner in some kind of educational practice involving them as knowledge worker in constructing knowledge products. They need to take the responsibility of their learning and the new premium is placed on higher order thinking, creativity, interactive and flexibility of the learner in contrast, to drill and practice, rote learning, memorization and repetition. Now learning is considered much more than mere memorizing of facts rather (Qaisur and Tanwir 2020). It is about understanding the content, constructing knowledge, transforming and retaining. Individual tend to learn their best when they actively participates in the learning process by engaging in learning activities talking about to past experiences. Learning cannot be forced upon anyone neither can it be extracted from the learner on command. Students must be willing to learn and they must be prepared to take the initiative and responsibility of learning. The world-wide education researches indicate that students actively participating in their learning process tend to learn much better. Hence in this age new paradigm for teaching and learning (Campbell and Smith 1997) teachers and students are required to pursue active and students centered learning that engages the students in the art

and practice of thinking efficiently with the help of technology and support to achieve positive results in any field. Active learning is a term generally used to denote teaching learning strategy that engage and enroll the learner in their learning process. It represents an umbrella term which contains several models of instruction that shifts the emphasis from teaching to learning and focus the responsibility of learning on the learner. Active learning is that allows the students to participate in the class session more inter actively instead of boring activities. In this mode of learning students are engaged in activities of concept, processing, creativity and applying information. The two premises of active learning are as follows, learning of things by its nature is an active process where the second premises says that different people adopt different technique to learn (Meyer and Jones 1993). It demands the learner to engage in activities other than mere listening with in the classroom and requires learner to involve in creativity and compel them to participate in analysis, synthesis and evaluation. Such active learning produces more lasting values to students who are better equipped to process to new information and new things of their self-created knowledge. Subject matter should be relevant to learners own purpose (Al-Attas, 1980). Practical participation of learner shows significant in learning. Learning requires responsible participation of learner. Learner interest is to self-initiated learning process. Active learning is mainly characterized by students engaged in activities. Students engagement with the content by meaningful talking, listening, writing, reading, and reflecting on the content developing skills and social interactions. In this method students are involved in higher order thinking such as analysis, synthesis and evaluation, test and revision of their knowledge emphasis on student's exploration of their own attitudes and values (Bradford, 2000; Meyer and Jones 1993). The most important features of active learning are that this process is completely learner centered. Learner have to control their levels of knowledge, skills and abilities, learning out comes of their productivity with the guidance learner are trained to develop learning skills, brain storming and to take steps in life-long learning ability and concept attainment (Meyer and Jones 1993) mentions that active learner depends upon three factors that are follows basic elements, learning strategies, teaching resources. The fore most factors of basic elements involve the activity such as speaking, reading, and writing, listening, and reflecting. The five elements contain cognitive activities that allows learner to clarify the ambiguous question, consolidate and develop new knowledge. The second factors that affects active learning is learning strategies which are incorporated in the above five elements. These are small group's learner participation, brain storming, interesting classroom, discussion, problem solving and demonstration, creativity (Bagheri and Khosravi 2006). The third factors are

teaching resources which are used by investigator to encourage learner to interact and involve in the activities. Active learning is thus characterized by the learner perceiving the learning process as relevant to their purpose determine their levels of prior understanding desirable outcomes, meaningful participation in purposeful activities rooting physical and cognitive skills attaining independent and life learning ability. Thus we can conclude that these three factors elements, strategy, and resources are interrelated. Hence the role of teacher is crucial for instruction of student's activities from the teacher. This makes the role of teacher more challenging and demanding more precisely the active learning environment means that students take an active role in their learning and instructor moving beyond teacher instruction trying to see themselves along with their students as part of learning community (Qaisur and Tanwir 2020).

The development of any nation depends on its educational system and it is proved that education is the key to human progress and social change. Education is a powerful tool for empowerment of individual. It helps in developing confidence in individual and community about their own capacities, inherent strengths to shape their lives and thus enhance the inner strength. Education is the means by which societies have been known in history, to grow out of oppression to democratic participation and involvement. Empowerment is seen as matter of providing at least to some extent means of subsistence as a right (Engineer-Asghar, 2002). However empowerment in general is understood as means to enable to control the personal, communal and societal environment to foster their own development. Thus empowerment is defined as a matter of access and participation always being a process of getting empowered rather than being concerned with a status of being empowered. The education holds the key to the empowerment of Indian Muslims. Education is one of the most powerful factors for the political, social, economic or spiritual development of individuals and communities (Qaisur and Tanwir 2020). It helps individuals to acquire the confidence and capability to match the levels of those who are in the mainstream in society. For empowering a community, it is required that access to quality education be ensured for the community. Madrasa education seems to be working on old traditional pattern as there is no emphasis on any research. Therefore research projects should be undertaken on various aspects of Madrasa education. Madrasas are centers of free education. They are the nucleus of the cultural and educational life of Muslims. These Madrasas, as valuable instrument of traditional education, have played a vital role in spreading literacy among the down-trodden segments of the Muslim society. Only the poor segment of Muslim community is resigned to sending their children to Madrasas which not only offer them free education but also free boarding and lodging. Most of the Madrasas are providing

to the introduction of modern education (Bandyopadhyay, 2002). However, that some of the Madrasas have introduced modern education complemented with religious education. In majority of these Madrasas, though, the students have to access to modern secular education. If modern education is introduced in these Madrasas, it will certainly create conditions for promoting modern and secular outlook among students and empower them to participate as equal partners in an inclusive society. These Madrasas should serve as a vehicle for articulating the Islamic cultural heritage and universal values that are deeply embedded in the tradition, consciousness and identity of the Muslim community. Madrasas, through which the Community ensures that its future generations acquire knowledge of Islam, have become a symbol of Muslim identity in India. Often they are looked upon with regard by the wider society, despite the fact that they are involved in providing religious education to the Muslim community. This exercise, even as it is educating to the Community, has a positive impact on the children studying in the Madrasas (Boyle, 2004). It has been pointed out that the existence of Madrasas is necessary for Muslims as, apart from providing basic education, they serve as an important instrument of identity maintenance for the community. Many a time Madrasas are the only educational option available to Muslim children, especially in areas where no schools have reached the Muslim masses. Very often children go to the Madrasas not out of choice but due to non-availability and inaccessibility of other schools, and a near absence of education in their mother tongue. We live in a competitive world today, where education in general and professional education in particular, is in great demand (Fahimuddin, 2004). The common people are aware of the advantages of modern education and even for an enlightened and inclusive democracy, it is necessary that all sections and classes of people are well educated and intellectually equipped to shoulder the responsibility for a free nation. Education occupies a unique role in the process of empowerment of minorities especially Muslims in the contemporary Indian context (Bergen and Pandey 2005). As the Muslim community has lagged behind educationally over the decades, it is necessary to advance, foster and promotes the education of this community at a quicker pace and as a matter of priority. Introduction of modern education in Madrasas will help in the balanced growth of a student's total personality and lead to the creation of a tolerant and inclusive society. The education offered through Madrasas must aim at the all-round and holistic development of every student. This would call for, among other things, laying emphasis on promoting a healthy physical and social culture through outdoor activities.

Learning results can be influenced by various factors, one of which is meaningful learning. The meaningful learning can occur when students carefully

decide to integrate newly acquired knowledge with the existing knowledge. Furthermore, it is stated that if students are intellectually-emotionally engaged, and creatively participate in the right situations in learning, then learning becomes meaningful. The meaningful learning that gave students the opportunity to learn and understand the concepts they learn directly through the real experiences linking the concepts integrated into the subject of the learning material (Berkley, 2007). Madrasah is an Islamic educational institution which teaches students the basics of Islamic values and general science. With the existence of religion subject, the awareness and the understanding of learning in Islam become an advantage for the process of integrating Islamic values and the implementation of learning (Qaisur and Tanwir 2020). Furthermore, it is suggested that religious learning in madrasah has five to six hour meeting a week, while in general school religious learning has only two hour meeting a week. These madrasah characteristics give more opportunities for the implementation of integrated learning which links the concept of education with the students' real experience as Muslims, which in turn will lead to more meaningful learning. In the context of science learning in madrasah, one way that can be done to create meaningful learning is to integrate the learning with the Islamic values. The embodiment of integrating Islamic values is by placing important sections contained in Quran and Hadith into natural science learning (Cook, 1999). The integrating Islamic values into science learning illustrates that science is parts of Allah's creation. Quran has implicitly instructed to integrate religious values into general science.

COGNITIVE

In the last decade cognitive science as a new branch of science has emerged out of the efforts of researchers in linguistics, psychology and neuroscience. This is the science of mind which is concerned with mental phenomena like perception, thought, learning, understanding and remembering. Its scope is very wide ranging from observing learning processes in children to solve problems through intelligence. Thus, cognitive science views the human mind as a highly complex information-processing system that is a system which receives stores, retrieves, transforms and transmits information. However, at the very outset cognitive science encounters a deeply philosophical issue the 'mind-body' problem, which has been plaguing the minds of philosophers and psychologists for several decades rather centuries ago the ontological and the epistemological riddles (Qaisur and Tanwir 2020). The 'Materialist Theory' holds that only the brain exists and what we call mental states and mental processes are merely sophisticated states and processes of a complex physical system called the brain. The 'Dualist Theory', on the other hand claims that mental processes constitute a

distinct kind of phenomenon that is essentially non-physical in nature. Subsequently both Metaphysics and Epistemology in philosophy play very significant role in the development of various cognitive theories. Along with this basic discipline sociology of knowledge in particular has also played a very important role in the growth of cognitive. The cognitive science proposes that people have mental procedures that operate on mental representations to produce thought and action. Thus cognitive seek to increase understanding of the mind, as well as to build systems that are able to understand, predict, and generate human thought and action such as information processing. Psychologists rely primarily on laboratory experiments, aiming to understand how people form categories, reason, perceive stimuli, and encode, store, and retrieve memories. To, accomplish these goals, psychologists examine the outcome of various experimental manipulations, the amount of time it takes an experimental subject to perform a task, and the various strategies people implement to complete the task. Researcher very often builds algorithms to simulate intelligence, creating programs that can comprehend or generate language, exhibit creativity, or solve problems. Cognitive anthropologists and sociologists compare multiple cultures and societies to assess the universality of mental structures often using ethnographies, field observations, and some direct manipulation of experimental variables. Thus, it seems cognitive science spans many disciplines and methodologies.

CONATIVE

Conative means any natural tendency, impulse or directed effort. Conative is one of three parts of mind along with affective and cognitive. Conative shows action on any thought process which differs from person to person. These four components have different functionality. Fact-finder oriented people gathers and share information, follow through shows how to arrange and design things, quick start deals with risk and it is used for innovative ideas, implementer is for incorporating those innovative ideas (Qasimi, 2005). This paper shows that achievement of students was depended on the teaching style of instructors and their knowledge. Many tests were conducted for teacher to examine their knowledge level that is acquired from different sources. The result of that test shows thinking ability and understanding of teacher, which comes under cognitive. The teacher gets motivated by the good scores which improve the teaching styles and students performances (Qaisur and Tanwir 2020). Moreover, in order to boost the moral support of student centered learning, teachers should genuinely subscribe to a constructive view of learning by intentionally incorporating various child centered participatory activities and an optimum level of learning activities in pedagogical practices. At last, but not the least our children have to constantly

engage themselves in self-study and life-long learning in order to achieve professional competency and academic excellence.

AIMS AND OBJECTIVES OF READING ABILITY

Education should aim for physical strength of the children through various activities which involves the muscles and motor nerves. Children should be made aware of the value of labour in development of physical strength. He must grow a sense of dignity for labour. Children must acquire an inclination towards healthy living. Maintenance of health and hygiene in child's life through co-ordinated efforts of parents should be ensured. Development of healthy habits should be given priority. Training of sense culture should be imparted. Children should be able to construct knowledge with the help of his developed senses and broad perception. Freedom in selection of activities according to the interest of the child's must aim to develop independent and decision making towards the children. Self-learning of the children must be ensured through an environment free from external impositions and interferences. Learning must be structured on joyful experiences. Education must aim to develop positive values of love and peace in the child's through various activities (Ahmad,1990). Content of subject matter as well methodologies to teach the children's should be chosen to bring close to practical experiences. Emphasis should be given on the development of such capabilities in the proper means and methods so that he naturally masters the basic skills of reading, writing or doing numerical calculation. Children's language development should get strength by appropriate activities and teaching of various subjects related to literature. He must develop his reasoning power, logical and analytical abilities and common sense by the teaching of subjects like science, mathematics, and social science. He should be given ample of opportunity to indulge in various senses training and creative activity to him such as physical, social, mental, intellectual, emotional, aesthetic values. Along with these there should be constant focus on behavioral modification training of the children to orient him and acquire more healthy habits and proper mannerism in this day to day life. Didactic apparatus are one of the useful means, which are used to train children's senses and give clarity to his perception. It aims to develop Islamic outlook in the children. The powers to resolve questions, imagination, positive emotion, truthfulness, alertness, tolerance, sense of equality, feeling of unity etc. The nature with its rich resources has a great influence on the children by interacting them studying the child's develops the feelings of co-existence. He learns to care about other living things consequently developing a sense of responsibility. A nature teaches the child's true lessons of equality and kindness and nurtures in him the qualities of patience and faith.

TEACHER STUDENTS RELATIONSHIP

In the Muslim period also the teacher was respected as during the Brahmanic or Buddhist period. There was intimate relationship between the teacher and the pupil, although the practice of living with the teacher was not as common with the Muslim as it was in the case of Brahmanic and Buddhist period. In the modern civilization nature of relationship between the teacher and the student taught does not count. But in Islamic scheme of education it holds a very crucial position. It considers the teacher as guide (Murshid), and the student as seeker (Taalib). Both are to be sincere in their attitude towards each other. The relationship between the two is to be governed by certain Quranic principles. Since the Prophet is the role model for Muslims, he is to be followed by the teacher in his teaching profession. The teacher has to interact with his students in the way their biological fathers treat them. A father loves his children and is always concerned about their welfare; he wants to see them developing from all angles, physically, emotionally, morally, and intellectually. The teacher also feel concerned about how to ensure his students growth, mentally as well as morally (Gunther, 2006). It is clear that the secret of the Prophet's success, among other things, was his gentle and kind approach to his disciples. A teacher who has the mission of imparting knowledge to his students has to act in the same manner so as to ensure success in his task.

The social status of teacher was high and they are men of character, though their emoluments were small they commanded universal respect and confidence. A teacher was never confronted with any serious problem of discipline. Pupils were humble, submissive and obedient owing to the high honour and prestige of teachers in society. The teacher's conducted, whether in public or in privacy, should correspond to his assertions. If the teacher's person does not reflect Islamic character, students may not be expected to be sincere to him in learning from him. This disturbance of relationship between the teacher and the taught may disturb the whole process of education, causing students to feel confused. Learned teachers: Teachers took to teaching for love of learning. They were held in high esteem. The number of students with the teacher was limited, he paid individual attention to each students. Although a teacher did not have many pupils to teach yet, still the teacher would take the help of senior and advanced students to teach the younger or the junior.

MAKTAB

Maktab is an Arabic word which means other trans literations include Mekteb, Mektep, Meqteb, Maqtab also called kuttab Arabic school is an Arabic word meaning elementary schools. Though it was primarily used for

teaching children in reading, writing, grammar and Islamic subjects such as Quran recitations, other practical and theoretical subjects were also often taught. Until the 20th century, Maktab were the only means of mass education in much of the Islamic world. While in Arabic, Maktab refers to only elementary school, the word Maktab is also used in Persian language in Afghanistan and is an equivalent term to school, comprising both the primary and secondary schooling. In general, the students sat on the ground in the rows under the shade of a tree and the teacher used mat or deer-skin to sit at. He also attended to the students while standing age of admission. At the age of four years, four months and four days 'Maktab' ceremony or 'Bismillah' was performed to indicate the beginning of the child. This was considered as an auspicious moment for initiation or starting education (Qasimi, 2005). Good wishes were offered to the child. 'Surah-i-Iqra' a chapter from the holy Quran was recited on this occasion. In Maktab children were made to remember the tenets of Quran. Reading, writing and primary arithmetic were imparted to them. Besides they were given the education of Arabic script, Persian language and script. The stories of Prophets and Muslim Fakirs were also told to the children. Children were also imparted the knowledge of art of writing and conversation. The system of oral education was mostly prevalent in those days.

MADRASA

Madrasa literally means a place where learning and studying are done. The word is also present as a loan word with the same innocuous meaning in many Arabic influenced languages such as follows: Urdu, Hindi, Persian and modern languages are taught. In the Arabic language, the word Madrasa simply means the same as school does in the English language, whether that is private, public or parochial school, as well as for any primary or secondary school whether Muslim, non-Muslim, or secular (Husain and Azizuddin 2005). Unlike the understanding of the word school in British English, the word madrasa is like the term school in American English, in that it can refer to a university-level or postgraduate school as well. For example, in the Ottoman Empire during the Early Modern Period, Madrasah had lower schools and specialized schools where the students became known as danişmands. The Hebrew cognate Madrasa also connotes the meaning of a place of learning, the related term madrasa literally refers to study or learning, but has acquired mystical and religious connotations. However, in English, the term Madrasa usually refers to the specifically Islamic institutions (Riaz, 2008). Madrasa is the Arabic word for any type of educational institution, whether secular or religious of any religion. It offered training in medicine, philosophy, theology and science. The faculty was versed not only in the Zoroastrian and Persian traditions, but in Greek and Indian learning as well. According to The Cambridge

History of Iran, it was the most important medical center of the ancient world. The children were sent to Madrasa after completing the primary education. There were separate teachers for different subjects. Special emphasis was given to the education of Islam. Religious and secular subjects also taught in Madrasa. The religious education included the study of Quran, Mohammed and his conventions, Islamic laws and Islamic history etc. The secular education included the study of Arabic literature, grammar, history, philosophy, mathematics, geography, politics, economics, Greek language and agriculture etc. The Madrasa imparted secondary and higher education. Often these Madrasa were attached to mosques. The term 'Madrasahs' is derived from Arabic word 'dars' (a lecture) and means a place where lecture is given. There was difference in principles between the Madrasa and other mosques. When a particular room was set apart in a mosque for the teaching purposes it was called a Madrasa. Sometimes it was quite close to a large mosque. It functioned as college of higher education where eminent scholars taught different subjects by using the lecture method supplemented by discussions. Management was usually private supported by state grants and endowments. The content of the curriculum was both religious and secular and covered a period from 10 to 12 years. Religious education comprised deep study of the Quran, Islamic law and Sufism. Literature, logic, history, geography, astronomy, astrology, arithmetic, agriculture and medicine were the secular subjects taught in madrasa. Some madrasa had hostels attached to them which provided free boarding and lodging. There was provision for both secular and religious education in the Madrasa. The total duration of the course was ten to twelve years. The medium of instruction was Persian, but the study of Arabic was made compulsory for the Muslim students. The secular education included the subjects Arabic Grammar, Logic, Prose, Literature, Law, Philosophy, Astrology, Arithmetic, History, Geography, Medicine, Agriculture etc. The Muslims generally followed in the field of handicrafts and architecture the traditional Indian system.

READING ABILITY OF MADRASA CHILDREN

The word Madrassa is originally derived from Arabic word 'Dars' which means lesson or an instruction. Thus, the word madrassah has been used to refer to a 'center of learning' that may be religious as well as a formal school or a college. Historically, the word 'madrasa' has contained different meanings (Sikand, 2005) for example during the seventh century when Islam was in its early phases, typically this term has been referred to the traditional Islamic educational institutions that provide Islamic education at different levels (Hefner and Zaman 2007; Riaz, 2008). In this way madrasa is a generic term used for all type of

Islamic educational institutions offering different subjects from basic Quran learning classes to the teaching of Hadith studies and Fiqh Islamic Law (Bulliet, 1993). In the non-Arabic countries such as in South Asia madrasas are the exclusive institutions which provide intermediate and higher levels of Islamic education. These institutions have been differentiated from those institutions that provide basic Islamic education, for example, basic Quran learning and Hifz classes at mosques or home based Quran teaching centers for children in their early years (Robinson, 2000). However, the Islamic educational institutions that provide a formal curriculum consisting different religious subjects other than basic Islamic education provides education from secondary to tenth grade is simply called madrasa, whereas the word Darulu-loom is used for an institute that provides Islamic education up to twelfth year, and Jamia is an institute that provides Sayings of Prophet Muhammad curricula that equals college and university levels (Riaz, 2008). In short, any institution that provides Islamic education beyond basic learning of Quran can be called as madrasa. The basic aim of all types of Islamic madrasas is to produce Aalim who can serve Muslim Ummah Islamic Nation for the religious guidance (Bano, 2010). Madrasa are not uniform in their types and are different in nature and functionality all over the world (Sikand 2005; Berkley, 2007). In South Asia and specifically in India the prefix Dini -religious has been commonly used to symbolize an institute that is devoted specifically for the provision of traditional Islamic education by (Sikand, 2008). In the recent debates of madrasa education, many studies commonly understand the real context of madrasa education and low level Islamic teaching centers have also been categorized as madrasas. Therefore, at this point it is important to clarify that the focus of this study is only on them madrasas which explicitly provide formal Islamic subjects and are working independently without any affiliation or control of the government. Since the main emphasis of madrasa education is on the transmission of traditional Islamic education, therefore to understand the madrasa education and its goals, it is necessary to have an overview of Islamic education. Therefore, the following section provides a detailed discussion on the concept of Islamic education, its philosophical perspectives and its aims and objectives. It will help to understand the context of madrasas education and how it is different from the formal education. Islam is commonly characterized as a religion of book the holy Quran. Therefore, the Quran is regarded as the sacred word of God and source of knowledge. Every Muslim acquires some basic knowledge of God's words and also considers practicing this knowledge as an act of worship (Sikand, 2005; Hefner and Zaman 2007). In the other words, Islam is the complete submission to the will of God and Muslim is a person who does this submission. Hence, the 'Quran' is central to

Islam and Islamic knowledge and it plays a fundamental role in all types of Islamic education. In addition to the Quran, and Hadith the sayings of Prophet Muhammad is another important source of Islamic knowledge which contains an important value in the Islamic education system (Sikand, 2008). It means Islamic epistemology is deeply rooted in religion and spirituality by (Al-Zeera, 2001). Such an emphasis is placed on the holy texts in seeking knowledge, the acquisition of Islamic education which is supposed to be an environment for example, madrasa education that fosters this pursuit is also important in Islamic life. There is also a basic link between Islamic education and its practices in daily life, and for this reason, education in the Islamic traditions is seen as being inseparable from Muslims' life. Therefore, attainment of Islamic knowledge and learning for every believer is exalted in Islam. Hadith texts also contain numerous exhortations and encourage believers to acquire knowledge as a religious duty. As a result, transmission of knowledge has always been very common of Islamic history and traditions. Thus, establishment of an Islamic educational system is inherited and an essential part of Islamic society (Sikand 2005; Qaisur and Tanwir 2020).

Islamic education is aimed towards the development of a person as a whole. Its scope includes the spiritual as well as intellectual aspects of life (Sahadat, 1997; Al-Attas 1980). Contrary to western education with its emphasis on materialistic and rationalistic epistemology which focuses on intellectual development, Islamic education is geared towards the development of soul, spirit, heart and intellect (Boyle, 2004). Moreover, according to (Al-Zeera, 2001) the concept of Islamic education lies in its universality and comprehensiveness that is Islamic education provides a complete code of life which is multilevel and multidimensional and not restricted to a specific time and place. On the one hand, believers can understand it and consider it as a charter for dealing with their spiritual, personal, social, economic and political lives. The other hand, the entire Islamic education emphasizes an understanding of one role in the community and his relationship with the universe around him. This is all deemed as acts of worship, for which there is a concept of reward from God. Another aim is very important to mention about the girls' education in Islam. If we read the Quran and Hadith as well as the history of early Islam, since the prophet stressed that knowledge was religious duty of all believers, he also committed his attention to female education equally to male. However, today many Muslim majority societies have been allowing girls for the attainments of formal education by (Sikand, 2005; Hefner and Zaman 2007). The contemporary perspective has also conceptualized the issues of genders equality in the education field and its importance for achieving development goals. Education is to prepare human beings for the pursuit of good in the worldly life as well as for the life here after

(Sarwar, 2001). Muslims commonly recognize two types of knowledge; the rational or humanly constructed knowledge *Ilm-ul-Aqliyya* and the revealed knowledge *Ilm-ul-Naqliyya*. In the Islamic belief, the revealed knowledge is the true knowledge that comes from Quran and Hadith, and which is different from rational knowledge. Furthermore, in Islam attainment of knowledge or education is not regarded as a means of materialistic quest, but the main objective is to understand and achieve the will of God and to lead one's life according to it. Muslims commonly believe that this type of knowledge is the only way for successful life here and for life after death (Wan Daud 1989; Sarwar 2001; Sikand 2005). In the epistemological problem of contemporary Islamic education (Halstead, 2004) has questioned the emphasis of Islamic education on knowledge. However, it is striking to note that both in Quran and Hadith, knowledge is seen as one comprehensive whole and there is no rigid division mentioned between 'religious' and 'worldly' or 'secular' knowledge. During the medieval times there was no such difference between worldly and Islamic knowledge, still many scientific developments were made by Islamic scholars during those times (Sikand, 2005). However, at the later stage of Islamic history a gulf between worldly and Islamic knowledge has been created. Whilst, focusing on this issue (Al-Zeera, 2001) noted that, neither an idealistic epistemology which considers only a person's soul and spirit, nor pure materialistic and rationalistic epistemology is appropriate for Muslim educational approach. It further argues that 'an Islamic epistemology is required to fulfill the needs of both the religious and material dimensions of life. The above discussion on the conception of Islamic education explains reasons for the establishments of madrasa education. Unfortunately, the situation of present day madrasa education shows that by making a rigid distinction between 'religious' and 'worldly' education, many traditional madrasa have forgotten the real path of Islamic education, which has been discussed above. Merry (2007) argues that, this type of educational divide creates obstacles for one to embrace socio-economic and political life, furthermore, it creates conflict with one's civic responsibilities and the society in which one lives. The following discussion now turns to the philosophy of Islamic education in order to provide more in-depth understanding and insight about the aims and objectives of Islamic education, and thus the madrasa education.

ISLAMIC PHILOSOPHY OF EDUCATION

In the context of this study it is important to discuss the philosophy of Islamic education, as it is believed that the philosophical realization is inter twined with the features of an education system (Farhan, 1989). Therefore, discussion in this section seeks to present an overview of the philosophical considerations of

Islamic education to provide an understanding of the aims and objectives underpinning the Islamic education system. This discussion will also specifically provide grounds to understand how these conceptions play an important part in shaping the characteristics and context of independent madrasa education system. Moreover, this discussion will explain how the philosophy of Islamic education is different from western concepts of formal secular or liberal education (Qaisur and Tanwir 2020). During the medieval Islamic civilization, Islamic scholarships produced a significant amount of literature on the philosophy of education. An excellent education system at that time shows reflections of the philosophical work of Islamic scholars (Kadi, 2006; Gunther 2006). However, (Halstead, 2004) argued that Islamic civilization had rich tradition of education but little work was done on the philosophical side of education, and he further argued that mostly Islamic scholars were reluctant to develop a discrete philosophy of education. The existing literature on the philosophy of Islamic education showed that, the early philosophical thoughts on education were fairly balanced until the time of (Al-Ghazali, 1058) who stressed on the religion and sacred knowledge in education. Therefore, Al-Ghazali's thoughts influenced the other Muslim scholars which can be still seen among the traditional Muslims Halstead (2004). However, as discussed above, the Islamic concept of education is mainly based on the divine knowledge which comes from 'the holy Quran'. Therefore the core of philosophy of Islamic education is based on the sacred knowledge (Merry 2007; Hassan *et al.*, 2010). According to (Hassan *et al.*, 2010) Islamic philosophy of education encourages the human beings to know and realize their creation, their responsibility and they should also manage their act according to the will of God. Similarly, according to Sahadat, (1997), philosophy of for example, (Ibn Shanun, 817-870 A.D.) and (Al-Farabi, 950 A.D.) wrote about the modern curriculum and teaching methods Ibn Sina (980-1037A.D.) emphasized on inclusive learning Gunther (2006). Similarly Al- Kundi emphasized on reasoning in Islamic education, and rational theology of the Mutazilites is among some popular philosophical discussions of Islamic scholars who asserted the importance of modern education with religious education Hassan (2010). Islamic education provides a complete code for the preparation of life in this world and life here after. Al-Attas (1980) views education as the recognition and acknowledgement progressively developed into man such that it leads to the recognition and acknowledgement of the proper place of god in the order of being and existence. In Arabic there are three words or concepts frequently used when education in Islam is discussed. These three terms are 'Talim' 'Tarbiya' and 'Tahgib'. According to (Cook, 1999) these three terms differ in connotation but embody the various dimensions of the educational processes as perceived by Islamic

philosophy of education. These three terms also provide a useful starting point for analyzing the Islamic education, and thus explain the aims and objectives of madrasa education system. The most commonly used word for education in a formal sense is Talim which comes from the root 'Alima' which means to know to perceive, to learn relating to knowledge being sought or imparted through instruction, training and other forms of teaching. Ibn Shanun provided a comprehensive framework emphasizing on the addition of different modern subjects to religious education, and also suggested teaching methods for Muslim teachers (Gunther, 2006). The Tarbiya comes from the word Raba means to increase grow to rear and it refers to the spiritual and ethical development of individuals by guiding them to a state of maturity according to the will of God. The third word Tahgib basically comes from Arabic word 'Aduba' cultured, well-mannered which suggests the development of social dimensions of an individual through learning a strong moral and social behaviour in the community and society at large.

Based on overlapping concepts of these three terms (Sahadat, 1997) argued that Islamic education is concerned with the whole person and the development of well integrated personality, which comprises spiritual, physical, intellectual, social and moral dimensions of human life' at individual as well as in the society at large. Whilst, (Halstead, 2004) viewed emphasis of these three terms to analyze Islamic education in similar way but using different terms, such as (a) supporting individual development (b) increasing understanding of social and moral rules in the society and (c) transmitting knowledge. However, as (Halstead, 2004) further added that 'What creates a distinctively Islamic view of education is the application to these three dimensions of the principle that no aspect of a Muslim's life can remain untouched by religion. Such as, acquisition of knowledge from the perspectives of Islamic philosophy must be integrated with divine knowledge. Also in Islamic view of education, individual development is discussed in terms of a balanced development of all aspects of an individual's personality leading to a higher level of religious understanding and commitment in all area of life. In Islamic view of education, the best society is the one that is organized according to the divine law (Al-Attas 1980; Sahadat 1997; Al-Zeera 2001; Halstead 2004). According to this concept of Islamic philosophy of education it contrasts with the liberal notion of education which emphasizes the development of personal autonomy. This further added that, liberal educationalists emphasize on human agency and see the most justifiable form of society as an open, pluralist and democratic. In practice, the three terms discussed above may not be found in a pure form in many Muslim However (Grimmitt, 1987) has provided a detail discussion that how different types of religious education have

varying concept of human development. The section provides an overview of how Islamic scholars have become more conscious of modern education and their criticism of the concept of modern or secular education (Wasey, 2005).

OBJECTIVES OF THE STUDY

The study sought to achieve the following objectives:

1. To explore the life philosophy and educational philosophy of madrasa children.
2. To determine the theory and practices of madrasa children.
3. To estimate the impact of madrasa children in reading ability in relation to cognitive and conative correlates.

RESEARCH HYPOTHESIS

The study shall seek to test the following hypotheses:

- H.1. To study the theory and practices of madrasa children.
- H.2. To see the influence of madrasa curriculum in children.
- H.0. The reading ability of madrasa children in the cognitive and conative correlates is also visible.

METHODS AND DESIGN OF THE STUDY

The study was carried out in Hazaribag area as it provide rich reservoir of informants. The researcher frequently visits and thus making accessing of informants and information easy. The sample for the study consisted of Madrasa Gulshane Madina and Gulshane Baghdad. The data was collected from 25 respondents from different households in the villages including male and female ones. The respondents were parents who had one or more than school going children. They belonged to the age group of 7-15 years. Qualitative research design was adopted. This is because the design permitted the researcher direct experience within the research field in order to deepen his understanding of the nature of what he was studying (Creswell, 2007). Data collection commenced by establishing questionnaires to informants representing the target population. The researcher combined both questionnaire and interview methods to obtain and gather information from respondents. This approach was beneficial for the best outcome. Specifically this approach was used with respondents who were able to read and write in English to fill questionnaires in order to assist them. The data was collected through questionnaire consisting of different statements. Equal numbers of positive and negative statements were included in the questionnaire. The respondents were asked to rate each of the statements on five point scale. The statements in the questionnaire were finalized after thorough review of literature

and all the statements reflected the value of schooling and education for children's future.

OBSERVATION METHOD

This was done to obtain information regarding the reactions of the learners towards the lessons taught. Below are some of the activities the researcher undertook in observation. Madrasa lessons attendance sought to explore the nature of the Madrasa curriculum.

VALIDITY OF INSTRUMENT

To enhance validity of the questionnaires, interview and observation guides, a pilot study was carried out by the researcher. The aim was to assess the accuracy of the questionnaires, Interview guides, and the Observation guides. Those items that were found inaccurate in measuring the variables were modified to enhance the validity of the research instruments.

RELIABILITY OF INSTRUMENT

In order to boost the reliability of the instruments, test-retest technique was used. The same questionnaires, interview and observation guides were conducted to the same group after three weeks. Contents of the filled questionnaires, interview and observation guides found consistent in extracting the same responses were deployed for the study as they suggested high degree of reliability. Data from the field was correlated with secondary data gathered from literature review. The outcome was collected according to the issues arising from the objectives of the study. The data was then interpreted and presented, giving the basis for summary and recommendations. Education in the wider sense is a life-long process. It is a continuous process. Continuity is the law of life. Education is not limited to the classroom only it is also not limited to a particular period of life. Throughout life one goes on learning to adjust oneself to the changing patterns of life. Change is the fundamental law of human existence. An individual learns through his experiences, which are acquired throughout his life. Education is not merely collection of some information. It is acquisition of experiences through life in the social and natural environment. Thus, education becomes the sum total of all experiences that the child receives either in the school or outside.

RESULTS

The major objective of the study was to find out the reading ability of madrasa children in relation to some cognitive and conative correlates. As explained in the methodology chapter control and experimental groups was used in the study. Teaching and learning process scale was administered on the experimental groups as well as control group on both madrasa children

respectively. Their effect was analyzed in different dimension such as interest, student's participation, discussion, brain storming, peer instructions, interactive demonstration, creativity and concept attainment. Both descriptive and inferential statistics were used to obtain mean, mode, S.D. of score of each group on each dependent variable. Qualitative and quantitative analysis was used in data analysis. The null hypothesis was formulated to find the influence of reading ability of children. To analyze the mean scores and standard deviation are calculated at 't' test was performed on both madrasa children. From the above hypothesis it is observed that there is not a huge difference between scores of experimental and control groups of madrasa children. Since the corresponding value of 't' is greater than the calculated 't' value at 0.01 probability level. Hence it was concluded that there is no significant difference in experiment and control groups of madrasa children in reading ability. This indicated that the reading ability of madrasa children improved considerably as a result of intervention. The active involvement in learning activities must have helped the students to take responsibility of ones learning, to engage with content meaning fully and to reflect articulate the explanation with one self-peer and teacher which in turn have resulted in improved reading of the students. The null hypothesis was formulated to find the difference between reading ability of boys and girls students of the experimental groups of madrasa Gulshane Bagdad. From the above hypothesis it is observed that there is not huge difference between the experimental groups on gender boys and girls respectively. The mean scores of both the boys and girls are 30.34 and 28.04 the difference is not significant since the 't' value is greater than calculated value at 0.01 probability level. The null hypothesis is accepted. Hence thus boys and girls do not differ significantly in reading ability. Thus it can be interpreted that reading ability does not vary in its effect based on gender. It can be successful for both boys and girls respectively. The analysis of control and experimental groups of madrasa Gulshane Bagdad revealed that the groups did not have significant difference. The 't' value obtained was 2.59 is not significant at 0.01 level. Thus it can be stated that the experimental and control groups do not differ significantly in madrasa Gulshane Bagdad. The analysis of the controls and experimental groups of madrasa Gulshane Madina revealed that the groups did not have a significant difference. The 't' value obtained 1.79 is not significant at the level 0.01 respectively. Thus it can be stated that the control groups do not differ significantly in madrasa Gulshane Madina respectively. There is uniformity as far as stages of education and books are prescribed at every stage is concerned. There is uniformity between the total numbers of educational years are concerned. Modern subjects get fair representation in most of the madrasas. The books prescribed in the madrasas are child centered. Method of teaching is appropriate.

Teachers are trained in general way. Science and technology are given the required attention in most of the madrasas respectively. Madrasas role is commendable as far as moral and value education is concerned. Madrasas can contribute much to the national progress as most of its graduates become only Imam in mosques or teachers in madrasas. Madrasas in general can produce manpower for the different levels of economy. There is common national curricular frame work in the madrasas. Madrasas have provision for distance and open learning. Madrasas role in woman education is commendable. Madrasas have provisions of adult and continuing education. Madrasas have facilities symbolically defined as operation black board. Drop-out rate is very less in madrasas. Computer literacy is provided in most of the madrasas. Madrasas can benefit from different educational technologies and environmental education is provided in madrasas respectively.

Table 1: Showing observation data of madrasa Gulshane Baghdad and Gulshane Madina

Name of Madrasa	Experimental Group		Control Group		Total
	Boys	Girls	Boys	Girls	
Gulshane Baghdad	23	23	23	23	92
Gulshane Madina	23	23	23	23	92
Total	46	46	46	46	184

Table 2: Children able to read at different level of madrasa in cognitive and conative correlation

Name of Madrasa	Letter Naming	Words	Vocabulary	Belief	Oral Language	Total
1. Gulshane Baghdad	19.9	31.2	25.7	16.8	6.0	99.6
2. Gulshane Madina	25.3	29.4	20.5	14.7	10.0	99.9

Table 3: Reading ability of madrasa children through all round developments

S. No.	Development	Percentage (%)	Percentage (%)
		Yes	No
1	Physical Development	75	25
2	Mental Development	70	30
3	Spiritual Development	85	15
4	Moral Development	65	35
5	Character Development	80	20
6	Logical Development	75	25

Table 4: Showing mean, S.D. and 't' value of experimental groups of children

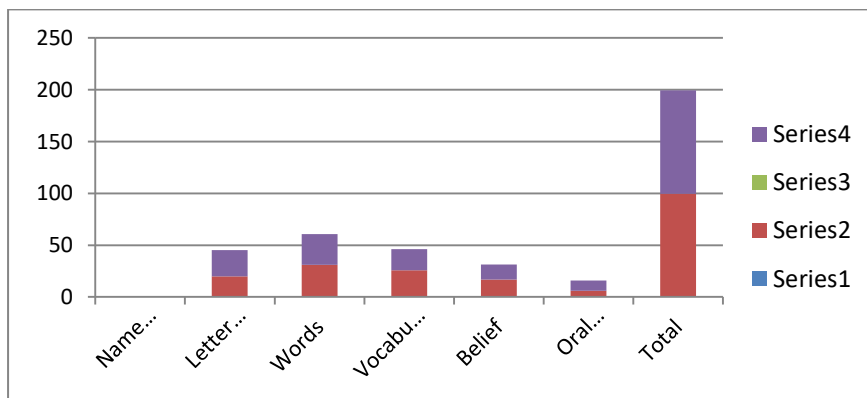
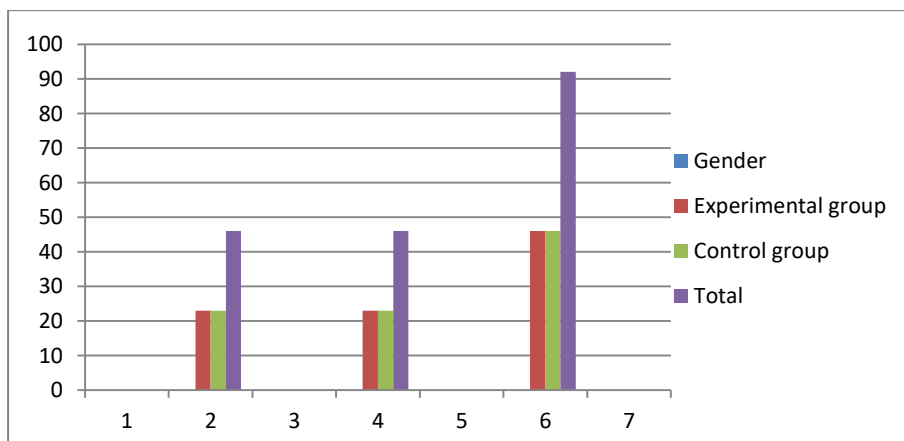
Variables	Groups	Gender	N	Mean	S.D.	't' value	Significant
Cognitive Conative	Experimental	Boys	23	30.34	30.34	1.54	NS**
		Girls	23	28.04	28.04		

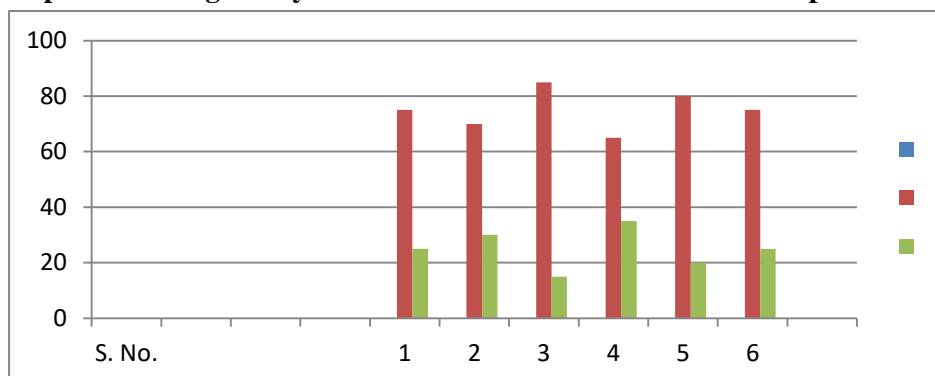
**NS –Not Significant at 0.01 levels

Table 5: Showing mean, S.D. and 't' value of control and experimental groups of madrasa Gulshane Baghdad children

Variables	Groups	Number	Mean	S.D.	'T' value	Significant
Cognitive Conative	Experimental	46	14.15	2.26	2.59	NS**
	Control	46	15.48	2.62		

**NS –Not Significant at 0.01 levels

Graph 1: Children able to read at different levels of madrasa in cognitive and conative correlates**Graph 2: Showing observation data of madrasa Gulshane Baghdad and Gulshane Madina**

Graph 3: Reading ability of madrasa children in all round developments

DISCUSSION

True reading empowers ones intellect that gives strength to his abilities, provide base of reality to the flight of his imagination and softens his inner world with different shades of emotion. When the meaning full reading gets associated with the internal feelings, only then it can vibrate the internal chords of the mind and appropriate reading depends greatly on the mental state of the reader (Qaisur and Tanwir 2020). Gijubhai (1990) was very right in his observation that how defective method of teaching to read is damaging child's capability to learn these basic skills of reading. He criticized the manner in which students are asked to stand one by one and read their text books. They confirmed that this method was not effective to get perfection in reading. Results have proved that when students are given to read something. In this view the best method to make children read correctly is to use their sense of hearing first and then subject them to environment of excellent reading. When they learn consonants and vowels through cards, word books, etc. sometimes extra books are also provided when they were reading in melodious, relishing and untouched form personal prejudices (Hassan, 2010). They chose interesting materials from the contents of the text books which they take pleasure in listening. Good reading makes an impact on their mind and as this deepens day by day with passage of time, they would start expressing this in their own reading. When they read books we try to assess our efforts are being fruitful or not. We are fully convinced with the outcome and consider ideal reading as the best method to teach child's the nuances of perfectly reading. Reading must be fun adult can derive this fun by reading books on various subjects but a young child finds joy in reading word books the joy remains for both of them (Qaisur and Tanwir 2020). They stated that reading is an art and the skills that can be mastered through practice and remarked when art is associated with practice rigors of practice lesson and become bearable. During selection of material for reading

both language and subject matter should be given consideration. Selection should be based on the criteria of child's age and capabilities. Ideal reading is done with the purpose of creating an environment of good reading. Here teaching of subject matter does not occupy the primary place. Teaching the subject or asking related question at the time of reading may shift the attention from reading to teaching (Arjumand, 2004). From quality point of view language of the content matter which has been selected for ideal reading should be emphatic, simple, rhythmic, musical, poetic concise, fluid, sometimes smooth with bumps, emotions filled with sweet to ears. Creation of appropriate and favourable environment refers to the arrangement of place reading which should be free from noise or disturbances so that children can concentrate on reading. Teacher himself must possess all such qualities which are essential to master the skills. His reading should be free of common mistake likes reading with very slow or fast or fast pace, stammering or pronunciation of the wrong words (Kadi, 2006). The rhythm should be proper natural flow, control over the voice. Control on the sound does not mean the soft voice. The modulation of voice is necessary for bringing the essence of subjects matter in the language. This can be done appropriate if teacher understands the contents clearly with its inherent sentiments (Qaisur and Tanwir 2020). Sense of judgments for ideal reading refers to selection of appropriate content matter suitable for the given purpose and selection of proper time of reading. Ideal reading must provide joyful experience. For this consideration of capabilities of listeners has to be taken into account. Wrong judgment's may hamper the purpose of reading and make it an uninteresting affair. During ideal reading, children listen to their own reading. As there hearing is already cultured through listening to ideal reading (Sarwar, 2001). They do realize their own mistakes and try to correct them. So the teacher who constantly tries to correct the reading skill to the children's must retain themselves from doing so. Children self-correction activity would make him more conscious and confident. Ideal reading should be compared with sowing of seed (Azra *et al.*, 2007). One has to wait till it grows into a mature plant therefore in their initial efforts if children read slowly but with confidence then we must wait till he gains speed in reading. He had elaborated upon the concept of reading by further adding the aspect of silent reading. He stated that if the children cannot understand things by silent reading. Then it must be taken that he has not developed the skills of reading properly. Children from the beginning should practice silent reading for this purpose. On the other hand oral reading should be practice along with silent reading as it makes child's pronunciation more clear enhances his speaking abilities that gives him strength of voice teaches him to express the words with proper intonation and appropriate pauses in the sentences (Noor Mohammad, 2003). Last but not the least the need to setup the

library to enrich and accelerate the language development of the children's. The habit of reading more and more books besides text books is essential requirements for the growth of reading capability of the children. Teacher must help children to select appropriate books for reading. For this they should have knowledge of the books and the content and keep themselves with new entries. Child hood is the most important phases of human life. When we say that whatever we are at present has its foundation in the experiences of our childhood, it is particularly true. The complete truth is that our present life is the extension of our childhood (Siddiqui, 2004). This means the way of mental power are shaped our senses have developed and our emotional rural and religious tendencies are framed within during those years of childhoods are still present with us. Children had been in the center of all activities or all the principle that are adapted to educate them. All the efforts are aimed at the sole objective of child's development as self-reliant, liberated human being. Initially children's undergoes a rapid physical and mental growth and his senses develop very fast. This starts perceiving things through his senses of seeing hearing touching so it starts acquiring a range of experiences. So from the children's growth point of view it is essential to develop the power to grasp the various experiences be able to organize them and grow the capability to relate these with each other (Qaisur and Tanwir 2020). With this increase mental power he should be able to gain the higher level of knowledge. Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times by NPE (1986). There are various agencies of education both Government and private which impart education in India. Muslim managed and run religious institutions are known as madrasas, which have a very strong religious orientation. In India, during the Muslim period, educational institutions were not divided into religious and secular. There was only one type of school called the madrasa where both the religious and secular sciences were taught. Its graduates fulfilled both the religious and secular needs of the society and the country. Madrasa education is the largest non-formal education network all over India. Even though it has its own strength and weakness, it should be strengthened with modern educational practices to cope up with the challenges of the time (Wasey, 2005). As part of inclusive education, Madrasa education caters the needs of the underprivileged sections of the society. Government of India's initiatives to enhance the quality of madrasa education lags behind without proper mechanism in monitoring and supervision. Proper mechanism should be employed to ensure the proper execution of the various programs in the field of minority education. Moreover, community initiative has its own importance in adjusting in the madrasas education with modern

educational practices. Education should aim for physical strength of the children through various activities which involves the muscles and motor nerves. Children should be made aware of the value of the hard work in development of physical strength. He must grow a sense of dignity for labour. Children must acquire an inclination towards healthy living (Wandaud, 1989). Maintenance of good health and hygiene in children's life through co-ordinated efforts of parents should be ensured. Development of healthy habits should be given priority. Training of sense culture should be imparted. Children should be able to construct knowledge with the help of his developed senses and broad perception. Freedom in selection of activities according to the interest of the children's must aim to develop independent thinking and decision making towards the children. The study has investigated the combine effect of the selected strategies in influencing the dependent variable. It is possible to extend the study to other academic disciplines. The study can be extended to explain the effectiveness of learning and reading ability on other higher order thinking skills (Sikand, 2008). Further the studies can be under taken to explore the efficiency of the individual strategies on the variables. The study can be replicated in other population including students at elementary or higher education using more sophisticated experimental design. It was found that the utilization of reading ability with technological support was effective in influencing the students' performance a study of this nature can aim to popularize the use of similar pedagogical practices at developing active learning of the students in addition to improve in achievement of the context (Qaisur and Tanwir 2020). The study revealed that active reading ability with technological support can improve the student performance. Hence it can be made integral part of the curriculum in secondary level and teacher should encourage to employ there methods in class. This gives stress to the need to take deliberate efforts for promoting the participation of the students. Hence the teacher must be oriented about the various means of fostering the thinking skills of students and apply them according to their context and purpose. The students have enjoyed the classroom experiences and the strategies enabled them to be responsible in the process of learning. Therefore such process can be made use of successfully in the class room to promote healthy learning environment and pleasurable learning experiences to the children. The authorities should provide sufficient support system including the availability of infra-structure resource material, flexibility in class management. Expert and researcher in the field of education should work for developing pedagogical practices suitable to classroom and propagate them productively among the children in madrasa.

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INSPIRING WOMEN ACHIVERS IN INDIA

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ABSTRACT

She status of women in India is strongly connected to family relations. In India, the family is seen as crucially important, and in most of the country the family unit is patrilineal. Families are usually multi-generational, with the bride moving to live with the in-laws. Families are usually hierarchical, with the elders having authority over the younger generations, and men over women. The vast majority of marriages are monogamous (one husband and one wife), but both polygyny and polyandry in India have a tradition among some populations in India. Weddings in India can be quite expensive. Most marriages in India are arranged.

With regard to dress, a sari (a long piece of fabric draped around the body) and salwar kameez are worn by women all over India. A bindi is part of a woman's make-up. Despite common belief, the bindi on the forehead does not signify marital status; however, the Sindoor does.

Education has been regarded as the most significant instrument for changing women's subjugated position in the society. It not only develops the personality and rationality of individuals, but qualifies them to fulfil certain economic, political and cultural functions and thereby improves their socio-economic status. One of the direct expectations from educational development in a society is the reduction in the inequality among individuals and that is why Education was included as the basic right of every human being in the Universal Declaration of Human Rights. The constitution of UNESCO also directs its efforts to achieve 'The ideal of equality of educational opportunity without regard to race, sex or any distinction, economic or social'.

In India, the increase in the educational facilities and opportunities for women and the removal of traditional bars on entry of women to particular branches and levels of education, came to be supported by all champions of women's emancipation from the 19th Century onwards. However, the Indian reformers of the 19th Century wanted to educate women to perform their role as good wives and mothers and not to make them as direct active participants in the process of national development of the country. The colonial authorities generally supported this limited view-point of women's education. The expansion of education and health services in the 20th Century, however, precipitated a need for women teachers and doctors which resulted in the incorporation of these two vocations in the programme of women's education.

❖ **MODERN DAY INSPIRING WOMENS IN INDIA**

"Traditionally fairytales have reflected women as damsels in distress waiting to be rescued by knights in shining armour and ended in a marriage," the curators say.

But the trend has been seeing a change in recent times. There are a number of movies for teenagers and youth featuring young women in leading roles fighting to make the world a better place.

Little girls often grow up reading the classic fairy tales which depict princesses as delicate characters who need to be saved by their prince. But this new book for young children is trying to change the 'fairy tale' perspective of what 'happily ever after' means

Growing up as a woman in a world where women are often considered subordinate to men is tough. To make life easy we often tend to have role models, people whom we look up to, people who inspire us to keep pushing our limits and live life the way we want. Here we bring you a list of 20 kick-ass women who have done some really awesome work. This list is not really in any particular order because, after all, we can't rate peoples' greatness

Since time immemorial, women have overcome odds and challenged adversity. While the trials vary according to time and circumstance, the grit and determination that is intrinsic to womanhood has remained constant and stood the test of time. As the world moves forward, women are today leading the charge for a progressive society. Here is a list of Indian women heroes who have made the world sit up and take note

Key words:- women empowerment, Right now , golden women,

INTRODUCTION❖ **GREAT WOMENS IN INDIA****Savitribai Phule:-**

Savitribai Phule established the first women school in India and became the first woman teacher of our country:-

Savitribai Phule and her husband were pioneers of women's education in India. Also, she was a dalit, and was doubly marginalised. She played an important role in improving women's rights and ending social prejudices in India during the British Rule. She also was the first woman to light her husband's pyre in the history of India. On March 10, 1998 a stamp was released by Indian post to honour Savitribai's contribution. Savitribai was a 'Vidya Jyoti' for all those who want to do something in the field of education.

Kalpana Chawla:-



Kalpana Chawla is a true example of bravery as she was the first Indian woman to go into space. She was from Karnal, Haryana and later moved to America to work for NASA. Unfortunately, her space shuttle disintegrated while landing back on earth and she passed away. The story of her excellence and bravery is still remembered by everyone and inspires every woman in the world

Kalpana Chawla was an Indian-American astronaut and the first Indian woman in space. She first flew on Space Shuttle Columbia in 1997 as a mission specialist and primary robotic arm operator. In 2003, Chawla was one of the seven crew members killed in the Space Shuttle Columbia disaster. Kalpana is an inspiration to many people in India and around the world. Her hard work and her only motive had made her life. She was different from others, she only wanted to become an astronaut. Her family was against her, when she was to leave to USA, but she had her own ideas and intentions. We have to learn a lot from Kalpana Chawla, who achieved her goal with a lot of hard work and suffering rather than others common people.

MARY KOM



Mary Kom also called ‘Magnificent Mary’ is a five-time World Amateur Boxing champion. She is the only woman boxer to have won a medal in all six world championships and she’s also the first Indian woman boxer to win a Gold Medal in the Asian Games

The woman who lurched into the international amateur boxing scenario from a remote village in the depths of North East India, Chungneijang Mary Kom Hmangte, better known as Mary Kom, opened the vista of women’s boxing in India. An Olympic participant, she is a five-time winner of the World Amateur Boxing Championship, and the only woman boxer to win a medal in each of the six world competitions. Hailing from a poor family, she made her way up to become a world champion through hard work and determination, having returned to professional boxing after taking a break from marriage and motherhood.

KIRAN BEDI



She became a beacon of light for women across the country when she was selected as the first woman to join the Indian Police Service. Over the course of her

illustrious career spanning 35 years, she was able to bring in numerous reforms, while being instrumental in mitigating the number of crimes against women. Not just a national sensation, Kiran Bedi also went on to achieve international acclaim, when she was appointed as a Police Advisor to the Secretary-General of the UN in 2003. After taking up voluntary resignation, she has continued to be a livewire in the public domain, being an audacious writer and dauntless social activist.

LAXMI AGARWAL



Hers is a story of courage and the will to survive and triumph over fate. Laxmi Agarwal was only 15-years-old when her stalker threw acid on her face, to disfigure her for life. The incident failed to break her, and instead only empowered her to take up the cause of acid attack survivors like herself. She went on to lead campaigns and petitions against the sale of the spurious liquid, following which, the Supreme Court of India ordained the regulation of the sale of acid by the central and state governments. In an act of defiance against society's reverence for the physical beauty of a bride, Laxmi and her partner Alok Dixit decided against getting married and instead opted to live-in together.

HIMA DAS



Hima Das, an Indian sprinter, also known as Dhing Express, hails from the Dhing village of Assam. She may not be the most popular woman yet, but she sure is an inspiration to all those girls who dare to dream. At the mere age of 18, Hima won a gold medal in 400m of World U20 Championship. In 2018, she became the first Indian athlete to win a gold medal in a track event at the IAAF World U20 Championships. She won four more gold medals in July 2019. By her stellar achievements, Das has made the nation proud and we hope this young sprinter will bring home many more gold medals. Hima is a role model to many and her achievements shall inspire young athletes to focus and work hard towards their goal

MITHALI RAJ



Featuring a woman cricketer in the list of powerful and influential Indian women is a moment of pride for us. The contributions of this lady to Indian Women's cricket gives women hope that sports will no longer be a male-dominated territory. Mithali Raj, the captain of the Indian Women's Cricket Team, put India on the map in women's cricket. Mithali is the highest run-scorer in Women's International Cricket and the only female cricketer to have scored more than 6000 runs in women's ODI. Under her captaincy, India made it to the World Cup Finals in the year 2017. She is truly a champion – cheers to her and her powerful team

OBJECTIVES

❖ AIMS

Our aim is to educate women from downtrodden and suppressed classes so that true equality for all women in India blossoms and move towards fully equal partnership of the sexes, as part of the world-wide revolution of human rights now taking place within and beyond our national borders. The purpose of our organization is to educate women to make them involve themselves in the

mainstream Indian society, exercising all the privileges and responsibilities thereof in truly equal partnership with men

Our aim to is develop a visible regional network where women can go for support, professional development, networking, develop/pilot new ways of working at a systemic and individual level to unlock potential talent. A network that will link with subregional, regional, national and global women's networks for the advancement of women.

❖ OBJECTIVES

- inspire and empower, encourage and celebrate the skills and talents of existing and aspiring women leaders
- identify, encourage and promote good practice in improving opportunities
- nurture and retain women through mentoring, coaching and shadowing
- scrutinise and challenge bias against women in education
- develop future leaders and role models
- provide a personalised menu of services based on identified needs
- provide energy and synergy at a regional level
- To implement Women's Education for the attainment of equal status of women in all aspects of social political and economic development within the community and the nation at large.
- To organise and establish women's groups which individual and organisations committed to feminist goals can share the facilities and information on women issue or matters.
- To ensure the implementation of regulations geared towards the welfare and enhancement of the status of women.
- To educate the public on the rights of women and the means of enforcing such rights for the achievement of equality, development and peace.
- To co-operate with National and International NGO's and agencies by networking and co-aligning for the achievement of specific goals for the welfare and development of women.
- To work for peace, Women's Rights, Women's Education, economic and social justice

Women empowerment has become one of the biggest movements in India and many Indian women have proven to be the building blocks. With their pure passion for work and their good deeds, they are a true inspiration for everyone. Most of them are known and respected throughout the world and some

of them are historical figures and most definitely, all of them will be remembered forever. I take a lot of inspiration from these empowering women and want each and every woman in the world to know about them and be inspired by them.

These 7 women are truly role models for every woman in the world and we can all learn a lot from them (Even as a man, I can learn something!). So, without further delay, here's the list of some of the most inspiring women India has been home to:

CONCLUSION

Before and after Independence, India has been taking active steps towards women's status and education. The 86th Constitutional Amendment Act, 2001, has been a path breaking step towards the growth of education, especially for females. According to this act, elementary education is a fundamental right for children between the ages of 6 and 14. The government has undertaken to provide this education free of cost and make it compulsory for those in that age group. This undertaking is more widely known as Sarva Shiksha Abhiyan (SSA).

Since then, the SSA has come up with many schemes for inclusive as well as exclusive growth of Indian education as a whole, including schemes to help foster the growth of female education

❖ THE MAJOR SCHEMES FOR GIRLS IN INDIA

Mahila Samakhya Program: -

This program was launched in 1988 as a result of the New Education Policy (1968). It was created for the empowerment of women from rural areas especially socially and economically marginalized groups. When the SSA was formed, it initially set up a committee to look into this programme, how it was working and recommend new changes that could be made.

Kasturba Gandhi Balika Vidyalaya Scheme (KGBV):-

This scheme was launched in July, 2004, to provide education to girls at primary level. It is primarily for the underprivileged and rural areas where literacy level for females is very low. The schools that were set up have 100% reservation: 75% for backward class and 25% for BPL (below Poverty line) females.

National Programme for Education of Girls at Elementary Level (NPEGEL):-

This programme was launched in July, 2003. It was an incentive to reach out to the girls who the SSA was not able to reach through other schemes. The SSA called out to the "hardest to reach girls". This scheme has covered 24 states in India. Under the NPEGEL, "model schools" have been set up to provide better opportunities to girls.

One notable success came in 2013, when the first two girls ever scored in the top 10 ranks of the entrance exam to the Indian Institutes of Technology (IITs). Sibbala Leena Madhuri ranked eighth, and Aditi Laddha ranked sixth.

In addition, the status and literacy rates between West Bengal and Mizoram were found to be profound; a study compared the two states as they took on politically different approaches to helping empower women (Ghosh, Chakravarti, & Mansi, 2015). In West Bengal, literacy rates were found to be low even after fulfilling the 73rd amendment from 1992. The amendment established affirmative action by allotting 33% of seats at panchayats, or local self-governments, to women. Mizoram chose not to partake in the 73rd Amendment but has seen greater literacy rates, it is second highest in the country, and also has a better sex ratio. It was thus found that affirmative actions steps alone were not enough. Women also need to be given the opportunity to develop through formal education to be empowered to serve and profit from holding these public leadership roles

Roughly a decade and a half have passed since the formulation of the National Women's Empowerment Policy (NPEW) in 2001, which sets out a rigorous liberal agenda for advancing, developing and empowering women with adequate policy proposals and tactics. Although, major developments in international technology and information systems have mounted the Indian economy on a pathway of stronger development, affecting, the general population and women in a distinctive and specific way, Such developments have generated new opportunities and prospects for women's advancement whereas posing different and evolving obstacles that tend to obstruct equality and women's systemic advancement amid ongoing socio-economic problems. The aim of this policy is to put women forward, flourish and motivate. The strategy will be broadly circulated to promote the constructive engagement of all stakeholders in achieving its objectives. Along with setting up an ideal structure for the implementation of policies; initiatives and activities that offer fair privileges and equality women in families, society, workplace and citizenship, the goals of the scheme also includes:

RECOMMENDATIONS

- Greater understanding and awareness of the support available for the development of women leaders
- Increased confidence, self-belief, and resilience in networking sessions, mentoring, coaching, facilitating sessions
- Networking opportunities for sharing of ideas and tips for success
- Numbers of women applying for promoted posts

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Inclusive education

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GENDER DISCRIMINATION IN INDIA: A STUDY

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ABSTRACT

The condition of women in a society is an index of that society's place in civilization. India is a multifaceted society where women's status is heavily dependent on many different variables that include geographical location, educational status, social status (Caste and class), and age. As such, women and girls have restricted mobility, access to education, access to health facilities and lower decision-making power, and experience higher rates of violence. Despite existing reservations for women, their political participation is also hindered even at the panchayat (local governing bodies) level and also at the state and national levels. Policies on women's welfare and empowerment exist at the national, state, and local (panchayat) levels in many sectors, including health and political participation etc. This paper attempts to study the gender inequality and socio-economic problems of women in India. Besides this, the paper also examines various issues which the women are facing in India.

Keywords: Women; Civilization; Status; Social Issues; Discrimination

1. INTRODUCTION

Throughout history and in many societies including India, gender inequality was a part and parcel of an accepted male-dominated culture. Atrocities and discrimination are the two major problems, which the Indian women face in the present day society. The traditional mentalities of India assume that the place of women is mainly concentrated to the household activities like kitchen work and upbringing of the children with restricted mobility and in seclusion.

The democratic process in India created the awareness among the women about their plight full condition. The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The Constitution not only grants equality to women, but also empowers the state to adopt measures of positive discrimination in favour of

women.

The Indian Government has passed various legislations to safeguard Constitutional rights to women. These legislative measures include, the Hindu Marriage Act (1955), The Hindu Succession Act (1956), Dowry Prohibition Act (1961), Medical Termination of Pregnancy Act (1971), Equal Remuneration Act (1976), Child Marriage Restraint Act (1976) etc.

Apart from these, various welfare measures have been taken up by the Government from time to time to empower the women. The Government of India 1953 established a Central Social Welfare Board with a nation-wide programme for grants-in-aid for women, children and under-privileged group. A separate department of women and children development was set up at the Centre in 1985 to give a distinct identity and provide a nodal point on matters relating to women's development. National Commission on women was created by an Act of Parliament in 1992. Besides these, India has also ratified various international conventions and human rights instruments committing to secure equal rights of women. Key among them is the ratification of the convention of Elimination of All Forms of Discrimination against Women (CEDAW) in 1993.

2. OBJECTIVES OF THE STUDY

The present study has following specific research objectives:

1. To study the gender inequality of women in India
2. To analyze the findings of Census 2011 data to understand current status of women India
3. To study the various social and economic issues which the women are facing in India
4. To suggest the guidelines for the eradication of gender bias in India

3. METHODOLOGY

The study is mainly based upon the collection of secondary data. The secondary data was collected from various sources of publications such as Magazines, journals, Research articles, Internet and published records.

4. Gender Imbalance in India

Sociologically the word gender refers to the socio-cultural definition of man and woman, the way societies distinguish men and women and assign them social roles. The distinction between sex and gender was introduced to deal with the general tendency to attribute women's subordination to their anatomy. For ages it was believed that the different characteristics, roles and status accorded to women and men in the society are determined by sex, that they are natural and therefore not changeable.

Gender inequality is perhaps the biggest setback of otherwise good looking 2011 Census of India. Census 2011 has revealed that the child sex ratio in the country has declined to touch the lowest levels since independence. Provisional population data indicates a steep fall in the child sex ratio. The sex ratio in the 0-6 age group has been continually declining since 1961, but the fall from 927.31 in 2001 to 914.23 in 2011 is the worst since independence. It can only be explained by the deadly application of the strong preference for sons over daughters through the instrumentality of sex-selective abortion, or female foeticide. Attempts to tackle female foeticide through bans on sex-determination tests imposed by legislations have been remained largely ineffective. Chandramouli said the declining child sex ratio was a ‘matter of grave concern.’ Pillai described government’s policies to curb the declining sex ratio needed a ‘complete review.’ Gender equality campaigner Ranjana Kumari, Director of Central for Social Research expressed, sex ratio figure of 2011 Census is a ‘warning signal for the nation to wake up.’ (See Table 1)

Table 1. Child Population in the age group 0-6 by Sex: 2011

Males	Females	Persons
82,952,135	75,837,152	158,789,287

Source: 2011 Census Data

The 15th Census figure indicates a continued trend of preference for male children over females. India is country where female infanticide is still common and the government has banned doctors from revealing the sex of the unborn child. The gender imbalance is there despite a ban on sex determination tests based on ultrasound scans and sex selection abortion. Despite the laws to prevent female foeticide and schemes to encourage families to have girl child, the child sex ratio has fallen sharply in the latest census period. The male population has grown by 17.19 percent to reach 623.7 million (62 crore) while the female population has risen by 18.12 percent to reach 586.5 million (58 crore). The total number of children in the age-group 0-6 is 158.8 million (-5 million since 2001). Population (0-6 years) 2001-2011 registered minus (-) 3.08 percent growth with minus (-) 2.42 for males and -3.80 for females. The proportion of child population in the age group of 0-6 years to total population is 13.1 percent while the corresponding figure in 2001 was 15.9 percent. The decline has been to the extent of 2.8 points.

- Overall sex ratio at the national level has increased by 7 points to reach 940 at Census 2011 as against 933 in Census 2001. This is the highest sex ratio recorded since Census 1971 and a shade lower than 1961. Increase in sex ratio is observed in 29 States/UTs.
- Three major States (J&K, Bihar & Gujarat) have shown decline in sex

ratio as compared to Census 2001.

- Kerala with 1084 has the highest sex ratio followed by Puducherry with 1038; Daman & Diu has the lowest sex ratio of 618.
- Child sex ratio (0-6 years) is 914. Increasing trend in the child sex ratio (0-6) seen in Punjab (846), Haryana (830), Himachal Pradesh (906), Gujarat (886), Tamil Nadu (946), Mizoram (971) and Andaman & Nicobar Islands (966). In all remaining 27 States/UTs, the child sex ratio show decline over Census 2001.
- Mizoram has the highest child sex ratio (0-6 years) of 971 followed by Meghalaya with 970. Haryana is at the bottom with ratio of 830 followed by Punjab with 846.

5. Socio-Economic Issues of Women in India

Without socio-economic equality for women in poor sectors of India, the impacts of efforts at development cannot become fully realized. India must value women as human resource assets and not liabilities. Socio-economic development can both empower women and raise the status of the Indian economy. Women need employment justice. Education, vocational training, and skill improvements would increase the capacity for gainful economic participation of women in India. The needs of women in poor sectors of India should be included in a national approach to workforce development.

5.1 Poverty and Hunger: One of the 8 Millennium Development Goals is to eradicate extreme poverty and hunger by 2015. According to a report of the Committee constituted by the government of India to estimate poverty, nearly 38% of India's population is poor, based on indicators for health, education, sanitation, nutrition and income to estimate the extent of poverty.

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 take a mean of 1355K.Cals/day in the 13-15 years age group and 1291 K.Cals/day in the 16-18 years age group, which is much below the recommended levels. The disproportionate impact of poverty on girls is not an accident but the result of systematic discrimination.

5.2 Domestic Violence: Globally, one out of every three women faces violence at the hands of their husbands, fathers, or brothers and uncles in their homes. Domestic violence can be described as when one adult in a relationship misuses power to control another through violence and other forms of abuse. The abuser

tortures and controls the victim by calculated threats, intimidation and physical violence. Such violence may also include rape and sexual abuse. Psychological violence includes verbal abuse, harassment, confinement and deprivation of physical, financial and personal resources. For some women emotional abuse may be more painful than physical attacks because they effectively undermine women's security and self-confidence.

In India, violence within the home is universal across culture, religion, class and ethnicity. The abuse is generally condoned by social custom and considered a part and parcel of marital life.

Official statistics show a steady rise in crimes related to dowry. More than 9, 5000 women are killed every year in India over dowry. While Bihar and Uttar Pradesh still record the maximum number of dowry crimes, Bangalore, India's fastest growing city also shows an alarming rise of dowry harassment and domestic violence. Cases of torture of women over dowry are the highest, accounting for 32.4% of all crimes against women in the country.

5.3 Crimes against Women: Crimes against women occur every minute; every day and throughout the year, though several such crimes go unreported. According to National Crimes Records Bureau, Government of India, there were over 32,000 murders, 19,000 rapes, 7,500 dowry deaths and 36,500 molestation cases are the violent crimes against women during 2006. It is a sad reflection on the country's law and order situation when its capital is a cauldron of crime. Delhi seems to be going down the slide year after year. For instance while the national crime rate declined by a negligible 0.02 % in 2006 Delhi's rate grew to 357.2 more than double the national average of 167.7.

Rape is the fastest growing crime in the country today and as many as 18 women are assaulted in some form or the other every hour across India. For an affected woman, it is an ordeal to lodge a complaint with the police, who, besides being reluctant to file a proper FIR, adopt a most unsympathetic attitude putting the complainant to further shame by asking her to give a graphic description as to how she was sexually abused.

5.4 Problems of Working Women: Working women i.e., those who are in paid employment, face problems at the workplace just by virtue of their being women. Social attitude to the role of women lags much behind the law. The attitude which considers women fit for certain jobs and not others, causes prejudice in those who recruit employees. Thus women find employment easily as nurses, doctors, teachers, secretaries or on the assembly line.

Working women are often subject to sexual harassment even while going

to work in the over-crowded public transport system. At the work-place, a working woman experiences sexual harassment from colleagues and her higher officers. The latter may often prove difficult to shake off, when the job is very important for the woman.

6. CONCLUSION

To be 'pro-woman' we don't have to be 'anti-man'. What really matters is the change of mindset. Considering the role played by women that of a mother, a wife and a daughter, they deserve to be treated as partners and not viewed as competitors. The Constitution of India, under Article 14, 15, and 16, might have guaranteed women equality before law, protection and opportunity to work without discrimination on the grounds of religion, caste, creed and sex. This cannot happen if both men and women are reluctant to change their attitudes.

Women have proved, time and again, that they are in no way inferior to men in all walks of life. The male dominated society is not yet ready to accept it. Women just need the necessary support and encouragement of the family and the society.

Historically, women have been playing a paramount role in the socio-economic development of any country across the world. The daughter was not greeted as was the son. The birth of a girl child, even today, is considered as an ill omen. While referring to the status of women, former prime minister Pandit Jawahar Lal Nehru said, "You can tell the state of a nation by looking at the condition of the women there". The irony is that today, everybody talks about women empowerment but the naked truth is that nobody is willing to take initiative.

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EFFECT OF JERK TECHNOLOGY ON AN ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES OF 9TH CLASS STUDENTS IN JAMMU

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ABSTRACT

In this paper we explore the concept of Jerk technology and its effect on an academic achievement in social studies of ninth class students in Jammu. The study examined the interaction effects of jerk technology on students' achievement in Social Studies of 9th class students. Purposive sampling was employed in selecting 300 students from 6 secondary schools in Jammu. The study used a 2 x 2 x 2 factorial analysis of ANCOVA and two hypotheses were tested. Total 300 students of 9th class were taken in which 150 students from different private schools were assigned to experimental group whereas 150 students of Government Secondary School were taken as control group. Along with this the self-concept of students was checked by self-concept questionnaire developed by R.K. Saraswat. The result also revealed that there is significant main effect of jerk technology on students' academic achievement in Social Studies. The findings further revealed that there is no significant interaction effect of treatment and students' academic ability in their achievement in Social Studies. Based on the findings of the study, recommendations were made among others, that conducive environment should be provided with adequate facilities for jerk technology as a mode of instruction to be effectively utilized in secondary schools.

Keywords: jerk technology, academic achievement, social studies

INTRODUCTION

Education, in the present day context, is perhaps the single most important means for individuals to improve personal endowments, build capability levels, overcome constraints and in the process, enlarge their available set of opportunities and choices for a sustained improvement in wellbeing. It is not only a means to enhance human capital, productivity and, hence, the compensation to labour, but it is equally important for enabling the process of acquisition, assimilation and communication of information and knowledge, all of which augments a person's quality of life. Education is important not merely as means to other ends, but it is an attribute that is valued in itself, by most individuals. More importantly, it is a critical invasive instrument for bringing about social, economic and political inclusion and durable integration of people, particularly those 'excluded', from the mainstream of any society.

INTRODUCTION TO SOCIAL STUDIES

In 1992, the Board of Directors of **National Council for the Social Studies**, the primary membership organization for social studies educators, adopted the following definition: Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Social studies is taught in kindergarten through grade 12 in schools across the nation.

Social studies programs reflect the changing nature of knowledge, fostering entirely new and highly integrated approaches to resolving issues of significance to humanity. Over the last fifty years, the scholarly community has begun to rethink disciplinary boundaries and encourage more integration across disciplines. This process has been spurred by pressures such as the following: • Social issues, such as poverty, crime, and public health, are increasingly understood to transcend the boundaries of disciplines, cultures, and nations. As these issues grow increasingly complex, the work to develop solutions demands an increasingly integrated view of scholarly domains and of the world itself. • Many scholars now define themselves by the issues and problems they address and use several disciplines to inform their work. Entirely new departments and programs reflect this development.

The purpose of social studies education is to help students develop social understanding (i.e., knowledge of people and places near and far [geography] and now and then [history]) and civic efficacy (i.e., the ability to think and act as a democratic citizen in a diverse nation and an interdependent world.

INTRODUCTION TO JERK TECHNOLOGY

All over the globe EDUCATION has been considered as one of the important components of CHANGE, MODERNIZATION and DEVELOPMENT. So countries are trying to make education more effective by introducing and using the latest appropriate technology as per their capacity. It reflects that people are not very happy with type and quality of education. The same is the case in India. It is evident from the fact that different commissions were appointed with the hope to get suggestions for the improvement of education. Not only this, the Indian Government with its limited resources, is trying to make use of the latest technology for the improvement of Education. This is so because the latest technology, like, multimedia, INTERNET, Video Conferencing, etc. is available up to school level but not everywhere. The gap in getting the latest technology is reducing. With all sincere efforts by Central as well as State Governments, it is difficult to provide latest technology to all Schools, Colleges and Universities. It points out that one should think of a technology which can bring improvement in education, cost effective and can be used everywhere. The JERK TECHNOLOGY has been conceived to have these attributes.

Objectives of Jerk Technology

The JERK TECHNOLOGY (JT) can be used by teachers or trainers to achieve the following objectives:

1. To make students active learners.
2. To make learning joyful.
3. To create a tension free atmosphere in the classroom.
4. To help learner in making him aware what does he understand.
5. To help learners in increasing the presence of mind in the classroom.
6. To establish proper rapport between student and teacher.
7. To break the monotony in the classroom.

Tools of Jerk Technology

There can be different ways of giving JERK. Its selection depends on the target group, purpose, subject matter, context, teacher's personality, etc. Nevertheless, different TOOLS OF JERK TECHNOLOGY are as follows:

various tools like Mirror image writing (MIW) ,Disproportionate word writing (DWW),small writing(SW),double negative sentences (DNS),Unusual Sentence Construction (USC),Logically illogic Conclusion (LIC),Use Multiple Words (UMW),Give Misfit Example (GME),Teacher's known Mistake (TKM),

ACADEMIC ACHIEVEMENT

Good's Dictionary of Education (1973) defines Academic Achievement as, "knowledge attained or skills developed in the school subjects, usually designated by test scores or marks assigned by teachers or by both."

REVIEW OF RELATED LITERATURE ON JERK TECHNOLOGY

Kohal (1999) conducted a research on the effectiveness of self-learning modules on achievement in geography in relation to mastery and non-mastery teaching strategies, intelligence and study habits. The objectives of the study were to develop self-learning modules in geography as a subject at 10+1 level in arts stream and to study the effectiveness of self-learning modules in geography in terms of achievement. It was found that the students taught through mastery teaching strategies attained more geographic concepts than the students taught through non-mastery teaching strategy. So, mastery strategy proved more superior to non-mastery strategy in teaching geographic concepts.

Ubina (2000) developed and tried out the effectiveness of a videotaped lesson in the teaching of a concept of science utilizing cooperative learning. Findings of the study revealed that the videotaped lesson could also be used as an instructional material in teaching strategy courses to B.Ed. students as confirmed by the evaluation of the target users who rated „yes“ the clarity and features of the Jigsaw II Method and the audio and visual aspects of the videotaped lessons as high quality.

NEED AND SIGNIFICANCE OF THE STUDY

Education is a powerful and pervasive agent for all round development, individual and social transformation. Education plays a vital role in equipping the nations in being more humane. This alone can sustain culture and civilization. Education leads to the development of integrated personality and inculcate values like patriotism. Education leads to cultivation of values and the cherished values of the society provide direction to the very educative process. "Education without moral value will only fashion lop-sided personalities who may become rich in material possession but will remain poor in self-understanding, peace and social concern. It is indeed true that excess of knowledge and power, without moral makes man devils" (Singh, 2013).

This study is significant because it is one of the few studies conducted in the field of learning. Eventually it is hoped that the findings of this study would have implications which should be adapted to meet the needs of pupils who want to remain active in their classes. To help learners in increasing the presence of mind in the classroom, to establish proper rapport between student and teacher, to break the monotony in the classroom. By all accounts the academic cheating remains largely undetected and it is the need of the hour to develop various strategies and techniques to more effectively address the problems within school.

INNOVATIVE AND INTERACTIVE PROGRAMME IN TEACHING

“I hear and I forget. I see and I believe. I do and I understand” -Confucius

Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institution to overcome problems and difficulties, they face in day to day functioning.

□ Interactive Lectures: Instead of traditional teaching the trial began with lectures being interactive with small written and oral activities which broke the monotony of listening to the teacher. For instance, after completing the concept of the relationship between elasticity of demand and expenditure, students were given 2-3 application questions that needed to be discussed in small groups and the Innovative Problem Solving Approach Electronic Media Interactive Lectures Print Media Electronic Media Cooperative Learning Interdisciplinary Approach Project base learning Team Learning Games / Simulation Constructivist Mind Map Case Study Inquiry Base Learning

The UNESCO's Commission on Education in the 21st Century, headed by Jacques Delor, in its report *Learning the Treasure Within* (1996), identified the following four pillars of learning which ought to be the basis for the organisation of education in any part of the world.

1. Learning to know
2. Learning to do
3. Learning to live together
4. Learning to be

GOALS OF EDUCATION

In a formulaic manner, goals of the educational process can be enumerated as follows

- All children must be brought to school.

- Every school going child must participate actively in school education.
- The school curriculum should attempt at making the child a good and responsible citizen, who can eventually contribute to the social, cultural and economic betterment of society.
- The curriculum should be structured to focus primarily on providing essential skills that may be of social and economic use to those who may exit the system at any stage, and pay only the remaining attention on those who move up within the system.

INTRODUCTION TO JERK TECHNOLOGY

All over the globe EDUCATION has been considered as one of the important components of CHANGE, MODERNIZATION and DEVELOPMENT. So countries are trying to make education more effective by introducing and using the latest appropriate technology as per their capacity. It reflects that people are not very happy with type and quality of education. The same is the case in India. It is evident from the fact that different commissions were appointed with the hope to get suggestions for the improvement of education. Not only this, the Indian Government with its limited resources, is trying to make use of the latest technology for the improvement of Education. This is so because the latest technology, like, multimedia, INTERNET, Video Conferencing, etc. is available up to school level but not everywhere. The gap in getting the latest technology is reducing. With all sincere efforts by Central as well as State Governments, it is difficult to provide latest technology to all Schools, Colleges and Universities. It points out that one should think of a technology which can bring improvement in education, cost effective and can be used everywhere. The JERK TECHNOLOGY has been conceived to have these attributes.

The common observation and experience of majority of teachers, students, administrators, parents, etc. is that the classroom activities are mostly dry. Students are not active. They can be made active by the teachers. Teachers can use latest technology or state of art during their teaching, which has the potentiality to make students active. Probably this may be too much to expect from the teacher as well as the Institute because teachers might not have been exposed to the latest technology and it may not be available everywhere. In India it is difficult to make all Unequal equal. Further, teachers use only lecture method because of large class size, lack of training, lack of facilities, lack of interest in teaching, lack of time for preparation, etc. Teacher makes the classroom activities monotonous. It may not be out of place to compare the present classroom with a bus moving on a smooth road. As per our experience, observation and stretch of imagination, one can say that in all probabilities the people sitting in a bus moving on a smooth road will

sleep. It is noticed that the driver of the bus tells to front seat passenger not to sleep or doze. If he wants to sleep, he can change the seat. It can be said that passengers of such a bus are INACTIVE. To make them active, sometime the driver suddenly applies break. Not only this even the government is contributing significantly to this phenomena by not repairing roads, making roads with curves and turns, erecting speed breakers, etc. All these help passengers to be active. They become active because of JERKS. Similarly, through JERKS students can be made active in the classroom. Due to activeness, the receptivity of students is likely to improve. Here various tools of JERKS have been given.

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Difference between Jerk Technology and Stimulus Variation

Stimulus Variation is one of the teaching skills. Its main purpose is to bring variation in classroom teaching by way of changing the voice, using A-V Aids, invoking gestures, etc. On the other hand JT will require a set of skills. The appropriate set of skills for JT, have to be identified through RESEARCH. Stimulus Variation may be one of the skills required for JT.

Tools of Jerk Technology

There can be different ways of giving JERK. Its selection depends on the target group, purpose, subject matter, context, teacher's personality, etc. Nevertheless, different TOOLS OF JERK TECHNOLOGY are as follows:

- ☐ The JERK Technology (JT) can be used by teachers or trainers to achieve the following objectives:
- ☐ To make students active learners.
- ☐ To make learning joyful
- ☐ To create a tension free atmosphere in the classroom
- ☐ To help learner in making him aware what does he understand

- To establish proper rapport between student and teacher.

To break the monotony in the classroom

STUDIES RELATED TO JERK TECHNOLOGY

Srinivisan (1999) conducted a comparative study of the effectiveness of traditional and Jerk Technology instruction. The Jerk Technology was found moderately satisfactory in terms of gain of achievement and satisfactory in terms of retention of achievement. Tuli (2006) conducted a study to study the effectiveness of Jerk Technology in learning of experiment group. The sample was comprised of 96 students of ninth class purposely selected of Kapurthala District.

Educational Implications

The finding vividly indicates that the Jerk Technique Instructions in ninth class students of Jammu District is effective in terms of pupils' gain performance. Needless to state that majority of the schools in India transact the curricula by lecture method. Nowadays, a considerable percentage of schools have started using OHP, LCD, Instructional films and such other ultra-modern electronic media (Srinivasan, 1999; Jackson, 1990). This is so because, the latest technology such as multimedia, e-learning, video conferencing is available in a few self-financing schools under systems like Central Board of Secondary Education (CBSE) and Indian Council for Secondary Education (ICSE), but not everywhere. With all sincere efforts by Central as well as State Governments, it is found very difficult to provide latest technology to all schools across the nation (Prabhu, 2001; Sansanwal, 1999).

Suggestions for Further Researches

Jerk Technology is an advancement in the education sector.

There are nine resources, including mirror image writing, excessive word writing, small writing, double negative sentences, and odd sentence design. Logical illogical words, use several words, misappropriate examples, and intentionally misappropriate teachers.

The goals of these tools are to make the teaching and learning process exciting, to create a stress-free classroom situation and to break the monotony in classrooms, etc. Considering the importance of Jerk Technology, module with and without Jerk Technology can be developed on different subjects at different levels.

Teachers should try to bring out innovations in the use of appropriate techniques like Jerk Technology to make teaching –learning process effective.

CONCLUSION

Jerk Technology was more effective on academic achievement. The improved results on the achievement test was found to be significantly superior, when pre-achievement and intelligence were taken as covariates. With the help of Jerk Technology students remained more active in the classroom. Due to activeness, the receptivity of students was improved. Jerk Technology enhances critical thinking and higher level processing skills as students challenge each other to reach at a point. The outcomes of the study showed that Jerk Technology might bring improvement in education, cost effective and can be used everywhere. Thus, Jerk Technology showed lot of implications for the students on academic achievement.

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21ST Century's VALUE EDUCATION

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ABSTRACT

Values are sometimes individual based and sometimes social environment influences the quality and the value of our object. Some educationists believe that values depend upon individual ideas and experiences. It is not only good and what is desirable. Societies differ too in their customs, mores, folkways and in their conceptions of the good life and the good person. Social perspective rightly emphasizes the point that the development of the human personality, which is the most important purpose of education should be taught in terms of the norms and ideals of the particular society.

Introduction

One of the major aims of education is transmission of knowledge and curriculum seeks to achieve this through instruction and teaching of the different subjects. The teaching of a subject basically aims at the development of knowledge and understanding pertaining to the particular aspect of reality under consideration.

But knowledge as a value involves conceptual thinking, understanding, principles, laws and generalisation, development of insights and critical and reflective thinking.

Value education is a programme of planned education intervention with a view to develop values in the learners, any such practical action should be based upon sound theoretical understanding of the philosophical, sociological & psychological aspect bearing on the general issue of value education intended to be transmitted.

What is Value education?

The point we are trying to make is that the entire process of the value education is a highly complex process that involves a wide range of verities of learning's. These are Awareness, Understanding, Appreciation, Serenity, Willingness, Commitment to action, Problem-solving Ability, Enlightenment.

Value Education is therefore a programmed method of teaching- learning process to particular goal for the attainment of those qualities. Actually value education means to develop a insight through which we can realize or internalize the education.

The objectives of the study -

- To study the Value Education.
- To analyze the Importance the value Education.
- To explain the different components of Value Education.
- To analyses national values.
- To discuss need for value Education in 21st century.

Methodology-

The broad Researcher method used in the study is Descriptive type. The collected of data are given Qualitative Documentary Analysis in accordance with in the objectives of the present study.

Components of Value Education

The National policy on Education 1986 and the National Curriculum Framework for Elementary and secondary Education have referred to these as the core –elements of the National Systems of Education. These are- Our cultural Heritage, The Democratic Way of Life, Social Equality, Scientific Temper, Secularism, Our Environment, Gender Equality, Social Cohesion, National Unity, Work Culture, Population and Quality of Life. The purpose of the intellectual analysis of these values is to raise the consciousness and the betterment of quality of the & society.

Sometimes values is reflected through the national interest of any country. Like in a democratic country, democratic rights and responsibilities are the value. In 1994 from the Declaration of Human Rights of United Nations Values of life are:

1. Liberty.

Liberty in philosophy, involves free will as contrasted with determinism. In politics, liberty consists of the social and political freedoms guaranteed to all citizens. In theology, liberty is freedom from the bondage of sin.

2. Equality.

Social equality is a state of affairs in which all people within a specific society or isolated group have the same status in certain respects. At the very least, social equality includes equal rights under the law, such as security, voting

rights, freedom of speech and assembly, property rights, and equal access to social goods and services. However, it also includes concepts of health equity, economic equality and other social securities. It also includes equal opportunities and obligations, and so involves the whole of society.

Social equality requires the absence of legally enforced social class or caste boundaries and the absence of discrimination motivated by an inalienable part of a person's identity. For example, sex, gender, race, age, sexual orientation, origin, caste or class, income or property, language, religion, convictions, opinions, health or disability must not result in unequal treatment under the law and should not reduce opportunities unjustifiably.

Social equality refers to social, rather than economic, or income equality. "Equal opportunities" is interpreted as being judged by ability, which is compatible with a free-market economy. A problem is horizontal inequality, the inequality of two persons of same origin and ability.

In complexity economics, it has been found that horizontal inequality arises in complex systems, and thus equality may be unattainable. It has been speculated by some conservatives like David Horowitz that socialism, a system advocating social equality, played a significant part in 20th Century murder and torture under dictators in the USSR, Maoist China and Cambodia.

3. Property

property is that which belongs to or with something, whether as an attribute or as a component of said thing. In the context of this article, property is one or more components (rather than attributes), whether physical or incorporeal, of a person's estate; or so belonging to, as in being owned by, a person or jointly a group of people or a legal entity like a corporation or even a society. (Given such meaning, the word property is uncountable, and as such, is not described with an indefinite article or as plural.) Depending on the nature of the property, an owner of property has the right to consume, alter, share, redefine, rent, mortgage, pawn, sell, exchange, transfer, give away or destroy it, or to exclude others from doing these things, as well as perhaps to abandon it; whereas regardless of the nature of the property, the owner thereof has the right to properly use it (as a durable, mean or factor, or whatever), or at the very least exclusively keep it.

Property that jointly belongs to more than one party may be possessed or controlled thereby in very similar or very distinct ways, whether simply or complexly, whether equally or unequally. However, there is an expectation that each party's will (rather discretion) with regard to the property be clearly defined and unconditional, so as to distinguish ownership and easement from rent. The

parties might expect their wills to be unanimous, or alternately every given one of them, when no opportunity for or possibility of dispute with any other of them exists, may expect his, her, its or their own will to be sufficient and absolute.

The Restatement (First) of Property defines Property as anything, tangible or intangible whereby a legal relationship between persons and the State enforces a possessory interest or legal title in that thing. This mediating relationship between individual, property and state is called as property regimes.^[4]

In sociology and Anthropology, property is often defined as a relationship between two or more individuals and an object, in which at least one of these individuals holds a bundle of rights over the object. The distinction between "collective property" and "private property" is regarded as a confusion since different individuals often hold differing rights over a single object.

Important widely recognized types of property include real property (the combination of land and any improvements to or on the land), personal property (physical possessions belonging to a person), private property (property owned by legal persons, business entities or individual natural persons), public property (state owned or publicly owned and available possessions) and intellectual property (exclusive rights over artistic creations, inventions, etc.), although the latter is not always as widely recognized or enforced. An article of property may have physical and incorporeal parts. A title, or a right of ownership, establishes the relation between the property and other persons, assuring the owner the right to dispose of the property as the owner sees fit.

4. Well-being.

Well-being or welfare is a general term for the condition of an individual or group, for example their social, economic, psychological, spiritual or medical state; high well-being means that, in some sense, the individual or group's experience is positive, while low well-being is associated with negative happenings.

In economics, the term is used for one or more quantitative measures intended to assess the quality of life of a group, for example, in the capabilities approach and the economics of happiness. Like the related cognate terms 'wealth' and 'welfare', economics sources may contrast the state with its opposite. The study of well-being is divided into subjective well-being and objective well-being.

5. Peace.

Fountain of Time honors the first 100 years of peace between Great Britain and the United States resulting from the signing of the Treaty of Ghent in 1814.

Peace is an occurrence of harmony characterized by lack of violence, conflict behaviors and the freedom from fear of violence. Commonly understood as the absence of hostility and retribution, peace also suggests sincere attempts at reconciliation, the existence of healthy or newly healed interpersonal or international relationships, prosperity in matters of social or economic welfare, the establishment of equality, and a working political order that serves the true interests of all.

6. Tolerance.

Tolerance or toleration to tolerate, or put up with, conditionally, also to suggest a fair, objective, and permissive attitude toward those whose opinions, practices, race, religion, nationality, etc., differ from one's own; freedom from bigotry.

7. Reason.

Reason is the capacity for consciously making sense of things, applying logic, establishing and verifying facts, and changing or justifying practices, institutions, and beliefs based on new or existing information. It is closely associated with such characteristically human activities as philosophy, science, language, mathematics, and art and is normally considered to be a definitive characteristic of human nature. The concept of reason is sometimes referred to as rationality and sometimes as discursive reason, in opposition to intuitive reason.

Reason or "reasoning" is associated with thinking, cognition, and intellect. Reason, like habit or intuition, is one of the ways by which thinking comes from one idea to a related idea. For example, it is the means by which rational beings understand themselves to think about cause and effect, truth and falsehood, and what is good or bad. It is also closely identified with the ability to self-consciously change beliefs, attitudes, traditions, and institutions, and therefore with the capacity for freedom and self-determination.

In contrast to reason as an abstract noun, a reason is a consideration which explains or justifies some event, phenomenon or behaviour. The field of logic studies ways in which human beings reason through argument.

Psychologists and cognitive scientists have attempted to study and explain how people reason, e.g. which cognitive and neural processes are engaged, and how cultural factors affect the inferences that people draw. The field of automated reasoning studies how reasoning may or may not be modeled computationally. Animal psychology considers the question of whether animals other than humans can reason.

In Education system to develop these values we should have a democratic set up so that there should be a balance between rights & responsibilities as being prescribed in our constitution.

Need for value Education in 21st century.

Just before the start of 21st century, several important changes had occurred in the human life all over the world which redefined human ways of life and brought corresponding changes in social values. Exponential developments in tele-communication and information technology has reduced the world into a global village and has thus highlighted wide disparities among people in different areas. This phenomenon of globalization has given rise to issues of justice, equality, freedom and human rights etc. In last about half a century, the people have become highly materialistic. Every individual today is concerned about collecting lots of money and materialistic comforts. The world to-day is over-exploiting all natural resources without bothering about the own future generations. Deforestation, water and air pollution, excessive use of natural fuels and other resources is result of this human greed. This has given rise to another social responsibility of 'environment protection..'. Thus scope of value education to-day has widened to cover both the spiritual and the social values. These values are not cosmetic requirements of present human race. These are essential for peaceful living and sustainable growth in the world.

Finding & Conclusion: According to the classical Indian philosophical thought, attainment of Purushartha is the ultimate value. Purushartha explains what constitutes the right way of living or what is generally referred to as 'the good life'. Literally Purushartha means "what men live for" and that attainment is the higher values of life.

Value Education provides motivation and guidance to our youngsters. It builds character which is beneficial for growth of both the individual and the society in general. It influences our decision-making in life and helps us to build healthy relationships in society. The prosperity of a country depends on its men of enlightenment and character. At present, education is merely job oriented. It may secure you a job but it can not guide you to lead your life. Education must teach a person what life is and what is its goal. It must purify the heart and clarify the vision. It must promote virtues to raise the moral, spiritual and social standards of the educated. The problem and failure of managements is all because of prejudices, biases, subjectivity- all this is taken care by being appreciative of the prepositions of spirituality as taught by our great philosophers. There is need to stress on Indian culture and spirituality in our management courses. In uncertain situations where one does not know where the economy is headed, whether one

would have a job or not to-morrow, one needs internal cohesion, external resilience and ability to operate beyond personal interests. All these can be derived from lessons in spirituality. When there is uncertainty and a lot of negativity around, then value education channelises energy into positive direction. It gives individuals a great sense of purpose and inculcates a sense of discipline. People who become great statesmen, sports-person or successful business entrepreneurs have certain things in common. They all have firm faith in their culture and are all vigilant about their surroundings. They all know how best to use their energies. They all believe in hard-work and in doing things which are good for the society. Creation of such 'values' in our youth is the end product of value education.

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IMPACT OF SOCIAL NETWORK ON THE ACADEMIC PERFORMANCE OF W.B.B.S.E SECONDARY SCHOOL STUDENTS

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ABSTRACT

Social media (network) technology has become integral part of human's lives in 21st century. The global of e-media is changing with a fast pace. After T.V (television), it has joined by many other media resources like, smart phone, tab, WhatsApp, Facebook, e-mail, and other e-platform. This study employed survey design in investigating the Impact of Social Network on the Academic Performance of W.B.B.S.E (West Bengal Board of Secondary Education) Secondary School Students. Therefore, a total sample of 200 secondary school students was taken into the sample by using purposive sampling technique. Only those secondary school students who are using any kind of Social Networking Sites were included in the sample. The data was collected by using a self-constructed tool. The tool consisted of 25 items to test the impact of social networking sites on Secondary School Students. After data analysis, it is proved that there is no much difference impact of Social Network among the secondary school student's learners.

KEY WORDS: *Social network, Academic performance, uses time, secondary school students etc.*

INTRODUCTION

The advent of the internet in the 1990s led to major developments in the world of communication hence the introduction of social networking sites. The coming into being of these sites revolutionized the world of communication and today we celebrate its improvements ranging from education to entertainment. The evolution of the internet has led to its usage as the best medium of communication whereby two-third of the internet world's population visit social networking sites thus serving as communication and connection tools. These networking sites are referred to as social media. Social media exploded as a category of online discourse, which enables people to create contents, share them, bookmark them and network at a prodigious rate.

This has breached the gap that existed in communication where people had to rely solely on traditional methods such as letters and phone calls as a mode of getting in touch with friends and relatives. Today, communication is as easy as walking into a neighbor's residence to deliver a piece of information or vice versa with social media. Social media is fast changing the public discourse in the society and is setting trends and agenda in topics that ranges from the environment and politics to technology and the entertainment industry.

RELATED STUDIES

According to Okereke.C.E and Lucky.U.O (2014)- "The Impact of Social Media on the Academic Performance of University Students in Nigeria".1) Investigate whether there is any impact social media contributes to educational of undergraduate students.2) Determine the level of educational standard of students that use social media in universities of Nigeria. The researchers found out that 78(79.59%) of undergraduates in the four universities perform poorly in academic because of addiction in with social media activities while 15(15.30%) perform high. These findings showed that social media cause low performance among Nigeria student.

According to Wonu.C(August2015)-"Effects of social media on the academic performance of University students in Nigeria : A study of the rivers state University of science and technology , port Harcourt." 1) Examine why students of Rivers State University of Science and Technology make use of social media. 2) Determine how often students of Rivers State University of Science and Technology make use of social media. Majority of RSUST students spend not less than 6 hours on SNSs daily surfing the websites and interacting with other users for academic and non-academic purposes. Most students of RSUST believe that the use of SNSs negatively affect their academics in that SNSs reduce the time they spend on their studies, distract them during lectures and library sessions as well as directly affect their cumulative grade point average.

According to Acheaw.O and Larson.A.G(2015)-"Use of Social Media and its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua Polytechnic, Ghana." 1) To examine the impact of social media on academic performance among the students. 2) To identify the benefits obtained from using the social media. 3) To ascertain what students use social media sites. The study was conducted to examine the impact of students' use of social media sites on their academic performance. The study revealed that majority of the respondents had mobile phones with internet facility and had knowledge of the existence of social media sites. As a result, they visit their social media sites and spend between thirty minutes to three hours every day. In addition, the study

revealed that the use of social media had affected academic performance of the respondents negatively and further confirmed that there was a strong positive relationship between the use of social media and academic performance.

STATEMENT OF THE PROBLEM

Social Network has been seen as one of the most common used medium of communication among all ages of groups. Specifically, social network was seen mostly among the students for its easy accessibility and functions to keep in touch with the people around. The researcher focus on the Impact of Social Network on the Academic Performance of W.B.B.S.E Secondary School Students, because he wants to show whether Social Network has any real impact on the learners. The present study will helps in identifying whether social media is distracting students from their education or not.

OBJECTIVES OF THE STUDY

The study intends to achieve the following objective to :

1. Find out the influence of social network on academic performance among male and female secondary schools students.
2. Investigate the influence of utilization of social network on academic performance among secondary school students.
3. To establish what other purpose, apart from communication, secondary school students use social networking sites.
4. To establish whether online students to improve their academic performance use social networking sites.

MAJOR RESEARCH QUESTIONS

- A) Is there any significant difference between Male and Female on academic performance towards Social network?
- B) Is there any significant difference between rural Male and rural Female on academic performance towards Social network?
- C) Is there any significant difference between urban Male and urban Female on academic performance towards Social network?

HYPOTHESES OF THE STUDY

The following hypotheses are formulate to be tested statistically at, 0.05 and 0.01, level of significance:

- H₁: There will be significant difference between total Male and total Female students of secondary school on the academic performance towards social network.

- H₂: There will be significant difference between Rural Male and Rural Female students of secondary school on the academic performance towards social network.
- H₃: There will be significant difference between Urban Male and Urban Female students of secondary school on the academic performance towards social network.
- H₄: There will be significant difference between Urban Male and Rural Male students of secondary school on the academic performance towards social network.
- H₅: There will be significant difference between Urban Female and Rural Female students of secondary school on the academic performance towards social network.
- H₆: There will be significant difference between Urban Male and Rural Female students of secondary school on the academic performance towards social network.

METHODOLOGY OF THE STUDY

The study was conducted using survey design because the study intended to investigate the influence of mobile phone usage on academic performance of senior secondary school students. Descriptive studies are usually the best methods for collecting information that demonstrate relationships and describe the world, as it exists. A survey comes in different secondary school under W.B.B.S.E. The researcher designed questionnaire with which responses were collected from the respondents. The researcher to the various students in their response personally administered the questionnaire. The study took the quantitative approach because it was base on variables measured with numbers and analyzed with statistical procedures.

Population and sample:

The sample for this study was drawn from the population of secondary school students in W.B.B.S.E(West Bengal Board of Secondary Education) 2018-2019 session was 200 respondent were randomly selected various school. Total population 200 students consisting of 97 male and 103 female students. Secondary school list given below:-

Rural School-1. Darappur High School, 2. Lalgola Saylaja Girls High School, 3. Lalgola M.N.Academy, Urban School- 1. Bidhanchandra Memorial Government Girls High School, 2. Pannalal Intuition, 3. Saraswati Trust Estate Vidypith.

Variables:

In this Research, following variables were selected Social Networking Sites as Independent Variable and Academic Performance as Dependent Variable.

Statistical techniques:

The researcher made use of descriptive and inferential statistics. The inferential statistics was applied to assess the significance of the hypotheses. The hypotheses were tested with t-statistic at 5% and 1% level of significance. The t-Statistic is compared with the t-critical value at 0.05 and 0.01 level of significance. If the t-critical is less than the t-statistic the null hypothesis is rejected; otherwise, it is accepted when the t-critical is greater than t-statistic.

RESULTS AND DISCUSSION

Analysis and interpretation of the data is presented in this section. Here researcher tries to analysis and interpret data properly. In this chapter descriptive statistics, inferential statistics, interpretation of Mean and Standard Deviation(σ), with null hypothesis are presented. The N, Mean and Standard Deviation(σ).statistics are presented in this section as descriptive statistics of collected data sets.

Table -1: Summary table of collected data on 200 students

Gender	N	M	Standard Deviation(σ)
Total Male	97	95.91	10.14
Total Female	103	95.64	8.85
Total	200		

Source: Compiled from primary survey data

Table-1 shows the number of students (N), mean (M), and Standard Deviation (σ) of the data sets.

Table-2: Summary table of collected data on total rural students

Gender	N	M	Standard Deviation(σ)
Total Rural Male	48	95.02	11.27
Total Rural Female	50	94.7	9.99
Total	90		

Source: Compiled from primary survey data

Table-2: Shows the number of students (N), mean (M), and Standard Deviation (σ) of the data sets.

Table – 3: Summary table of collected data on total urban students

Gender	N	M	Standard Deviation(σ)
Total Urban Male	49	97.04	8.94
Total Urban Female	53	96.53	7.61
Total	102		

Source: Compiled from primary survey data

Table –3 shows the number of students (N), mean (M), and Standard Deviation (σ) of the data sets.

ANALYSIS AND INTERPRETATION

In this section, the data obtained from the survey conducted is analyze. The analysis is based on the hypothesis raised to guide the study.

Table- 4 Summary table of collected data on total Male and Female

H₀₁: There will be no significant mean difference between total Male and total Female students of secondary school on the academic performance towards social network.

Gender	N	Mean	Standard Deviation(σ)	df	t- value
Total Male	97	95.91	10.14	198	0.29
Total Female	103	95.64	8.85		t = <0.05 N.S

N.S- Not Significance

Analysis and Interpretation: In the above table the compute ‘t’ value 0.29 is much lower than 1.97 as well as 2.60 the critical values required to reach 5% and 1% levels of significant, respectively. We may safely have accepted the null hypothesis that is there is no significant mean difference between the total male and female on the academic performance.

Table- 5: Summary table of collected data on total Rural Male and Rural Female.

H₀₂: There will be no significant difference between Rural Male and Rural Female students of secondary school on the academic performance towards social network.

Gender	N	Mean	Standard Deviation(σ)	df	‘t’ value
Total Rural Male	48	95.02	11.27	96	0.2105
Total Rural Female	50	94.7	9.99		t = <0.05 N.S

N.S- Not Significance

Analysis and Interpretation: In the above table the compute ‘t’ value 0.2105 is much lower than 1.98 as well as 2.63 the critical values require to reach 5% and 1% levels of significant, respectively. We may safely have accepted the null hypothesis. That is there is no significant mean difference between the total rural male and rural female on the academic performance.

Table- 6: Summary table of collected data on total Urban Male and Urban Female.

H03: There will be no significant mean difference between Urban Male and Urban

Female students of secondary school on the academic performance towards social network.

Gender	N	Mean	Standard Deviation(σ)	df	't' value
Total Urban Male	49	97.04	8.94	100	0.44
Total Urban Female	53	96.53	7.61		t = <0.05 N.S

N.S- Not Significance

Analysis and Interpretation: In the above table the compute 't' value 0.44 is much lower than 1.99 as well as 2.64 the critical values require to reach 5% and 1% levels of significant, respectively. We may safely have accepted the null hypothesis. That is there is no significant mean difference between the total urban male and urban female on the academic performance.

Table- 7: Summary table of collected data on total Urban Male and Rural Male

H₀₄: There will be no significant mean difference between Urban Male and Rural Male students of secondary school on the academic performance towards social network.

Gender	N	Mean	Standard Deviation(σ)	df	't' value
Total Urban Male	49	97.04	8.94	95	1.38
Total Rural Male	48	95.02	11.27		t = <0.05 N.S

N.S- Not Significance

Analysis and Interpretation: In the above table the compute 't' value 1.38 is much lower than 1.98 as well as 2.63 the critical values require to reach 5% and 1% levels of significant, respectively. We may safely have accepted the null hypothesis. That is there is no significant mean difference between the total urban male and rural male on the academic performance

Table- 8: Summary table of collected data on total Urban Female and Rural Female.

H₀₅: There will be no significant mean difference between Urban Female and Rural Female students of secondary school on the academic performance towards social network.

Gender	N	Mean	Standard Deviation(σ)	df	't' value
Total Urban Female	53	96.53	7.61	101	1.48
Total Rural Female	50	94.70	9.99		t = <0.05 N.S

N.S- Not Significance

Analysis and Interpretation: In the above table the compute 't' value 1.48 is much lower than 1.99 as well as 2.63 the critical values require to reach 5% and 1% levels of significant, respectively. We may safely have accepted the null hypothesis. That is there is no significant mean difference between the total urban female and rural female on the academic performance.

Table- 9: Summary table of collected data on total Urban Male and Rural Female

H₀₆: There will be no significant mean difference between Urban Male and Rural Female students of secondary school on the academic performance towards social network.

Gender	N	Mean	Standard Deviation(σ)	df	't' value
Total Urban Male	49	97.04	8.94	97	1.74
Total Rural Female	50	94.70	9.99		t = <0.05 N.S

N.S- Not Significance

Analysis and Interpretation: In the above table the compute 't' value 1.74 is much lower than 1.99 as well as 2.64 the critical values require to reach 5% and 1% levels of significant, respectively. We may safely have accepted the null hypothesis. That is there is no significant mean difference between the total urban male and rural female on the academic performance.

FINDINGS:

Based on the data presented, analyzed and interpreted, the researcher is able to come out with the followings findings.

1. There will be no significant difference between Male and Female (Rural and Urban) students of secondary school the academic performance towards social network.
2. The analysis from the research questions agrees with this response. The compute "t" calculated was less than the critical value "t" at 0.05 level of significance and the null hypothesis was accepted.

SUGGESTIONS FOR FURTHER RESEARCH

Researcher suggested for further study, given below

1. This study serves as a basis for further research study on Social Network and the academic performance, negative and positive aspect.
2. The researcher recommends for an in-depth study and critically looking at the performance of a particular student over time when he/she was using and when he/she was not using social network site.

3. Teachers/lecturers can adopt new strategies by channeling assignments or discussions on social media platforms to help inculcate the habit of using these sites for academic work.
4. Students must minimize the time they spend on social media to avoid being obsessed by these sites for unnecessary chatting.
4. How to apply social network pandemic situation (example: COVID-19, Lock down, work from home etc.)

CONCLUSION

The new trends of social media have captured the attention of the people all around the world especially the youth and the students in the form of social networking sites are of importance to discussed and analyze. This study was conducted to investigate the Impact of Social Network on the Academic Performance of W.B.B.S.E (West Bengal Board of Secondary Education) Secondary School Students. The findings revealed that the uses on social network could negatively affect student academic activities. Therefore, it is our suggestion that for students to be more productive, the need to minimize the time they spend engaging on social network activities.

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ADJUSTMENT PATTERN OF SECONDARY SCHOOL STUDENTS IN UTTAR DINAJPUR DISTRICT

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ABSTRACT

Adjustment is a process in which an individual successfully tries to adapt to a changing environment or a new situation. Successful adjustment is very much needed to have a better life. Lack of it can cause anxiety, depressions or some behavioral problem. James C. Coleman (1944) defined adjustment as "that process by which a person affords to deal with stress and meet his needs, afford to maintain harmonious relationship with environment". In the present study three areas of adjustment has been taken for the consideration. These are emotional adjustment, social adjustment and educational adjustment. Descriptive survey method of research was used to carried out the study. 200 (100 male & 100 female) secondary school students of Uttar dinajpur District has been chosen as sample for the study. The Adjustment Inventory for School Students (AISS) developed by A.K.P Sinha and R.P Singh (1984) was used for the measurement of the adjustment of school students. Findings of the study revealed that most of the male (58%) and female (60%) secondary school students falls under category C, which implies average adjustment and there is no significance difference found between the male and female students in adjustment pattern.

Key word: Emotional Adjustment, Social Adjustment, Educational Adjustment.

Introduction

In everyday life, people make adjustment in different areas. Life is a struggle where the individual tries to adjust to the physical and social environment. Individual continues to try to adapt to the ever-changing environment from birth to till death. Mouli (1967) has defined adjustment as "The process by which the individual attempts to maintain a level of physiological and psychological equilibrium". Adjustment is sometimes regarded as an achievement, means how

efficiently an individual can perform his/her duties in different challenging circumstances. Different social activities like business, military, education sector need for efficient and well adjusted men for the progress of the respective field as well as the progress of the nation. Adjustment being an important psychological process; psychologists have enlisted three important characteristics of adjustment, those are: adjustment is subjective; adjustment is a continuous process and adjustment varies from culture to culture. In the present study three areas of adjustment has been taken for the consideration. These are emotional adjustment, social adjustment and educational adjustment. Emotion plays a huge role in one's adjustment. Social adjustment requires the development of social qualities and virtue in an individual and school moulds the character of an individual in definite ways.

Review of Related Literature

There are various studies related to adjustment among students. The following are some studies contributed by the Indian and Foreign researchers.

Indian studies:

Gupta (2011) found that there is no significant difference between both females and males in educational adjustment, emotional adjustment and social adjustment. **Shalu and Audichya (2006)** also found that there was no significant difference between females and males in social adjustment and educational adjustment. **Bailur (2006)** observed that most of the students falls under good category and very few students falls under poor category. **Sahoo (2005)** identified that students having average adjustment in emotional area and educational area but unsatisfactory adjustment in the social area. **Roychaudhury and Basu (1998)** found intelligence is moderately related to adjustment in emotional and social areas.

Foreign Studies:

Isakson (1999) revealed that adolescents experienced significant changes during the initial transition into high school that were related to sense of school membership. **Saun (1980)** observes a significant difference between the high and the low achieving females in social, educational and emotional adjustment. **Reddy (1974)** found academic adjustment significantly related to scholastic performance of secondary school students.

Statement of the problem

In India, some studies have been conducted on adjustment pattern of secondary school students. Studies on adjustment pattern of secondary school students of one area differ largely from another as India is a land of diverse

demography. Therefore, a wide knowledge gap has been noticed in this regard. So, the problem of the present study was specified and stated as, **“Adjustment Pattern of Secondary School Students in Uttar dinajpur District”**

Delimitation of the study

- Owing to the time constraint, the present study is delimited to students of only class 9 and 10.
- The sample size was limited only to 200 students of Uttar dinajpur district.

Research Question

1. What is the level of adjustment of male students?
2. What is the level of adjustment of female students?
3. What is the emotional, social and educational adjustment pattern of male students?
4. What is the emotional, social and educational adjustment pattern of female students?

Objectives

1. To study the level of adjustment of male students.
2. To study the level of adjustment of female students.
3. To find out the emotional, social and educational adjustment pattern of male students.
4. To find out the emotional, social and educational adjustment pattern of female students.
5. To compare the adjustment pattern of students in relation to their gender.
6. To compare the emotional, social and educational adjustment between male students.
7. To compare the emotional, social and educational adjustment between female students.
8. To compare the emotional, social and educational adjustment between female and male students.

Hypothesis

1. There is no significant difference of adjustment pattern between male and female students.
2. There is no significant difference between
 - (a) Emotional adjustment and social adjustment in male students.
 - (b) Emotional adjustment and educational adjustment in male students.

- (c) Social adjustment and educational adjustment in male students.
- 3. There is no significant difference between
 - (a) Emotional adjustment and social adjustment in female students.
 - (b) Emotional adjustment and educational adjustment in female students.
 - (c) Social adjustment and educational adjustment in female students.
- 4. There is no significant difference between
 - (a) Female and male students in emotional adjustment.
 - (b) Female and male students in social adjustment.
 - (c) Female and male students in educational adjustment.
 - (d) Female emotional adjustment and male social adjustment.
 - (e) Female emotional adjustment and male educational adjustment.
 - (f) Female social adjustment and male emotional adjustment.
 - (g) Female social adjustment and male educational adjustment.
 - (h) Female educational adjustment and male emotional adjustment.
 - (i) Female educational adjustment and male social adjustment.

Methodology

The present study was conducted through descriptive survey research method.

Population and Sample

Population: All the secondary school students of Uttar dinajpur District of West Bengal were considered as population of the study.

Sampling Technique: In the present study simple random technique of probability sampling was applied for the collection of sample from the population. First the list of all schools were prepared by the investigator and then out of the list of schools of block and students of four school, 50 students from each school (25 male and 25 female) were selected randomly by lottery method.

Sample: 200 (100 male & 100 female) secondary school students of class 9 and 10 were chosen as sample for the present study.

Tool used

The Adjustment Inventory for School Students (AISS) developed by A.K.P Sinha and R.P Singh (1984) was used for the measurement of the adjustment of school students in three areas namely emotional, social and educational adjustment. The coefficient of reliability was determined by Split-half method(0.95), Test-Retest method(0.93) and K-R formula-20(0.94). In item-

analysis validity coefficient were determined for each item by biserial correlation method.

Data Analysis and Interpretation

In the present study, the analysis of the collected data gathered through questionnaire and calculated by applying simple Percentage, Mean, SD and 't' value to the numerical data so obtained. The interpretation of the study was interpreted in the following paragraphs:

Research question 1: What is the level of adjustment of male students?

Objective 1: To study the level of adjustment of male students.

Table 1. Level of Adjustment of Male Students in terms of Categories

Category	Description	Range	Male	Percentage
A	Excellent	Up to 5	0	0
B	Good	6-12	9	9
C	Average	13-21	58	58
D	Unsatisfactory	22-30	30	30
E	Very Unsatisfactory	31 & above	3	3
			100	

The Table 1 shows the level of adjustment of male students in terms of categories. The range of scores of males shows that none of them falls under the A category which implies excellent. 9% of males falls under the B category implying good adjustment, 58% of males falls under the C category which is average adjustment, 30% of males falls under the D category which implies unsatisfactory adjustment and 3% of males falls under the E category which is very unsatisfactory.

Research question 2: What is the level of adjustment of female students?

Objective 2: To study the level of adjustment of female students.

Table 2. Level of Adjustment of Female Students in terms of Categories

Category	Description	Range	Female	Percentage
A	Excellent	Up to 5	0	0
B	Good	6-14	14	14
C	Average	15-22	60	60
D	Unsatisfactory	23-31	22	22
E	Very Unsatisfactory	32 & above	4	4
			100	

The Table 2 shows the level of adjustment of female students in terms of categories. The range of scores of females shows that zero female falls under the A category which implies excellent. 14% of females falls under the B category

implying good adjustment, 60% of females falls under the C category which is average adjustment, 22% of females falls under the D category which implies unsatisfactory adjustment and 4% of females falls under the E category which is very unsatisfactory.

Research question 3: What is the emotional, social and educational adjustment pattern of male students?

Objective 3: To find out the emotional, social and educational adjustment pattern of male students.

Table 3. Adjustment of Males in Emotional, Social and Educational Areas

Range	Emotional	Percentage	Range	Social	Percentage	Range	Educational	Percentage
Up to 1	2	2	Up to 2	0	0	Up to 2	8	8
2-4	35	35	3-4	8	8	3-4	20	20
5-7	38	38	5-7	53	53	5-7	43	43
8-10	17	17	8-10	30	30	8-10	23	23
11 above	8	8	11 above	9	9	11 above	6	6
	100			100			100	

The Table 3 above shows the scores of adjustment of males in the emotional, social and educational areas. In the emotional area, 2% of males falls under A category which implies excellent adjustment. 35% of males falls under the B category implying having good adjustment. 38% of males falls under the C category which is average adjustment. 17% of males falls under the D category which implies unsatisfactory adjustment and 8% of males falls under the E category which is very unsatisfactory.

In the social area, no males falls under A category which implies excellent adjustment. 8% of males falls under the B category implying having good adjustment. 53% of males falls under the C category which is average adjustment. 30% of males falls under the D category which implies unsatisfactory adjustment and 9% of males falls under the E category which is very unsatisfactory.

In the educational area, 8% of males falls under A category which implies excellent adjustment. 20% of males falls under the B category implying having good adjustment. 43% of males falls under the C category which is average adjustment. 23% of males falls under the D category which implies unsatisfactory adjustment and 6% of males falls under the E category which is very unsatisfactory.

Research question 4: What is the emotional, social and educational adjustment pattern of female students?

Objective 4: To find out the emotional, social and educational adjustment pattern of female students.

Table 4. Adjustment of Females in Emotional, Social and Educational Areas

Range	Emotional	Percentage	Range	Social	Percentage	Range	Educational	Percentage
Up to 1	2	2	Up to 2	2	2	Up to 2	10	10
2-5	52	52	3-5	19	19	3-4	12	12
6-7	24	24	6-7	23	23	5-7	45	45
8-10	18	18	8-10	43	43	8-11	30	30
11 above	4	4	11 above	13	13	12 above	3	3
	100			100			100	

The Table 4 above shows the scores of adjustment of females in the emotional, social and educational areas. In the emotional area, 2% of females falls under A category which implies excellent adjustment. 52% of females falls under the B category implying having good adjustment. 24% of females falls under the C category which is average adjustment. 18% of females falls under the D category which implies unsatisfactory adjustment and 4% of females falls under the E category which is very unsatisfactory.

In the social area, 2% of females falls under A category which implies excellent adjustment. 19% of females falls under the B category implying having good adjustment. 23% of females falls under the C category which is average adjustment. 43% of females falls under the D category which implies unsatisfactory adjustment and 13% of females falls under the E category which is very unsatisfactory.

In the educational area, 10% of females falls under A category which implies excellent adjustment. 12% of females falls under the B category implying having good adjustment. 45% of females falls under the C category which is average adjustment. 30% of females falls under the D category which implies unsatisfactory adjustment and 3% of males falls under the E category which is very unsatisfactory.

Objective 5: To compare the adjustment pattern of students in relation to their gender.

Hypothesis 1: There is no significant difference of adjustment pattern between male and female students.

Table 5. Difference of Adjustment between Male and Female Students

Gender	N	M	SD	df	t-value	Remarks
Male	100	20.56	5.16	198	1.43	Insig at 5%
Female	100	19.42	6.06			

The Table 5 shows that the mean scores of male students is 20.56 and the mean scores of female students is 19.42. The standard deviation of male students is 5.16 and the standard deviation of female students is 6.06. The t-value being 1.43 is not significant at 5% level, thus the null hypothesis is not rejected.

Objective 6: To compare the emotional, social and educational adjustment between male students.

Hypothesis 2(a): There is no significant difference between emotional adjustment and social adjustment in male students.

Table 6. Difference between Emotional Adjustment and Social Adjustment in Male Students

Item	Gender	N	M	SD	df	t-value	Remarks
Emotional	Male	100	6.44	4.42	198	2.35	Sig at 5%
Social	Male	100	7.77	3.50			

The Table 6 shows that the mean scores of male students in emotional adjustment is 6.44 and the mean scores of male students in social adjustment is 7.77. The standard deviation of male students in emotional adjustment is 4.42 and the standard deviation of male students in social adjustment is 3.50. The t-value being 2.35 is significant at 5% level, thus the null hypothesis is rejected.

Objective 6: To compare the emotional, social and educational adjustment between male students.

Hypothesis 2(b): There is no significant difference between emotional adjustment and educational adjustment in male students.

Table 7. Difference between Emotional Adjustment and Educational Adjustment in Male Students

Item	Gender	N	M	SD	df	t-value	Remarks
Emotional	Male	100	6.44	4.42	198	0.16	Insig at 5%
Educational	Male	100	6.35	3.21			

The Table 7 shows that the mean scores of male students in emotional adjustment is 6.44 and the mean scores of male students in educational adjustment is 6.35. The standard deviation of male students in emotional adjustment is 4.42 and the standard deviation of male students in educational adjustment is 3.21. The t-value being 0.16 is not significant at 5% level, thus the null hypothesis is not rejected.

Objective 6: To compare the emotional, social and educational adjustment between male students.

Hypothesis 2(c): There is no significant difference between Social adjustment and educational adjustment in male students.

Table 8. Difference between Social Adjustment and Educational Adjustment in Male Students

Item	Gender	N	M	SD	df	t-value	Remarks
Social	Male	100	7.77	3.50	198	2.99	Sig at 5%
educational	Male	100	6.35	3.21			

The Table 8 shows that the mean scores of male students in social adjustment is 7.77 and the mean scores of male students in educational adjustment is 6.35. The standard deviation of male students in social adjustment is 3.50 and the standard deviation of male students in educational adjustment is 3.21. The t-value being 2.99 is significant at 5% level, thus the null hypothesis is rejected.

Objective 7: To compare the emotional, social and educational adjustment between female students.

Hypothesis 3(a): There is no significant difference between emotional adjustment and social adjustment in female students.

Table 9. Difference between Emotional Adjustment and Social Adjustment in Female Students

Item	Gender	N	M	SD	df	t-value	Remarks
Emotional	Female	100	5.38	3.55	198	4.56	Sig at 5%
Social	Female	100	7.61	3.37			

The Table 9 shows that the mean scores of female students in emotional adjustment is 5.38 and the mean scores of female students in social adjustment is 7.61. The standard deviation of female students in emotional adjustment is 3.55 and the standard deviation of female students in social adjustment is 3.37. The t-value being 4.56 is significant at 5% level, thus the null hypothesis is rejected.

Objective 7: To compare the emotional, social and educational adjustment between female students.

Hypothesis 3(b): There is no significant difference between emotional adjustment and educational adjustment in female students.

Table 10. Difference between Emotional Adjustment and Educational Adjustment in Female Students

Item	Gender	N	M	SD	df	t-value	Remarks
Emotional	Female	100	5.38	3.55	198	2.16	Sig at 5%
Educational	Female	100	6.35	2.75			

The Table 10 shows that the mean scores of female students in emotional adjustment is 5.38 and the mean scores of female students in educational adjustment is 6.35. The standard deviation of female students in emotional adjustment is 3.55 and the standard deviation of female students in educational adjustment is 2.75. The t-value being 2.16 is significant at 5% level, thus the null hypothesis is rejected.

Objective 7: To compare the emotional, social and educational adjustment between female students.

Hypothesis 3(c): There is no significant difference between social adjustment and educational adjustment in female students.

Table 11. Difference between Social Adjustment and Educational Adjustment in Female Students

Item	Gender	N	M	SD	df	t-value	Remarks
Social	Female	100	7.61	3.37	198	2.89	Sig at 5%
Educational	Female	100	6.35	2.75			

The Table 11 shows that the mean scores of female students in social adjustment is 7.61 and the mean scores of female students in educational adjustment is 6.35. The standard deviation of female students in social adjustment is 3.37 and the standard deviation of female students in educational adjustment is 2.75. The t-value being 2.89 is significant at 5% level, thus the null hypothesis is rejected.

Objective 8: To compare the emotional, social and educational adjustment between female and male students.

Hypothesis 4(a): There is no significant difference between female and male students in emotional adjustment.

Table 12. Difference between Female and Male Students in Emotional Adjustment

Item	Gender	N	M	SD	df	t-value	Remarks
Emotional	Female	100	5.38	3.55	198	1.87	Insig at 5%
Emotional	Male	100	6.44	4.42			

The Table 12 shows that the mean scores of female students in emotional adjustment is 5.38 and the mean scores of male students in emotional adjustment is 6.44. The standard deviation of female students in emotional adjustment is 3.55 and the standard deviation of male students in emotional adjustment is 4.42. The t-value being 1.87 is not significant at 5% level, thus the null hypothesis is not rejected.

Objective 8: To compare the emotional, social and educational adjustment between female and male students.

Hypothesis 4(b): There is no significant difference between female and male students in social adjustment.

Table 13. Difference between Female and Male Students in Social Adjustment

Item	Gender	N	M	SD	df	t-value	Remarks
Social	Female	100	7.61	3.37	198	0.32	Insig at 5%
Social	Male	100	7.77	3.50			

The Table 13 shows that the mean scores of female students in social adjustment is 7.61 and the mean scores of male students in social adjustment is 7.77. The standard deviation of female students in social adjustment is 3.37 and the standard deviation of male students in social adjustment is 3.50. The t-value being 0.32 is not significant at 5% level, thus the null hypothesis is not rejected.

Objective 8: To compare the emotional, social and educational adjustment between female and male students.

Hypothesis 4(c): There is no significant difference between female and male students in educational adjustment.

Table 14. Difference between Female and Male Students in Educational Adjustment

Item	Gender	N	M	SD	df	t-value	Remarks
Educational	Female	100	6.35	2.75	198	0.00	Insig at 5%
Educational	Male	100	6.35	3.21			

The Table 14 shows that the mean scores of female students in educational adjustment is 6.35 and the mean scores of male students in educational adjustment is also 6.35. The standard deviation of female students in educational adjustment is 2.75 and the standard deviation of male students in educational adjustment is 3.21. The t-value being 0.000 is not significant at 5% level, thus the null hypothesis is not rejected.

Objective 8: To compare the emotional, social and educational adjustment between female and male students.

Hypothesis 4(d): There is no significant difference between female emotional adjustment and male social adjustment.

Table 15. Difference between Female Emotional Adjustment and Male Social Adjustment

Item	Gender	N	M	SD	df	t-value	Remarks
Emotional	Female	100	5.38	3.55	198	4.79	Sig at 5%
Social	Male	100	7.77	3.50			

The Table 15 shows that the mean scores of female students in emotional adjustment is 5.38 and the mean scores of male students in social adjustment is 7.77. The standard deviation of female students in emotional adjustment is 3.55 and the standard deviation of male students in social adjustment is 3.50. The t-value being 4.79 is significant at 5% level, thus the null hypothesis is rejected.

Objective 8: To compare the emotional, social and educational adjustment between female and male students.

Hypothesis 4(e): There is no significant difference between female emotional adjustment and male educational adjustment.

Table 16. Difference between Female Emotional Adjustment and Male Educational Adjustment

Item	Gender	N	M	SD	df	t-value	Remarks
Emotional	Female	100	5.38	3.55	198	2.03	Sig at 5%
Educational	Male	100	6.35	3.21			

The Table 16 shows that the mean scores of female students in emotional adjustment is 5.38 and the mean scores of male students in educational adjustment is 6.35. The standard deviation of female students in emotional adjustment is 3.55 and the standard deviation of male students in educational adjustment is 3.21. The t-value being 2.03 is significant at 5% level, thus the null hypothesis is rejected.

Objective 8: To compare the emotional, social and educational adjustment between female and male students.

Hypothesis 4(f): There is no significant difference between female social adjustment and male emotional adjustment.

Table 17. Difference between Female Social Adjustment and Male Emotional Adjustment

Item	Gender	N	M	SD	df	t-value	Remarks
Social	Female	100	7.61	3.37	198	2.10	Sig at 5%
Emotional	Male	100	6.44	4.42			

The Table 17 shows that the mean scores of female students in social adjustment is 7.61 and the mean scores of male students in emotional adjustment is 6.44. The standard deviation of female students in social adjustment is 3.37 and the standard deviation of male students in emotional adjustment is 4.42. The t-value being 2.10 is significant at 5% level, thus the null hypothesis is rejected.

Objective 8: To compare the emotional, social and educational adjustment between female and male students.

Hypothesis 4(g): There is no significant difference between female social adjustment and male educational adjustment.

Table 18. Difference between Female Social Adjustment and Male Educational Adjustment

Item	Gender	N	M	SD	df	t-value	Remarks
Social	Female	100	7.61	3.37	198	2.71	Sig at 5%
Educational	Male	100	6.35	3.21			

The Table 18 shows that the mean scores of female students in social adjustment is 7.61 and the mean scores of male students in educational adjustment is 6.35. The standard deviation of female students in social adjustment is 3.37 and the standard deviation of male students in educational adjustment is 3.21. The t-value being 2.71 is significant at 5% level, thus the null hypothesis is rejected.

Objective 8: To compare the emotional, social and educational adjustment between female and male students.

Hypothesis 4(h): There is no significant difference between female educational adjustment and male emotional adjustment.

Table 19. Difference between Female Educational Adjustment and Male Emotional Adjustment

Item	Gender	N	M	SD	df	t-value	Remarks
Educational	Female	100	6.35	2.75	198	0.17	Insig at 5%
Emotional	Male	100	6.44	4.42			

The Table 19 shows that the mean scores of female students in educational adjustment is 6.35 and the mean scores of male students in emotional adjustment is 6.44. The standard deviation of female students in educational adjustment is 2.75 and the standard deviation of male students in emotional adjustment is 4.42. The t-value being 0.17 is not significant at 5% level, thus the null hypothesis is not rejected.

Objective 8: To compare the emotional, social and educational adjustment between female and male students.

Hypothesis 4(i): There is no significant difference between female educational adjustment and male social adjustment.

Table 20. Difference between Female Educational Adjustment and Male Social Adjustment

Item	Gender	N	M	SD	df	t-value	Remarks
Educational	Female	100	6.35	2.75	198	3.19	Sig at 5%
Social	Male	100	7.77	3.50			

The Table 20 shows that the mean scores of female students in educational adjustment is 6.35 and the mean scores of male students in social adjustment is 7.77. The standard deviation of female students in educational adjustment is 2.75 and the standard deviation of male students in social adjustment is 3.50. The t-value being 3.19 is significant at 5% level, thus the null hypothesis is rejected.

Result and Discussion

- With reference to objective 1 and research question 1 it was found that most of the (58%) male secondary school students falls under category C, which implies average adjustment.
- With reference to objective 2 and research question 2 it was found that most of the (60%) female secondary school students falls under category C, which implies average adjustment.
- With reference to objective 3 and research question 3 it was found that in emotional area 38% male secondary school students falls under C category, which implies average adjustment. In social area 53% male secondary school students falls under C category, which implies average adjustment and in educational area 43% male secondary school students falls under C category, which implies average adjustment.
- With reference to objective 4 and research question 4 it was found that in emotional area 52% female secondary school students falls under B category, which implies good adjustment. In social area 43% female secondary school students falls under D category, which implies unsatisfactory adjustment and in educational area 45% female secondary school students falls under C category, which implies average adjustment.
- With reference to objective 5 and hypothesis 1 it was found that overall adjustment pattern of male and female secondary school students is not significant at 5% level, so, there is no significance difference found between the male and female students in adjustment pattern.

- With reference to objective 6 and hypothesis 2(a) it was found that emotional adjustment and social adjustment of male students is significant, so, males can easily adjust in emotional area than social.
- With reference to objective 6 and hypothesis 2(b) it was found that no significant difference exist between emotional adjustment and educational adjustment in male students. Thus male students in both the area have similar level of adjustment.
- With reference to objective 6 and hypothesis 2(c) it was found that social adjustment and educational adjustment of male students is significant at 5% level, it is showing that males can easily adjust in educational area than social area.
- With reference to objective 7 and hypothesis 3(a) it was found that emotional adjustment and social adjustment of female students is significant at 5% level, females can easily adjust in emotional area than social.
- With reference to objective 7 and hypothesis 3(b) it was found that significant difference exist between emotional adjustment and educational adjustment in female students. Thus female students have more adjustment in emotional area.
- With reference to objective 7 and hypothesis 3(c) it was found that social adjustment and educational adjustment of female students is significant at 5% level, it is showing that females can easily adjust in educational area than social.
- With reference to objective 8 and hypothesis 4(a) it was found that emotional adjustment of female and male students is not significant. So, both female and male students have same level of emotional adjustment.
- With reference to objective 8 and hypothesis 4(b) it was found that no significant difference of adjustment exist between females and males in social area. So, both male and female students have equal level of adjustment in social area.
- With reference to objective 8 and hypothesis 4(c) it was found that no significant difference of adjustment exist between females and males in educational area. So, both male and female students have equal level of adjustment in educational area.
- With reference to objective 8 and hypothesis 4(d) it was found that female emotional adjustment and male social adjustment is significant at 5% level. It seems female students have more adjustment ability in emotional area than males' adjustment ability in social area.

- With reference to objective 8 and hypothesis 4(e) it was found that female emotional adjustment and male educational adjustment is significant at 5% level. It seems female students have more adjustment ability in emotional area than males' adjustment ability in educational area.
- With reference to objective 8 and hypothesis 4(f) it was found that female social adjustment and male emotional adjustment is significant at 5% level. It seems male students have more adjustment ability in emotional area than female students' adjustment ability in social area.
- With reference to objective 8 and hypothesis 4(g) it was found that female social adjustment and male educational adjustment is significant at 5% level. So, males' educational adjustment is better than females' social adjustment.
- With reference to objective 8 and hypothesis 4(h) it was found that female educational adjustment and male emotional adjustment is not significant. So, the null hypothesis remains not rejected. Means female educational adjustment ability and male emotional adjustment ability is not different.
- With reference to objective 8 and hypothesis 4(i) it was found that female educational adjustment and male social adjustment is significant at 5% level. It shows that females have more adjustment ability in educational area than males' adjustment ability in social area.

In the study conducted by, Gupta (2011) found that there is no significant difference between both females and males in emotional adjustment and Gupta (2011) and Shalu & Audichya (2006) found that there was no significant difference between female and males in educational adjustment. Shalu & Audichya (2006), Dutta et. al. (1998) who found that there was no significant difference between boys and girls in social adjustment.

Conclusion

It may be concluded that adjustment is of major importance for every individual. Every human being seeks adjustment to various situations. The findings shows that in terms of overall adjustment both male and female students have average adjustment and there is no significance difference between both female and male in emotional, social and educational adjustment as well as in overall adjustment pattern. It has been shown that 30% male and 22% female students are in category D, which implies in unsatisfactory adjustment. The reason maybe students at this age are not socially stable or going through some emotional roller costar or may be not interested in educational activity. Teacher and parents should help them to overcome issues they are facing. Thus, solutions of these problems are needed to overcome these problems and difficulties so that the students will be able to adjust emotionally, socially and educationally.

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ASSESSMENT OF NEWSPAPER READING HABITS AMONG UNDERGRADUATE STUDENT USERS IN BIDHAN CHANDRA COLLEGE LIBRARY: AN EVALUATIVE STUDY

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ABSTRACT

The present paper highlighted the reading habits of undergraduate students, their choice of information search, impact of news paper reading in their daily life and level of satisfaction in terms of library use.

Keywords: Newspaper Reading, Undergraduate, Awareness, Development, College Library

1.0 Introduction: In the present twenty-first century, we are living in an information driven society, and newspapers are the most common and popular providers of all current information. The present study reveals that the newspapers are not only a source of information but also the best social media of current information and knowledge. To keep ourselves up to date with the ever-advance world, reading newspapers daily is one of the best ways. Whatever their forms, the basic function of a news papers is to provide collection of current information to the learned society about diversified subject discipline ranging from local to international importance. Reading is interrelated with the total educational process, and hence, educational success requires successful reading. Reading news papers is obvious for support to develop all time reading behavior, updating current news, acquiring knowledge and awareness of social activities. Habit of newspaper reading daily is recognized as a most essential life skill. It is not only increases our general knowledge and intelligence but also helps to improve our life style, cognitive thinking and moral character.

1.1 Objective of the Study: The following objectives have been framed for the present study:

- a) To know the trend and purpose of news paper reading in the college library;
- b) To find out the level of awareness of Bidhan Chandra College students about newspapers reading in their college library;
- c) To identify the choice and benefits of daily newspaper by the under graduate students in their college library;
- d) To assess the average time spent for reading newspaper by the under graduate students in their college library;
- e) To examine the role of newspapers in student's curriculum activities and career development work;
- f) To know the impact of newspaper reading in the daily life of college student community;
- g) To investigate the student's satisfaction in comparison to other news channels or media;
- h) To build up a perception about future of newspaper reading.

1.2 Methodology of the Study: The present study is purely based on primary data collected from the undergraduate student users of Bidhan Chandra College Library, Rishra, Hooghly, West Bengal. The study is exclusively conducted under the supervision of the librarian of Bidhan Chandra College Library on the library users belonging in diversified subject discipline. A well structured questionnaire was framed keeping in view of the objectives of the study and used for data collection. A total of 60 questionnaires were administered, out of which 50 filled in questionnaire were obtained from the students. After obtaining completed questionnaires, the collected data were analyzed through simple percentage and graph in order to reach to the aim of the research.

1.3 Scope and Coverage of the Study: The scope of the current study is to examine the present scenario about newspaper reading habit among the undergraduate students of Bidhan Chandra College in their college library and impact of reading habit in their daily life. The present study mainly concentrate upon the undergraduate student users of the Bidhan Chandra College Library, Rishra, Hooghly, West Bengal and has been conducted on the subject of the newspaper reading habit in the library.

1.4 Literature Review:

Sharma and Singh¹ (2005) have stated the situation of reading habits of the faculty members of natural science in university of Delhi. They formed out in their study, a user survey, the factors affecting through the reading habits are average time spent in library, other reading resources used in the library, atmosphere of the reading room and so on.

Kumar at all² (2011) have opined on the use of newspapers to improve reading habits, general knowledge and current awareness. In their recommendation they have strongly advocated on daily newspaper reading for university students particularly for the research scholar as it can be useful to know the development in their specialization area and its present trend.

Mazumder and Hasan³ (2013) have presented the results of through a study, conducted at the target population of the study, consisting first year to post graduate students of science, commerce and arts faculties of world university of Bangladesh. They highlighted the standard of thinking of a private university of 3rd world countries about reading newspapers.

SudhaRani⁴ (2014) opined on the reading habits of newspaper among the post graduate students of Vikrama Simhapuri University College Library, Nellor. For the purpose of her study, a survey method was adopted and the main target population was post graduate students of that university.

Harsh Kumar⁵ (2017) has recorded in his article about the newspaper reading habits of undergraduate and post graduate students of Pt. Ravishankar Sgukla University, Raipur, Chhattisgarh. He has illustrated the students' views about the newspaper reading from many crucial point of angle.

1.5 Presentation, Analysis and Interpretation of the Collected Data:

Table 1.5.1: Distribution of questionnaire

Student Category	Number of Questionnaire Distributed	Percentage (%)
Male	30	50%
Female	30	50%
Total	60	100%

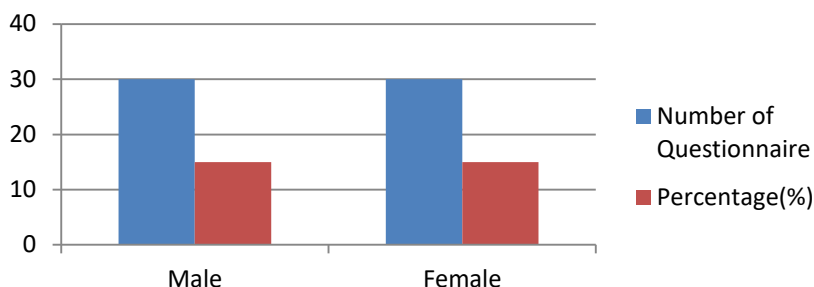


Figure 1.5.1: Frequency of distribution of questionnaire

Table 1.5.1 and Fig 1.5.1 furnishes that total 60 (100%) questionnaire were distributed among the undergraduate male and female student users in the Bidhan Chandra College Library. Out of which, 30 (50%) students were male and another 30 (50%) students were from female category.

Table 1.5.2: Faculty wise distribution of questionnaire

Name of the Faculty	No of Questionnaire Distributed		No of Respondent	
	Male	Female	Male	Female
Arts	10	10	6(60%)	9(90%)
Science	10	10	8(80%)	10(100%)
Commerce	10	10	8(80%)	9(90%)

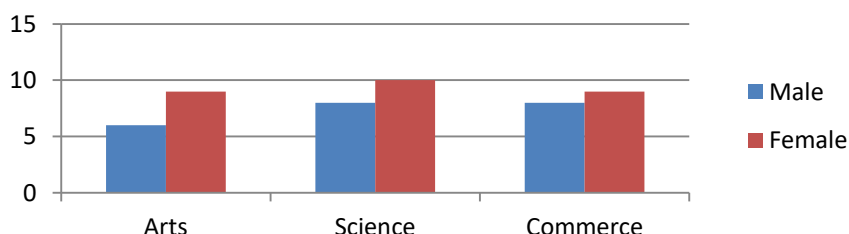
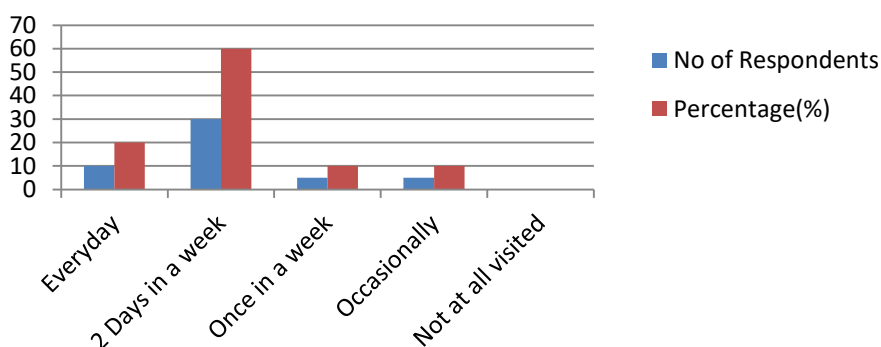


Figure 1.5.2: Frequency of faculty wise distribution of students

Table 1.5.2 and Fig 1.5.2 depict the status of respondent among the various subject disciplines who took part in the study. Further, the table and graph furnishes that the number of respondent male students in Arts, Science and Commerce stream are 6(60%), 8(80%) and 8(80%) respectively. Whereas in the category of female student, 9(90%) students from Arts stream, 10(100%) students from Science stream and 9(90%) students from commerce stream come under the study. Total number of distributed questionnaires were 60(100%) while total number of respondent were 50 (83.33%).

Table 1.5.3: Distribution of students visit to the library

Frequency	No of Respondent	Percentage (%)
Everyday	10	20%
2 Days in a week	30	60%
Once in a Week	05	10%
Occasionally	05	10%
Not at all visited	0	0%
Total	50	100%

**Figure 1.5.3: Frequency of library visit by the students**

The frequency of visit to library by users depends upon the nature of library Collections, organization, maintenance and above all, the services and cooperation of the library staffs in making use of library resources. Table 1.5.3 and Fig 1.5.3 indicates that, most of the students 30 (60%) visit library ‘2 days in a week’ followed by 10 (20%) visit the library ‘every day’, 5(10%) visit ‘once in a week’ and another 5(10%) visit ‘occasionally’.

Table 1.5.4: Distribution of average time spent

Average time spent (in hour/Week)	No of Respondent	%
0-1	35	70%
1-2	10	20%
2-3	03	6%
>3	02	4%

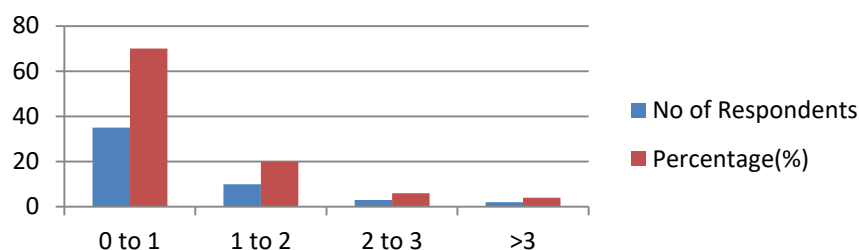


Figure 1.5.4: Frequency of average time spent by the students

Table 1.5.4 and Fig 1.5. 4 shows that the quantum of time spent by students for reading newspapers in the library per week. It is observed that 70% students spend less than one hour per week for reading news papers, while 20% spend ‘1–2’ hours per week, 6% spend ‘2 – 3’ hours and only 4% students spend more than 3 hours per week for reading news paper in their college library.

Table 1.5.5: Distribution of mode of choice of version for reading Newspapers

Category/Version	No of Respondent	Percentage (%)
Electronic Version	20	40%
Print Version	30	60%
Total	50	100%

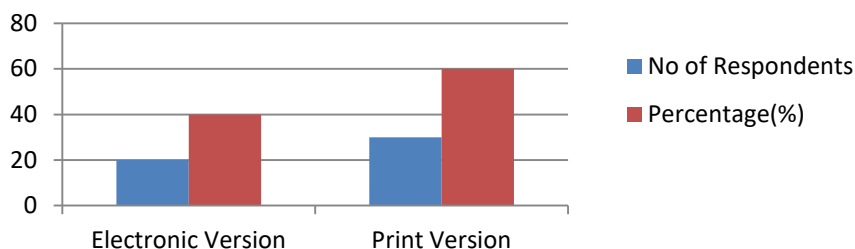


Figure 1.5.5: Frequency of choice of version for reading Newspapers

Table 1.5.5 and Fig 1.5.5 elucidates that the format/version of newspaper reading habits preferred by the respondents. The table and graphs describe, most of the students, 30(60%), prefer print version and 20(40%) prefer electronic version for reading newspaper.

Table 1.5.6: Distribution of most favorable choice of subject in the Newspaper

Types of information resources	No of Respondent	%
Sensational News	03	6%
Editorial Page	01	2%
International Events	0	0%
Sports news	12	24%

Life-style News	08	16%
Entertainment	20	40%
Business	0	0%
Politics	0	0%
Education	04	8%
Advertisement	02	4%
Total	50	100%

(Multiple Answer were not permitted)

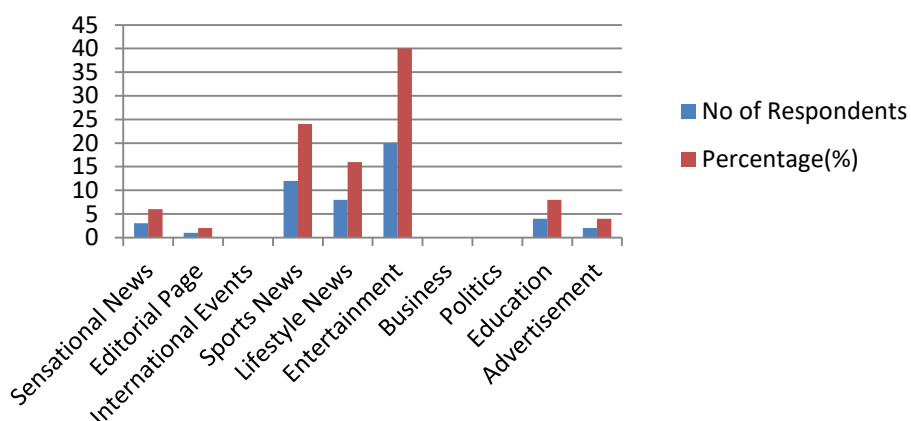


Figure 1.5.6: Frequency of choice of subject in the Newspaper

Table 1.5.6 and Fig 1.5.6 shows the choice of news in the news papers reading preferred by the students. Majority of the respondents, that is 20(40%), prefer entertainment related news, 12(24%) sports news, 8(16%) lifestyle related news, 4(8%) education related news, 3 (6%) sensational news, 2(4%) advertisement and 1 (2%) pay interest on editorial news.

Table 1.5.7: Distribution of purpose of reading Newspapers

Purpose	No of Respondents	%
(A) To gain general knowledge	15	30%
(B) Educational purpose	06	12%
(C) Spent leisure time	14	28%
(D) To keep up to date about current society	08	16%
(E) Searching for scholarships, jobs, training information	05	10%
(F) Improve self-status in the society	02	10%
Total	50	100%

(Multiple Answer were not permitted)

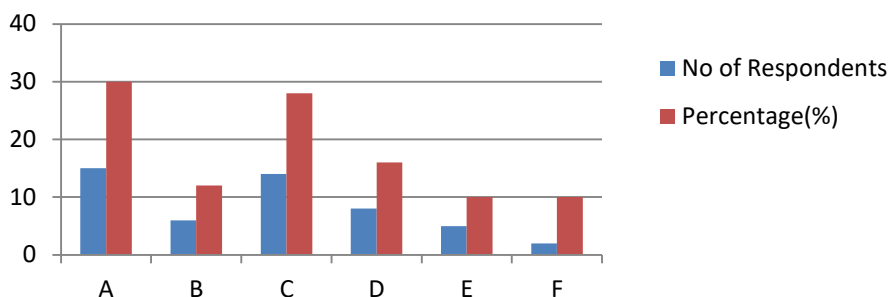


Figure 1.5.7: Frequency of purpose of reading Newspapers

Students read news paper for various purpose and need in their daily life. Table 1.5.7 and Fig 1.5.7 clearly depict the various purposes for which they read news papers. Among the total 50(100%) respondents, 15 (30%) students opined that they read newspaper to gain general knowledge, while, 14 (28%) read to spent leisure time, 8(16%) read to keep up to date about current society, 6(12%) for educational purpose, 5(10%) for searching scholarship, jobs and training information and only 2(4%) students belief that reading news paper can improve their self status.

Table 1.5.8: Distribution of choice of benefits of reading newspapers

Benefits	No of Respondents	%
(A) Keep abreast with latest development	15	30%
(B) Accelerate standard of living	05	10%
(C) Know current affairs of the society	20	40%
(D)Helpful to individuals' educational development	10	20%
Total	50	100%

(Multiple Answer were not permitted)

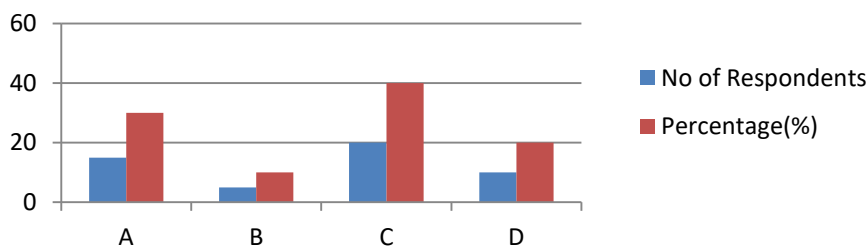


Figure 1.5.8: Frequency of choice of benefits of reading newspapers

Table 1.5.8 Fig 1.5.8 furnishes the benefits of reading newspapers. Among the 50 (100%) respondents, 20 (40%) students read newspapers to be benefited by knowing current affairs of the society, 15(30%) students to keep abreast with latest

development, 10(20%) students believe that newspaper reading is helpful to individual's educational development and 5(10%) students believe that news paper has a power to accelerate standard of life.

Table 1.5.9: Distribution of choice of alternative sources for current news

Type of Choice	No of Respondents	%
News program in Television	21	42%
News program in Radio	01	2%
Online News	02	4%
Social Media	25	50%
News Magazine	01	2%
Total	50	100%

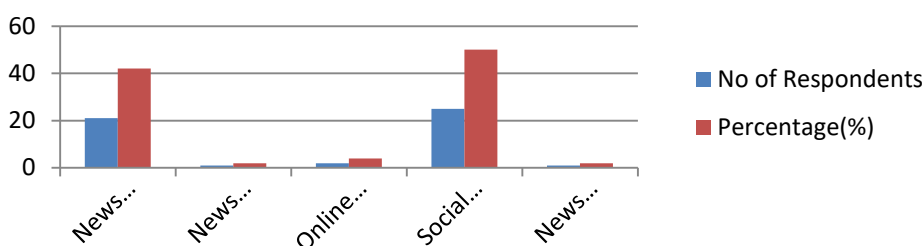


Figure 1.5.9: Frequency of choice of alternative sources for current news

Table 1.5.9 and Fig 1.5.9 shows the alternative sources for current news apart from newspaper. Among the total 50(100%) respondents, 25 (50%) students prefer social media for current news, 21(42%) students watch news programme in television, 2(4%) students depend on online news, 1(2%) students pay interest on news programme in radio and another 1 (2%) students read print and electronic news magazine for current news apart from reading print news papers.

Table 1.5.10: Distribution of satisfaction with overall function of the library

Satisfaction	No of Respondents	%
Excellent(80-100)%	05	10
Very good(50-80)%	25	50
Good(25-50)%	18	36
Poor(<25)%	02	04
Total	50	100%

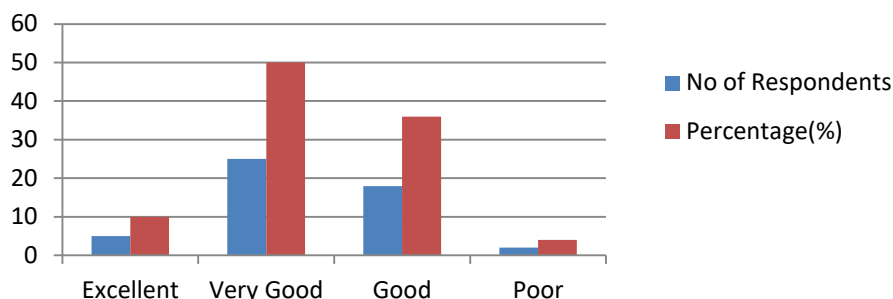


Figure 1.5.10: Frequency of satisfaction with overall function of the library

Table 1.5.10 and Fig 1.5.10 shows that out of 50(100%) respondents, 5(10%) respondents have expressed their satisfaction as excellent, 25(50%) respondents have expressed their satisfaction as very good, and 18 (36%) respondents have said good and only 2 (4%) respondents have said poor satisfaction in respect to overall function of the library.

1.6 Findings

The major findings of the present study are as stated bellow:

1. Majority of the students, 30 (60%), were used their college library 2 days in a week.
2. Most of the students, 35 (70%) spent less that 1 hour in their college library.
3. Print news papers are the most favorable choice (60%) in relation to form of newspapers.
4. Most of the students read newspapers for entertainment (40%), sports (24%) and life style (16%) news.
5. Majority of the students (30%) read newspaper to gain general knowledge.
6. Majority of the students benefited to know current affairs through reading newspapers.

1.7 Conclusion:

The present study shows the newspaper reading habits of the undergraduate students at Bidhan Chandra College Library. Newspapers are very common important sources of current information. Students are the future of nation, and to be a good citizen, they need to be aware about the every current aspect of the society. They should have enough knowledge about current polities, economy, Industry, education system, agriculture system, literature, sports, government policies and so on at local, national and international level. So that, they prepared themselves to take responsibility for making future nation. News paper reading

can help greatly as it provide divergent current information al local, national and international level by very low cost and easy success mode.

The study shows that students have different purposes of reading newspapers. Through majority of the students expressed their views that usually they read newspapers only to spent leisure time and to get sports, entertainment and life style news.

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FLIPPED METHOD – A NEW DIMENSION OF LEARNING IN INDIA

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ABSTRACT

Jonathan Bergmann and Aaron Sams, two high school chemistry teachers introduced flipped method in their book “Flip your classroom: Reach every student in every class every day” (2012), mentioning its importance for the betterment of students. This method is characterised with learner centric approach, requirements of additional qualities among teachers, expensive infrastructural facilities, opposite nature of traditional method, sequential stages for implementation, etc. Like other methods, it has some positive as well as negative aspects. Some remarkable advantages of this method are - importance to students, development of higher education, helpful for parents, more teacher-student interaction, emphasis on constructivist learning among learners, etc. On the other hand, its disadvantages are – social segregation because of increased differentiation among students due to different level of merit and socio-economic background; overdependence on learners, requirement of additional qualities among teachers, emphasis on techno centric approach leading to mental and physical health issues, lesser face to face interaction causing hindrances in social development, requirement of expensive infrastructural facilities causing unbalanced educational development among various sectors, etc. In spite of its negative aspects, flipped method has become one of the essential learning-teaching methods (specially for higher education) in this modern age. If all stakeholders of the education system (i.e. learners, teachers, parents, authorities of educational institutions, government, etc) become conscious regarding this method and utilise it only for good causes, any society will surely be benefited by it after getting smart, skilled and educated learners, who will bring balanced national development in future.

Keywords: *Reverse of traditional method, Requirement of expensive infrastructure, Not suitable for all learners, Necessity of smart and careful utilisation by stakeholders.*

➤ **Introduction :** Flipped method is “a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.”

Similarly, a flipped classroom is a form of blended learning in which students learn content **online** by watching video lectures (usually at home) and homework is done in class under the guidance of qualified teachers. Here learners are also encouraged to interact with peers as well as teachers freely.

➤ **Characteristics Of Flipped Method :** It is a modern method of learning-teaching which is almost opposite of traditional method. This learner-centric method has the following features –

a) **Evolution Of Flipped Method** - The concept of flipped classroom was first introduced by **Jonathan Bergmann** and **Aaron Sams**, two high school chemistry teachers. In their book *“Flip your classroom: Reach every student in every class every day”* (2012), they highlighted its importance (p.20-33).

b) **Opposite Of Traditional Method** - In traditional method, lower level of learning (like remembering and understanding) happens in classroom, while students gain higher level of learning (such as evaluating and creating) outside the class. But in flipped method, **learning** is also **flipped** as students get lower level of cognitive work before class and ultimately have higher level of knowledge during class through peer interaction and obviously under the guidance of skilled and experienced teachers.

c) **Students As Primary Agents** – This method gives importance to learners rather than teachers. Students can learn according to their convenience, where teachers are just facilitators. Consequently, it is very effective to grow **self-confidence** and **motivation** among students. So they can have **in-depth knowledge** in the subject, which is helpful for their **higher education** in future. Actually, in flipped method, students are the captain of the ship as everything (achievement or staying lagged behind) lies on their shoulder.

d) **Additional Skills Of Teachers** – Though teachers play the passive role in this method, they must have some additional qualities such as **ability to make a video and upload it online, competency to conduct online class, enough knowledge**

about computing, internet, etc. They must be familiar with some essential technologies (like **screen and video recorder, video editor with quizzing or polling capabilities, video captioning tools, video library, learning management system, etc**) to conduct flipped method. So they need to have **more intelligence, patience and ability to handle all uncertain inconveniences** in the virtual space.

e) **Requirement Of Multi-Disciplinary Cooperative Learning Ecology** : Unlike the traditional classroom, the flipped classroom requires **additional skills**, provided by **photographer, videographer, instructional designers, business manager, IT specialists, platform specialists, etc.** Teaching environment, technical environment and social environment together form a multi-disciplinary cooperative learning ecosystem for it.

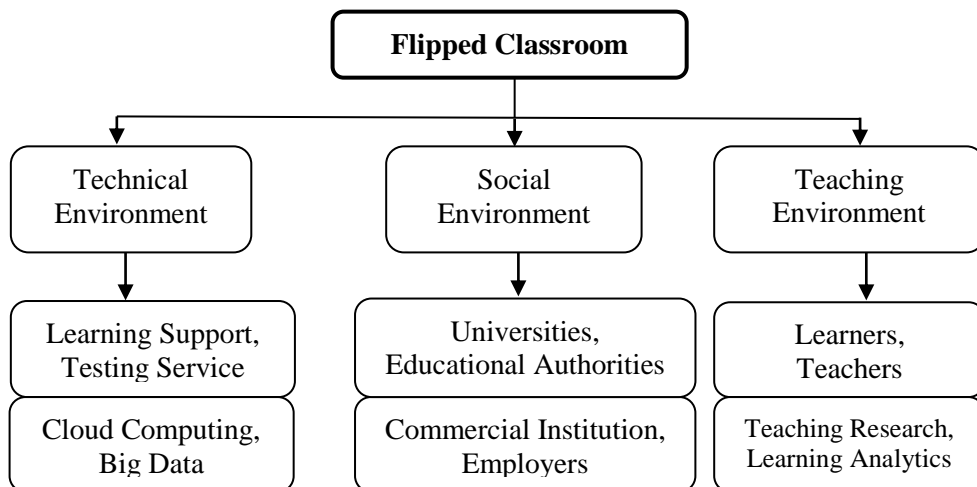


Fig : 1 - A Multi-Disciplinary Cooperative Learning Ecosystem

[Source: “The Flipped Classroom –Advantages and Challenges” by Shi-Chun DU, Ze-Tian FU, Yi WANG, published in International Conference on Economic Management and Trade Cooperation (EMTC 2014), p.19]

➤ **Differences Between Traditional Method And Flipped Method** : In **traditional method**, teachers use to prepare a lesson to deliver in the class. They are the **primary agents** rule in the class, where students are bound to follow them. At the end of class discussion, students are given home assignments, which are checked by teachers to evaluate their progress. But in flipped method, teachers make a video on the selected lesson and upload it. Students watch the video at home (whenever they have time) and learn a new concept. Later, they understand the difficult portions from teachers during class time. They are also encouraged to teach their classmates. Here **students** as **primary agents** learn according to their

convenience. The new concept of “**lecture at home**” and “**homework in class**” in flipped method gives enough opportunities to grow self-confidence and motivation among students; which the traditional method cannot fulfil. So a lot of differences are found between these two methods. The differences are as follows –

Sl. No.	Aspects	Traditional Method	Flipped Method
1.	Nature	Teacher centric approach	Student centric approach
2.	Techniques	Lecture, Demonstration, Debate, story telling, etc.	Video recording , uploading, sharing, Online group discussion , Encouraging students to explore their ideas and thoughts, etc.
3.	Efforts By Teachers and Expenditure	Lesser	More
4.	Necessary Infrastructure	Average infrastructure with lower expenditure	A Multi-Disciplinary Cooperative Learning Ecology is essential (supported by a huge financial backup).
5.	Role Of Teachers	Primary agents	Just facilitators
6.	Role Of Students	Passive agents – Followers of teachers	Most important agent – Captain of the ship
7.	Advantages	a) Lesser effort by teachers and lower expenditure; b) Easy to conduct; c) Suitable for all level of learners (in relation to maturity of students and their socio-economic condition); d) Additional skills of teachers are not needed; etc.	a) Learner centric approach; b) Helpful to grow self-confidence and motivation among students ; c) Suitable for higher education; d) Long lasting and more effective for learners ; etc.
8.	Disadvantages	a) Students as passive agents ; b) Not helpful for improving self-confidence, self-motivation among learners; c) Not effective for educational development ; etc.	a) More effort and time from teachers are needed; b) additional skills among teachers are essential; c) Expensive infrastructure is required; d) Progress or demotion of learners is depended on themselves; e) Not suitable for socio-economically backward learners and lower level students (i.e. primary students); etc.

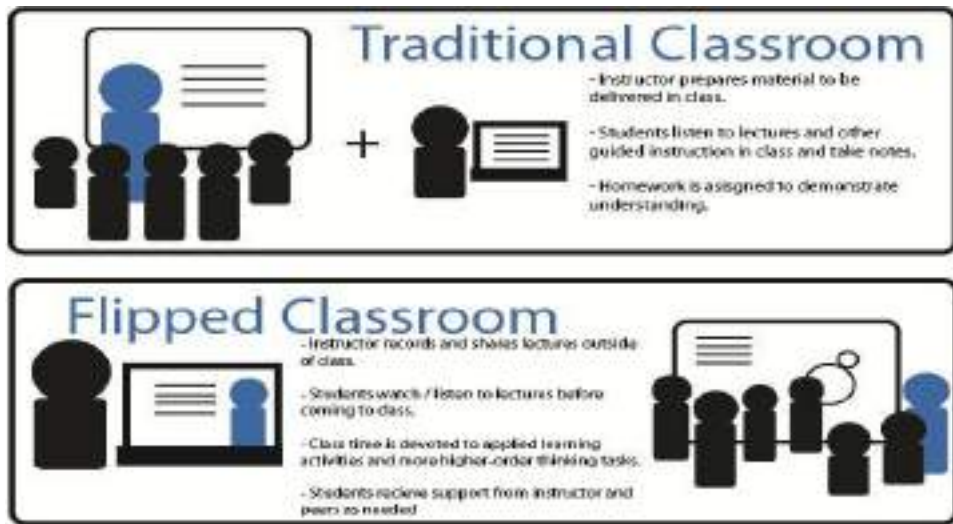


Fig: 2 - Traditional Classroom Vs. Flipped Classroom

(Source : “Basics and Key Principles of Flipped Learning: Classes Upside Down” by Eda Ercan Demirel; Published in International Journal of Languages, Literature and Linguistics, Vol. 2, No. 3, September 2016, pp.111)

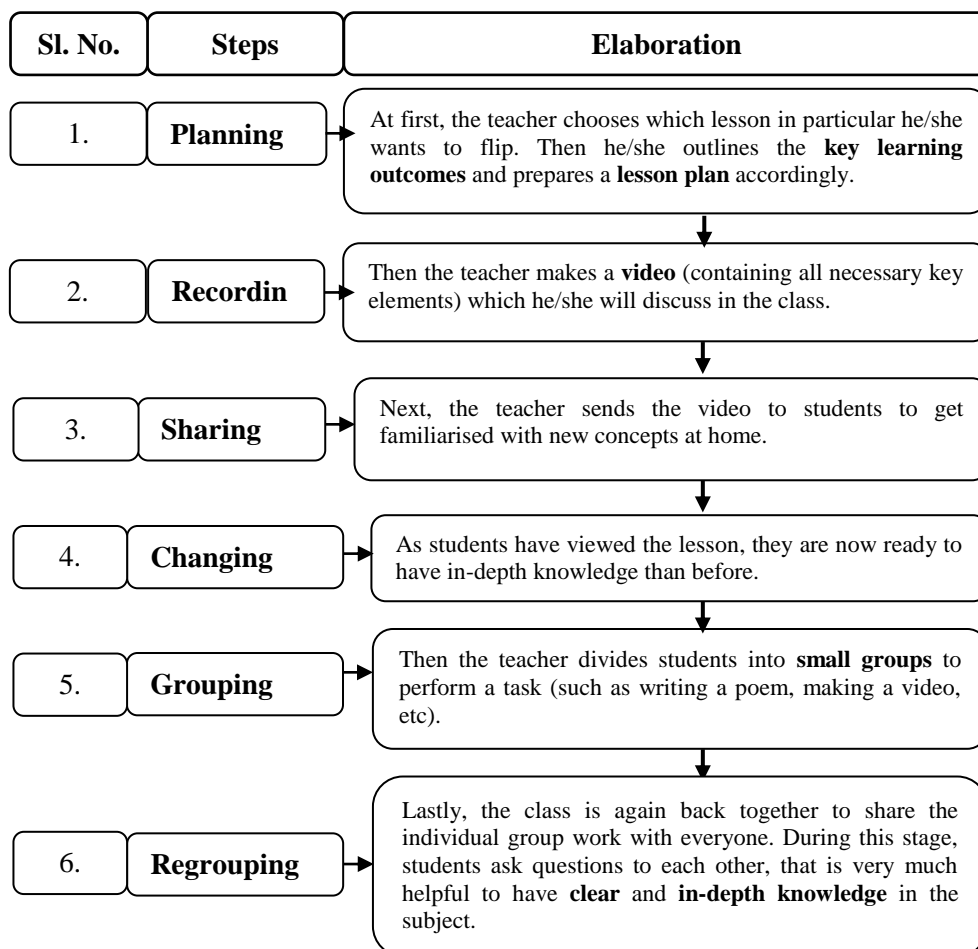
So it can be said that in spite of some disadvantages, flipped method is more effective for students to have clear and in-depth subject knowledge. But its major negative side is that it is not suitable for socio-economically backward learners and primary students. Lastly, considering the present situation (globalisation characterised with techno-centric culture), flipped method may be suggested as one of the effective methods for students due to its learner-centric nature, flexibility and effectiveness.

➤ **Four Pillars Of F-L-I-P Method :** The four pillars of this method are as follows :

Words	Explanation	Necessary Activities
1. F-Flexible Environment	Flexible learning allows for a variety of learning modes. Educators often physically rearrange their learning spaces to accommodate a lesson or unit to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Moreover, educators who flip their classes are flexible in their expectations of student timeliness for learning and in their assessments of student learning.	<p>a) Educators arrange learning spaces and time frame that allow students to interact and reflect on their learning as needed.</p> <p>b) They continuously observe and monitor students to make appropriate adjustments.</p> <p>c) They also provide students with different ways to learn content and demonstrate mastery.</p>

Words	Explanation	Necessary Activities
2. L – Learning Culture	In traditional method, the teacher is the primary source of information. By contrast, flipped model of learning deliberately shifts instructions to the learner-centred approach, where class time is dedicated to explore topics in greater depth with rich learning opportunities . Consequently, students are actively engaged in knowledge construction as they participate in and evaluate their learning in a personally meaningful way.	a) Teachers provide students some opportunities to engage in meaningful activities without teacher being central. b) At the same time they scaffold the activities and make them accessible to all students through differentiation and feedback.
3. I – Intentional Content	In flipped method, educators continuously think about how they can use it to help students for developing conceptual understanding and procedural fluency . They determine what they need to teach and what materials students should explore on their own. Educators use intentional content to maximise classroom time to adopt student-centric approaches and active learning strategies (depending on grade level and subject matter).	a) Teachers emphasise concepts (used in direct instruction) for the benefits of learners to access on their own. b) They create as well as curate relevant contents (normally videos) for learners. c) They differentiate to make content accessible and relevant for all students.
4. P – Professional Educators	In this method, the role of a professional educator is more important and demanding than traditional method. In class, educators continuously observe students, assess their works and provide them relevant feedbacks . Actually, they are very reflective in their practice, connected with colleagues to improve their instructions, accept constructive criticism and tolerate controlled chaos in the classroom .	a) Educators make themselves available to all students for individual as well as group needs so that they can provide necessary feedbacks to them. b) They conduct continuous formative assessments in the class (through observation and by recording data) for better future instruction.

➤ **How To Implement Flipped Method? - Jeff Dunn (2014)** wrote a short piece on “**The 6-steps guide to flipping your classroom**”, where he discussed six successive steps for implementing flipped classroom. The steps are as follows –



Some other useful strategies in this method are –

- Active Learning:** Teachers should encourage students to apply concepts in the class where they can ask peers or instructors for **feedback** and **clarification**.
- Peer Instruction:** Students should be motivated to teach each other by **explaining concepts** or **working on small problems**. Actually, this method is very much effective for them.
- Collaborative Learning:** This method is very helpful for **enhancing understanding** and **promoting collective intelligence** among students by increasing their engagement in the class.

d) **Problem-Based Learning:** Teachers should encourage students to participate in problem based learning as it is **long lasting**.

e) **Discussion Or Debate:** Students must be provided the opportunities to explore their ideas and thoughts in front of others and develop the arguments in support of their opinions or claims. It actually improves their **self-confidence**, which ultimately motivates them to accept any challenge in life.

➤ **Role Of Teachers And Students In Flipped Method :** The role of teachers and students in this method is a bit different than the traditional method. It is as follows –

Role of Teachers	Role of Students
In this method, teachers do not provide direct instructions. They become facilitators , who set up the contents, map out homeworks and provide a welcoming learning space for students.	Students are the most important and active agent in this method. Everything lies on their shoulder. They can be benefited or lagged behind according to their ability, dedication and performance.

➤ **Advantages:** Flipped method has many positive aspects. These are as follows –

A) **For Students** – Learners as the primary agents get highly benefited by this method because of the following reasons –

i) **More Flexible** – In flipped method, students learn according to their conveniences as it is characterised with **anytime** and **anywhere learning facility**. They learn by peer interaction, while teachers are just facilitators. As they learn collaborately in joy, frustration level remains low throughout the session. Moreover, they have clear and in-depth subject knowledge, which grows more self-confidence and motivation among themselves. It is ultimately helpful for their higher studies.

ii) **All Round Development** – As learners are encouraged to go ahead in their own ways, they never get bored. Rather they get interested in higher studies. They also have the opportunities to teach each other, use modern technologies, **explore** their own **ideas** and **thoughts** in front of others, etc. So all round development can be seen among them.

B) **For Teachers** – Teachers may also be satisfied with this method in the following ways –

i) **More Interaction With Students** – In flipped method, teachers get the opportunity to observe learners more closely. Here students are free to learn in

their own ways (like peer interaction, online group discussion, etc) and share their ideas, thoughts with their classmates as well as teachers. It helps teachers to interact with students more closely, which is not possible in traditional method. So they can guide all learners accordingly (following the principle of individual difference). In this way, teachers become friend, philosopher and guide because of sound relation with students. Thus learning-teaching become an enjoyable activity for both students and teachers in the virtual space.

c) **For Parents** – Unlike traditional method, parents get updated (24/7) about progress or demotion of their children. So they themselves can guide students in choosing and accessing virtual classes. Moreover, they can consult with teachers for betterment of their children, if they need it.

➤ **Disadvantages** : This method has some disadvantages too. These are as follows –

A) **For Students** : Learners can be negatively affected by this method in the following ways –

i) **Overdependence On Students** : In this method, learners are the primary agents. They are like captain of the ship. Everything (progress or demotion) lies on their shoulder. They can be benefited, if they can follow online classes and work hard with dedication and honesty. Similarly they can be lagged behind, if they cannot follow online lectures due to their inability or negligence or cannot access internet facility due to poor socio-economic background.

ii) **Differentiation Among Students** – Overdependence on students may cause discrimination among themselves. Brilliant learners can go ahead due to merit and strong socio-economic background, whereas some students may be lagged behind because of lower merit or poor socio-economic condition. Moreover, flipped method is **not suitable** for **primary students**. This **digital division** increases discrimination among learners, which may ultimately cause **social segregation**. It is harmful for balanced national development.

B) **For Teachers** – Teachers may not be satisfied with this method because of the following reasons –

i) **More Time And Effort** – Teachers need to give enough time as well as effort to conduct flipped method (for making a video on the particular lesson and uploading it online). It may make some teachers bored with this method.

ii) **Additional Qualities Of Teachers** – Teachers must have some additional qualities such as **knowledge regarding computing, internet access, multimedia; intelligence and patience to handle uncertain problems, ability to make all students interested in virtual classes (by encouraging peer interaction and**

allowing to explore their ideas and thoughts). They also need to work with their colleagues collaborately and get updated with latest learning-teaching technologies.

C) Other Disadvantages – It is also characterised with the following negative aspects –

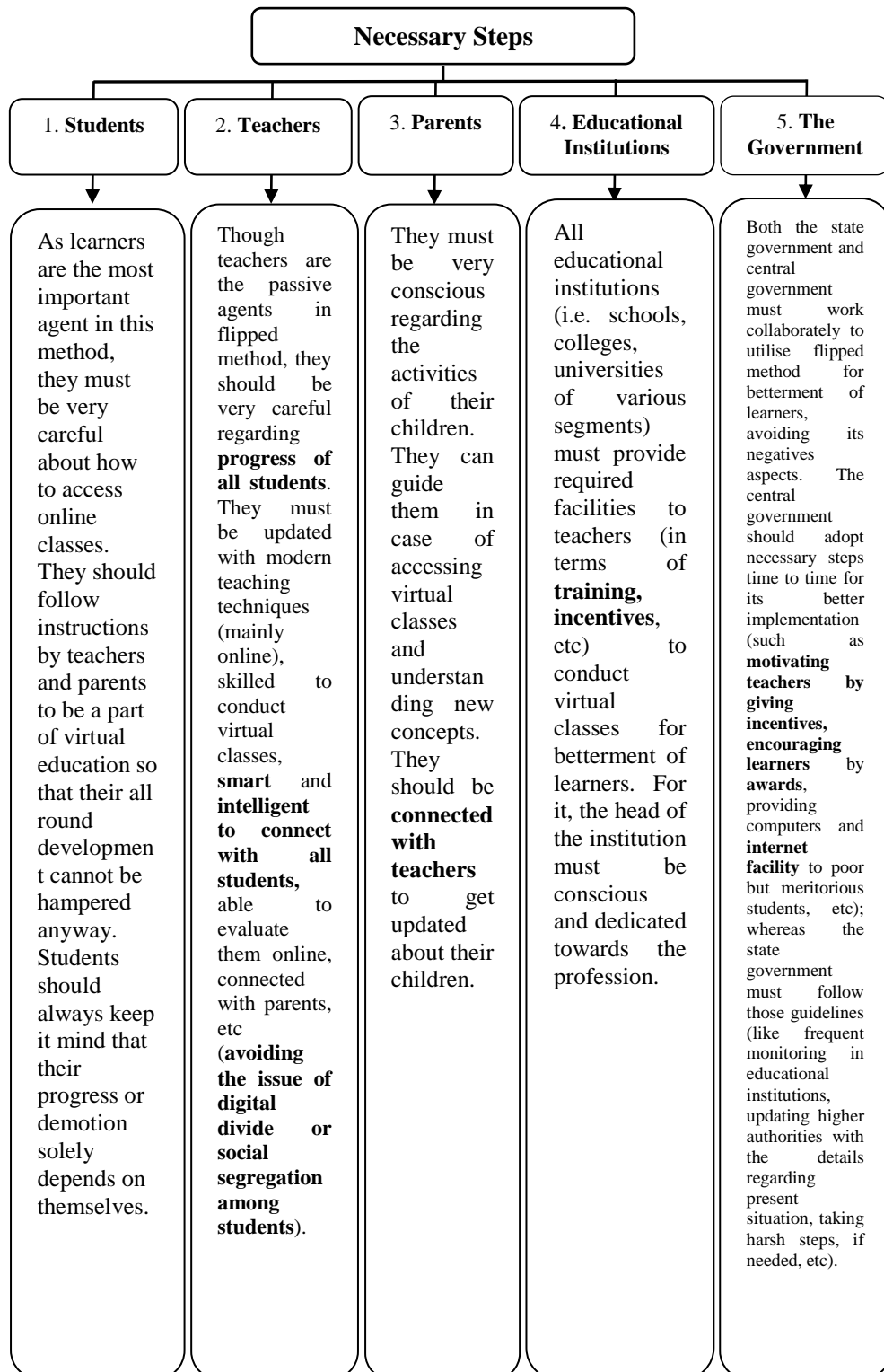
i) **Expensive Infrastructure** – Any educational institution needs to invest a huge amount for developed infrastructure such as internet access, computers, etc to continue flipped method for students. So **Strong management** is needed to implement this method. But it is not possible for all educational institutions, specially in **rural India**.

ii) **Too Much Time In Front Of Screens** – **Flipped method forces both teachers and learners to spend a lot of time in front of computers, laptops, etc. This mechanical environment is harmful for their physical as well as mental health.**

iii) **Less Social Interaction** – **In this method, all educational stakeholders (like-teachers, students, instructional designers, IT specialists, platform specialists, etc) are engaged in virtual space rather than social face to face interaction. It may affect social development.**

iv) **Necessity Of More Collaboration Among Educational Stakeholders** - The success of flipped method depends on the collaboration with dedication among stakeholders of education (i.e. learners, teachers, IT specialists, Instructional designers, etc). **Teaching environment, technical environment and social environment** together form a multi-disciplinary cooperative learning ecosystem for it. But it is not possible every time and in all sectors, specially in countries like India.

➤ **Necessary Steps** : The importance of flipped method for development of learners cannot be denied. Actually it is getting essential for educational sectors. Like other method, it has some positive as well as negative aspects. The society can be befitted by it if the following steps can be taken by educational stakeholders as early as possible –



➤ **Conclusion :** Like other methods, flipped method has some advantages as well as disadvantages. But now it has become essential for educational development of any country. Though it is difficult to utilise this method for betterment of learners properly in countries like India; but it is not impossible. If the already mentioned steps can be followed by educational stakeholders, our country will soon enjoy a developed educational system, where learners (**from all sectors**) will enjoy their study under the guidance of dedicated and skilled teachers in the **virtual space**. Consequently, students will be educated and skilled enough, who (as responsible citizens) will bring balanced national development in future.

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HIGHER SECONDARY STUDENTS' ATTITUDE TOWARDS THE STUDY OF ECONOMICS AND THEIR ACHIEVEMENT IN THE SUBJECT

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ABSTRACT

1.01 Introduction :

After completion of higher secondary education, the students enter into the undergraduate stage, which is the feeder stage for higher learning both for academic and for professional levels. Consequently the learning outcomes at this stage have become very important, as they form the basis of further learning at higher levels. Desirable learning outcomes not only stand for the conceptual development, viz. mastery of the subject matter and related process skills but also include the development of favourable attitudes, interests and appreciation in respect of the various subjects of study. Economics has been introduced as a core subject at the higher secondary stage. Therefore, the bearing out comes of students affect their overall achievement at this level. But it has been found from the findings of several studies that attitude and interest towards a subject have an impact an the achievement of students in the subject. How far this proposition is justified is required an in depth study. Keeping this in view this study was selected to find out the students' attitude towards the study of geography and their achievement in it.

It is well known that attitudes affect learning efficiency (Stooper and Walquist, 1958; Wrightstone *et al.*, 1964). Developing a favourable attitude towards the subjects has been an important goal of most of the teaching-learning conditions. Scholastic achievement is related to students' attitude (Byreu, 1966; Gordon, 1966; Weal and Proshek, 1971; Fuchs and Meadows, 1976; Hough and Piper, 1982; Mitchell and Simpson, 1982; Gitanjali, 1984; Valsarmma, 1984; Pillai, 1985). Therefore, in the present investigation was conducted to find out the relationship between the higher secondary students' attitude towards the study of Economics and their achievement in it.

1.02 Objectives :

The following objectives are as follows:

1. To estimate the achievement of students (both boys and girls) studying in urban and rural secondary schools (Class XII) in Economics.
2. To find out the attitude of boys and girls studying in urban and rural secondary schools (Class XII) in Economics.
3. To determine the relationship between the attitude of boys and girls studying in urban and rural schools (Class XII) towards the study of Economics and their achievement in it.

1.03 Statement of hypothesis :

- H₁ : The achievement of students in Economics studying in urban schools and achievement of students in Economics studying in rural schools (Class XII) differ significantly.
- H₂ : The achievement of boys and girls in Economics studying in rural schools (Class XII) differ significantly.
- H₃ : The achievement of boys and girls in Economics studying in urban schools (Class XII) differ significantly.
- H₄ : The secondary boys studying in rural schools and the secondary boys studying in urban schools show or less the same achievement in Economics.
- H₅ : The achievement in Economics between boys and girls studying in urban rural and rural urban schools (Class XII) differ significantly.
- H₆ : The attitude towards the study of Economics , the students of Class XII studying in rural and urban schools differ significantly
- H₇ : The attitude of boys and girls studying in urban schools Class XII towards the study of Economics differ significantly.
- H₈ : The attitude of boys and girls studying in rural schools, class XII towards the study of Economics differ significantly.
- H₉ : Irrespective of areas, the attitude of boys and girls studying in secondary schools towards the study of Economics differ significantly.
- H₁₀ : There is a positive effect of attitude towards the study of Economics and the achievements of students in Economics studying in rural and urban secondary schools.
- H₁₁ : The attitude of urban boys and rural girls studying in urban and rural schools, class XII towards the study of Economics differ significantly
- H₁₂ : The attitude of urban girls and rural girls studying in urban and rural schools, class XII towards the study of Economics differ significantly

1.04 Tools :

The following two tools, constructed and standardized by the investigator, were used in this study.

- i. An achievement test in Economics for class XII on the basis of the curriculum of West Bengal Council of Higher Secondary Education.
- ii. To measure the attitude of the Class XII students' towards the study of Economics, a Likert type Attitude scale was used.

• Sample :

For selection of sample random and cluster sampling techniques were used in this study. The schools were categorized into urban and rural secondary schools from Bankura District. Out of all secondary schools in the district affiliated by WBBSE, 4 schools were selected, out of which 2 urban and 2 rural secondary school. All the students of Class-XII were included in the sample. The sample consisted of 50 boys and 50 girls of two urban schools and 50 boys and 50 girls of rural schools. Thus 200 students of class XII, those who are studying Economics as a core subject were included in the sample.

• Analysis of the data :

A. Achievement test :

A frequency distribution table was made on the achievement test scores of all the 200 students. The mean and standard deviation of the frequency distribution were calculated. The obtained result of mean and SD were 23.4 and 8.03 respectively. The Skewness of the distribution was 0.140, meaning thereby the distribution is slightly Skewed. The Kurtosis value was 0.220, that means the distribution is slightly leptokurtic. The achievement scores were classified into four sub groups i.e. scores for urban boys, urban girls, rural boys and rural girls. Comparative analysis was made in the statistics of different groups.

TABLE-1

Statistics of the Achievement Test Scores of the Selected Samples (students) under Different Categories

Range	Total samples	Urban Boys	Urban Girls	Rural Boys	Rural Girls
N	200	50	50	50	50
Mean	22.40	22.9	26.8	16.50	23.4
S.D.	7.03	7.54	7.63	5.62	6.78
Skewness	0.140	0.952	1.89	1.74	-0.03
Kurtosis	0.220	0.260	0.23	0.238	0.236

In order to test hypotheses 't' test has been used to verify the significance of the differences between the mean achievement scores of different groups under study.

TABLE-2
Significance of the Difference Between the Achievement Test Scores of
Different variable

Hypothesis	Between group	Mean	't' test	Level of significance
H ₁	Urban x Rural	25.925 x 21.03	4.08	0.01
H ₂	Rural Boys x Rural Girls	18.54 x 24.4	3.27	0.01
H ₃	Urban boys x Urban girls	23.9 x 27.8	2.125	0.05
H ₄	Urban rural boys x urban rural girls	20.66 x 26.1	4.32	0.01
H ₃	Urban boys x Rural boys	23.9 x 17.54	3.62	0.01
H ₆	Urban girls x Rural girls	27.8 x 24.4	2.76	0.01

B. Attitude Scores :

A frequency distribution table was made on the attitude scores of all the 200 students. The mean and standard deviation of the frequency distribution were calculated. The obtained result of mean and standard deviation were 104.21 and 15.23 respectively. The Skewness of the distribution was 0.20, which means the distribution is slightly skewed. On the other the Kurtic value was 0.262, that means the distribution is slightly leptokurtic. As per classification of sample the attitude scores were classified into four sub groups, i.e., scores for urban boys, urban girls, rural boys and rural girls. Comparative analysis was made in the statistics of different groups.

TABLE-3
Statistics of the Attitude Scores of the Selected Students under following
Categories

N	200	50	54	52	54
Mean	103.21	104.7	101.35	102.54	104.31
S.D.	14.23	16.50	14.36	13.10	15.20
Skewness	0.20	-4.2	0.80	1.93	-0.078
Kurtosis	0.262	0.229	0.246	0.24	0.259

TABLE-4
Significance of the Difference between the Mean Attitude Scores of the following Groups

Hypothesis	Between group	Mean	't' test	Level of significance
H ₇	Urban x Rural	102.36 x 102.46	0.43	Not significant
H ₈	Urban Boys x Urban Girls	104.7 x 101.35	1.50	"
H ₉	Rural boys x Rural girls	102.58 x 104.31	0.80	"
H ₁₀	Urban rural boys x urban rural girls	103.64 x 102.93	0.37	"
H ₁₁	Urban boys x Rural boys	104.7 x 102.58	1.014	"
H ₁₂	Urban girls x Rural girls	101.35 x 104.58	1.07	"

Findings :

1. The achievements of urban and rural students studying in Economics may differ significantly though the gain is in favour of urban students.
2. The girls studying Economics in rural secondary schools performs significantly better than that of boys.
3. The girls studying in Economics in urban schools performs significantly better than that of boys.
4. The boys studying Economics in urban secondary schools show significantly better performance than the boys studying Economics in rural secondary schools.
5. The girls studying Economics in urban secondary schools show significantly better performance than the boys studying Economics in rural secondary schools.
6. The students studying in urban and rural secondary schools do not differ in their attitude towards the study of Economics.
7. The attitude towards the study of Economics in the boys and girls studying in urban and rural secondary schools do not differ.
8. The attitude towards the study of Economics in the boys and girls studying in urban secondary school do not differ.

9. The attitude towards the study of Economics in the boys and girls studying in rural schools do not differ.
10. The boys studying in urban secondary schools do not differ with the boys studying in rural secondary schools in their attitude towards the study of Economics.

The co-efficient and correlation between two sets of score (achievement test scores and attitude towards the study of Economics scores) of the entire sample (N-200) is very high ($r = 0.72$). This may lead to conclude that there exists a positive relationship between the achievement in Economics and the attitude towards the study of Economics.

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THE RELEVANCE OF PAULO FREIRE CONTRIBUTION TO EDUCATION

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ABSTRACT

Paulo Freire is an educator and philosopher of the Third World. According to Freire, people are in two strata the oppressor and the oppressed. The socio-educational frame works in present world are plan and executed by oppressors, but actually, these have to be done by the oppressed. Banking in education is a metaphor used by him to comment on existing education that suggests students are considered empty bank accounts that should remain open to deposits made by the teacher. The knowledge is not a static entity and education is not a function of conveying 'facts'. Problems of poor society can be overcome by progressive education and practices, based on dialogue, dialogical cultural action and praxis. The process of education should be for 'conscientization' and critical thinking and reflection. Entire education should be democratic in all sects. The present paper wants to highlight Paulo Freire pedagogical contribution to education, pedagogical relevance, and pedagogical practice in Indian context.

KEYWORDS: *pedagogical relevance, practice, society, progressive education etc.*

INTRODUCTION:

Paulo Freire is one of the most important influences on the Latin American scene both for his use of conscientizacao and for his thought about the role of pedagogy in perpetuating, or changing, economic and political structures. In the United State, there is an increasing interest in that thought, and partial imitations of his methods. However, there is a lack of clarity about both, a tendency to generalize from his ideas without adequate regard for their situationally and a superficial use of his statements to attack concepts of institutionalized education. These statements become superficial when they fail to read the meaning of liberation, which inspired the original statements of Freire. He considered one of the founders of critical pedagogy, but he also played a crucial role in developing a highly successful literacy campaign in Brazil before the onslaught of the junta in 1964.

Once the military took over the government, Freire was imprisoned for a short time for his efforts. He eventually was released and went into exile, primarily in Chile and later in Geneva, Switzerland for a number of years. In India, from the ancient time, moral and spiritual values have been the salient feature of human life. The Indian view of life has stress on the divinity, unity and the harmony of culture and religion. The Indian philosophy discovered the two-fold path of Vedic religion. They were such as all-round prosperity and supreme spiritual wellbeing. In ancient India, education was related to the real life situation. However, at that time in India there was no such a specific organized system of education. There was a cultural heritage in India. The educational philosophy depends upon the philosophy of a country. In spite of that, there was a philosophy of education which ideal in character and spiritual in spirit. Education was a supreme aim of life that was to attain Purushartha. India gives us the birth of various vital educational experiences and reflections. The Vedic age was the beginning of the Indian culture, literature and science. At that time education was a part of religion. It was sought as the highest means of life that is “mukti” or emancipation. The Vedic Aryans made progress in the kingdom of knowledge and science. It was realized that the intellectual efficiency was the important factor in the human progress. Transformational education involves goals beyond transmission of content and skills. Its expansive goal is to generate reflective, self-critical and self-motivated students who are proficient of criticising and directing independent work open-mindedly and have powerfully developed higher order thinking skills in interpretation, analysis and communication. Transformational pedagogy necessitates a backdrop that encourages and rewards intellectual openness. It incorporates transparency and authentic partnership between student and teacher.

LITERATURE REVIEW:

According to Guthrie (2003) found out the clear flaws in critical pedagogy, which can actually encourage the critical consciousness that is the goal of the enterprise signifying Paulo Freire’s theory of critical consciousness. Van Winkle (2004) studied Paulo Freire as a tool in proving why education is a human right because throughout his work he demonstrated the need for people to be literate in order for them to be considered ‘truly human’. Daniels (2005) determined how and why adult women make meaning of credible, still photographs without the company of text where they schematized and demonstrated Paulo Freire’s theory of critical consciousness. Lee (2005) discussed Paulo Freire’s Dialogical Pedagogy and the possibility of its transformation into Taiwan’s education environment. According to Subramaniam (2011) examined how critical pedagogy can ease Latino students facing challenges in the schools of America. Diaz (2012) explored radical

democracy in the thought and work of Paulo Freire and Luis Villoro. Kershaw (2012) examined the use of critical pedagogy in criminal justice higher education. Mazier (2014) explored the possibilities for enacting critical pedagogies within a neoliberal climate of educational restricting in higher education. The preceding literature indicates that researches on Freire philosophy are conducted extensively in different countries of the world. Few researches are conducted in India. Therefore, there arises a need to conduct more researches on Freire in India, so that prospective teachers know the relevance and significance of Freirean philosophy and Freire's model of critical pedagogy is adopted and implemented in the current educational practice in India thereby promoting critical education effectively for bringing a social change in formal Indian education system. The present study concerns itself with Freirean critical pedagogy and Indian culture of pedagogy, despite having originated in a very different context from that of Indian classrooms today, how Freirean critical pedagogy can offer a useful contribution to discuss the crisis in Indian education that yet needs to perpetuate critical literacy.

OBJECTIVES OF THE STUDY:

1. To study Paulo Freire is in education and pedagogical contribution to education.
2. To study Paulo Freire is in education relevance in the present context.
3. To examine the relevance of educational of Paulo Freire in Indian context.

METHODOLOGY OF THE STUDY:

This study was purely theoretical based. The information for the study has been collected mainly from two major i.e., to study the book of Paulo Freire as only the primary source of the data collection and as secondary sources, the investigator was collected data from different types books, journals, articles, e-materials.

SIGNIFICANCE OF THIS STUDY:

This study is significant at this time because it surfaces and attempts to clarify Freire's position on some of the most critical issues that education faces today. For the sake of organization, I shall call them the issues of ends and means. The ends involve us in the moral issue, the literacy issue, the philosophical issue, and the political issue; the means, in questions of content and method. The division is artificial, and for the sake of organization only, for ends and means are everywhere in dialectic tension. The moral issue is, par excellence, the question of ends.

PROBLEM OF THE STUDY:

Educational Thoughts of Paulo Freire and its Relevance to Student teachers in Contemporary Indian and world Education. The problem underlying this situation is the lack of easy availability of data to put his thought into historical and

philosophical perspective. Recently three dissertation studies have addressed these needs, from the perspective of a comparison of Freire's and Illich's thought, from the perspective of andragogy and social literacy, and from the standpoint of applicability to early childhood education. What has not been done in the publications available to date is a serious systematic study of the philosophical assumptions underlying the pedagogy with respect to their coherence and adequacy as a system on which to build a theory of pedagogy, applicable in other cultures.

PAULO FREIRE: EDUCATION FOR DEVELOPMENT:

Introduction

Brazilian philosopher and pedagogue Paulo Reglus Neves Freire came of age in the turbulent years of transition from authoritarian conservative government to authoritarian populist government in Latin America. This historical transition was interrupted in the 1970s by a series of dictatorships, resulting in a perverse cycle of authoritarianism and lack of democracy in the region. Freire was born into a middle-class family in Recife, capital of the Brazilian State of Pernambuco, on 19 September 1921. The experiences of his family during the Great Depression, which started in 1929, set the tone for his later concern for the poor, and influenced his perspective on education. Freire enrolled at Law School at the University of Recife in 1943, where he also studied philosophy and the psychology of language. Rather than a career in the law, however, he became a secondary school teacher of Portuguese. In 1944, he married Elza Maia Costa de Oliveira, a fellow teacher, with whom he had five children.

The first Freire: Education for development:

Freire's first book, that made him a celebrity particularly among the Christian educators in the region, and that was so influential in the writing of the Medellin documents of 1968,⁴ is entitled *Education, the Practice of Freedom* (Freire, 1967). It was connected with his doctoral thesis, defended at the University of Recife in 1959.⁵ Yet it was his second book, *Pedagogy of the Oppressed* that catapulted him to international fame. The underlying thesis of his historical analysis is that the roots of Brazilian democratic inexperience are found in the type of colonization that it suffered. It was this 'predatory colonization', involving the use of slave labor and the excessive utilization of power on the part of the dominant elite, that engendered the 'muteness' of the Brazilian people, their seeming incapacity to speak for themselves. Therefore 'the democratic inexperience rooted in truly cultural complexes' (Freire, 1967: 60). Moreover, he presents the exploitation of slave labor as a fundamental characteristic of the kind of societal analysis he undertakes: from which arose a series of obstacles and, simultaneously, the

impossibility of forming a democratic mentality, a permeable consciousness, experiences of participation and of self-governance’.

The second Freire: the rest of the world to Africa

After being forced to leave Brazil in 1964, Freire went to Bolivia and then Chile where he wrote *Education, the Practice of Freedom and Pedagogy of the Oppressed*. His influence in Latin America was illustrated by his teaching in the CIDOC-Centre for Intercultural Documentation, organized by Ivan Illich in Cuernavaca, Mexico. In 1969, Freire taught for a semester at Harvard University, which had offered him a visiting professorship, but the second phase of exile began with his move to Geneva in 1970 to work as a special education advisor to the World Council of Churches. The following year a group of Brazilian exiles created the IDAC (Institute for Cultural Action), and Freire, appointed President of the Executive Committee of IDAC, continued his work on conscientization. In 1975, the Minister of Education of the Republic of Guinea-Bissau, M´ario Cabral, invited Freire and the IDAC team to collaborate in the reconstruction of the country after the end of colonial control. This raised the question of what language to use to teach literacy—after all, Portuguese was the language of the colonizer — and how to organize a process of literacy training in a country devastated by a war of liberation. From this experience and Freire’s immersion in post-colonial projects in Africa, arose a number of wonderful and important books that demonstrated the radicalization of his thought, but also its applicability in contexts beyond Latin America.

Education for social change

Education should orient people in their lives. It should ‘help people reflect about their ontological vocation as subjects’. Freedom, democracy and critical participation are key ideas that initially constituted the core of Freire’s pedagogy. Thus, he rejects the teacher– student dichotomy, suggesting that a deep reciprocity be inserted into our notions of teacher–student and student–teacher relationships. He rejects the school in favour of the more flexible arrangement of the ‘circle of culture’. He rejects the role of teacher as ‘factotum’ in favour of an animator or co-ordinator of the pedagogical experiences inside the circle. He rejects prescribed curricula and proposes instead a programme created in and with the people. The essential dimension of all this pedagogical process is dialogue. Freire concludes ‘critique is the fundamental note of the democratic mentality’.

The last Freire: eco-political pedagogy and the citizen school

A year earlier, the famous American futurologist, Alvin Toffler, was invited by the Ministry of Education to speak about education and new methodologies of information. To the surprise of the Brazilian hosts he presented the Paulo Freire

method, unequivocally stating that it was the most appropriate method to teach informatics. Alvin Toffler said that fifty years ago Paulo Freire had created a methodology that is used by the youth today; they spontaneously create 'circles of culture' to teach each other and to learn how to use computers. In just a few days they transform themselves into 'professors' of informatics, which demonstrates the efficacy of the global method of Paulo Freire.

PEDAGOGICAL READINGS:

The idea that hopes alone will transform the world, and action undertaken in that kind of naïveté is an excellent route to hopelessness, pessimism, and fatalism. But the attempt to do without hope, in the struggle to improve the world, as if that struggle could be reduced to calculated acts alone, or a purely scientific approach, is a frivolous illusion. To attempt to do without hope, which is based on the need for truth as an ethical quality of the struggle, is tantamount to denying that struggle one of its mainstays. The essential thing, as I maintain later on, is this: hope, as an ontological need, demands an anchoring in practice in order to become historical concreteness. That is why there is no hope in sheer hopefulness. The hoped-for is not attained by dint of raw hoping. Just to hope is to hope in vain.

Without a minimum of hope, we cannot so much as start the struggle. But without the struggle, hope, as an ontological need, dissipates, loses its bearings, and turns into hopelessness. And hopelessness can become tragic despair. Hence the need for a kind of education in hope. Hope, as it happens, is so important for our existence, individual and social, that we must take every care not to experience it in a mistaken form, and thereby allow it to slip toward hopelessness and despair. Hopelessness and despair are both the consequence and the cause of inaction or immobilize.

PEDAGOGICAL VIEW POINT OF PAULO FREIRE'S EDUCATIONAL THOUGHT:

Paulo Freire was one of the most revolutionary thinkers in the 20th Century. Freire's educational pedagogy begins for oppressed people. Freire always tried to transform their environment by thinking critically about the reality. He believed that education is very necessary to change their situation because education gives knowledge about their culture. If people were educated learn about their history, culture and religion they will easily lead their life and become self-efficient. But Freire also know that education itself is suffering from some demerits and played a major role in maintaining oppression. Hence he thought that, at first education should be reformed in order to change for the oppressed people. Freire's pedagogy of education is different from the traditional notion of education. Freire called traditional method as banking concept of education. He criticizes the traditional

method of education and wanted to replace this method by introducing his problem solving method. Freire gave stress on dialogue or conventional education rather than banking system of education. According to him, under banking system students do not have any opportunity to evaluate their environment. Hence he tried to change it through his innovative educational pedagogy. Freire's pedagogy defend that education should construct the society, its culture and make people to realize their environment. People should recognize their creative acts and develop their search and invention. Freire's educational pedagogy was also insistence on situational educational activity for informal education. In this activity, educators develop some lesson based on real life situation of the learners and invite them to take part in a community.

BANKING SYSTEM OF EDUCATION:

The term 'banking system education' is a phrase used ironically by Paulo Freire to describe the prevailing system of education, He called the traditional system of education as 'banking education' because in this system teachers make deposits of information and knowledge into the empty accounts of students, in a similar manner one operates a bank account. The traditional education, as conceived by Friere, is an act of depositing, in which the students are the depositories and the teacher is the depositor. In this system of education, the teacher lectures, and the students receive, memorize, and repeat.

CONCLUSION:

This paper has highlighted Freire's educational ideas, educational contribution and development, as well as a philosophy of education. Freire's theory of conscientization derived and developed from his literacy method, dialogue, which is a means of achieving conscientization, Paulo Freire, is often described as a humanistic, militant educator who believed that solutions in education are always found in concrete context. Students should be asked what they want to learn. There must be a collaboration, union and cultural synthesis. The educator should not manipulate students but should also not leave them to their own fate. He should direct tasks and study not order students. He believed that the liberating educator invites students to think. This allows the student to make and remake their worlds and become more human. Freire believed that communication should be simple even if the information is complex. Simplifying, allows for deeper accessibility by the students. Perhaps, nobody has made the world as acutely aware of the subversive potential of education as Paulo Freire. He converted the classroom an arena of empowerment for the poor and the oppressed.

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SOME ASPECT OF ORGANIZATIONAL CLIMATE AT SECONDARY SCHOOL IN MURSHIDABAD DISTRICT, WEST BENGAL

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ABSTRACT

The goal of education is the overall development of child which visualized in the socio economic stature in our society as well as in the development of our nations. The status of organizational climate of school determined the actual scenario of the position of education in our nations.

Quality education is the most prime instrument for overall development; this can be got through appropriate human resource. The suitable organizational climate is most important to achieve quality education. At present there has been global concern for promotion of quality education at all levels.

In general, the research examining organizational climates in secondary education has focused only on faculty and student perceptions but availability infrastructural facilities are also important issues for that.

The Government aided, Madrasah and Private secondary schools shows that the job insecurity, stress, and pressure as having a significant negative impact on overall school Organizational Climate, while team work, recognition, advancement, feelings of independence, as well as social and professional relationships with colleagues and supervisors had a significant positive impact on overall School organizational climate.

This means that positive interpersonal relationships in schools could not only boost academic performance but could raise students' overall development and nourishing school organizational climate.

KEYWORDS: *Organizational climate, Secondary schools*

I. Introduction

Organizational climate has been asserted as having an important and influential effect on staff's job satisfaction, institutional effectiveness along with success in organizations, including secondary education institutions. Positive organizational climate has a significant positive impact for staff because it enhances perceived levels of staff's satisfaction, loyalty and commitment. The increased level of staff's satisfaction, loyalty and commitment will eventually increase institutional effectiveness and support the success of organizations, as well as secondary education institutions (Thompson, 2005).

Education is the most precious and crucial thing for us to achieve the better and high quality of life. It is the spine of our society.

Hence to have high academic index in the school both organisational climate and interpersonal interactions are two important determinants, and they duly contribute, through reciprocal interactions. It is in this context, the institute climate variable in general and the social relationship variables of the school in particular are essentially essential for quality education at school level, hence need to be studied and developed with care and attention.

In India, the government has often expressed its concern at the high turnover of academic staff in secondary education institutions. This raises questions as to the quality of staffing and the status of staff in India. Since positive organizational climate may enhance not staff's commitment but also staff's satisfaction and loyalty (Thompson, 2005, Aarons and Sawitzky, 2006), therefore recognition of the kind of the organizational climate with in organizations, including educational organizations such as secondary school, is of great importance for planning, organizing and effecting changes where as these changes are necessary for dynamism of the educational system.

The increase level of staff's satisfaction, and commitment was eventually increase institutional effectiveness and support the success of organizations as well as secondary education institutions (Thompson, 2005).

Meaning of Organizational climate :

Organization is a large system consisting of various interacting sub- system. Every system has certain boundaries and constraints within which it operates. Beyond the boundaries there exists, an external environment somehow present with internal environment, that total environment are called organizational climate.

II. Review of Related Literature

As organizational behavior research progressed, In 1962, Halpin and Croft reported for the first time the findings of their original study. They started with a statement, rather to say, a proposition that the 'organisational climate' of a school can be

interpreted as the organisational personality of a school. They also confirmed that the concept of morale could not go alone to describe the climate of a school since research had shown that it certainly is not single dimensional. "Our interest in a general topic of organisational climate rather than in the specific topic of organisational climate of schools caused us to search for dimensions and concepts which would not be chained to the school situation" (Halpin, 1969).

It can be apprehended from what has been stated above that the peioneering work on organisational climate awaited with a hope to be properly tackled off And in India, it was Motilal Sharma (1968) who first initiated the work on this very topic for Indian schools only. From 1968 to 1974 he has concentrated and focussed his attention on organisational behaviour and his efforts have resulted into some major studies like developing an instrument to measure the institutional climate of India more specifically of Rajasthan, correlation of school climate with other variables, and prediction of school climate etc. With a view to diagnosing the very organisational climate of secondary schools of Rajasthan Sharma launched his experiment in 1970 with 64 Likert type items of OCDQ (Organisational Climate Description Questionnaire) perfected by Halpin and Croft. He intended to study this organisational climate on a large and appropriately selected sample with a degree of varieties. Bearing in mind the differences in culture and administrative structure in U.S.A. and India, Sharma did modify the statements in terms of language and acts. This modified Hindi version of OCDQ was used for this study. Besides, the study included collection of data on organisational climate by means of Leadership Behaviour Description Questionnaire (Halpin and Winner, 1952), Rating scales and Bibliographical Data Proforma prepared by the investigator himself. The sample consisted of 95 secondary schools of Rajasthan selected by using stratified two stage random sampling technique and administered to 1915 teachers. In addition to organisational climate, a number of stable and output variables were studied for prediction of school climate. Though the analysis of item level (64 items) resulted into eight most apposite' dimensions of organisational climate yet the results of Sharma's study revealed that the factor structure identified by the originators of OCDQ did not remain the same in case of Indian secondary schools. It happened so because there was a difference in the culture of the populations from which those samples had been drawn. Organisational structure and the administrative patterns were also different in both the cases. The four common dimensions identified by' Hallpin and Croft and by Sharma himself are : (i) Disengagement, (ii) Esprit, (Hi) Intimacy and (iv) Production Emphasis. They are similar in factor structure, whereas in the case of study has resulted in four new dimensions which has been found to be perceived by the 'Indian' teachers. Those dimensions are : (i) Alienation, (ii) Psycho-Physical

Hindrance, (iii) Controls and (iv) Humanized Thrust.

III. Objectives of the Study

The study was conducted with the following objectives in view.

- To determine the organizational climates of secondary schools of Murshidabad district, West Bengal.
- To analyze the organizational climate of govt.aided, Madrasah and private secondary schools of Murshidabad district.
- To access the Cohesive and non cohesive School from the sample schools of Murshidabad district.
- To determine the group characteristics behavior of teachers of Government Aided School, Private School and Madrasah schools of Murshidabad district.
- To assess the Leadership Behaviour characteristics of Government Aided School, Madrasah school and Private schools in Murshidabad, West Bengal.

IV. Hypotheses of the Study

The following hypotheses were formulated in connection with the objectives stated.

Ho1: The Organizational school climates of the sample schools are not up to the level of Satisfaction.

Ho2: There is no significant difference in school Organizational climate of Government Aided School, Private School and Madrasah schools of Murshidabad district.

Ho3: There is no significant difference in school organizational climates of cohesive and non cohesive schools and in between the school organizational climates of cohesive and non cohesive schools of Government Aided School & Private School, Government Aided School & Madrasah School and Private School & Madrasah schools of Murshidabad district.

Ho4: There is no significant difference in group characteristics behavior of teachers of Government Aided School, Private School and Madrasah schools of Murshidabad District.

Ho5: There is no significant difference in the leadership Behaviour characteristics of Heads of Institutions in Government Aided School, Private School and Madrasah schools of Murshidabad district.

V. THE METHODOLOGY AND PROCEDURE

➤ The Design

A non-experimental descriptive study was undertaken to describe the Organizational Climate of secondary schools in Murshidabad District. Descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. It is designed to obtain precise information concerning the current status of phenomena and to draw valid conclusion. Descriptive study determines and reports the way things are. It is not merely collection of data but it is more than that. It involves measurement classification analysis comparison and interpretation.

The study used and ex-post facto design to examine and describe the organizational climate of secondary school.

➤ Sample

For the present study all secondary school of Murshidabad District constitute the population. The researcher give data from some schools of all sub-division of this district. There is a five sub- division in Murshidabad district, the name of sub-division are as follows,

1. Baharampur Sadar
2. Lalbag
3. Kandi
4. Jangipur
5. Domkal.

The researcher collect sample from the school affiliated by West Bengal Board of Secondary Education (WBBSE), Madrasah Board of Secondary Education (MBSE), Central Board of Secondary Education (CBSE) and The International Certificate of School Education (ICSE).

The present study which is a normative one is place to be conducted on secondary school. In order to draw a representative sample twenty-five (25) Govt. aided school, thirteen (13) CBSE schools, six (6) ICSE school, twenty (20) Madrasah school were selected Purposively. Considering the nature of the study and paucity of time, the investigator adopted purposive cluster sampling technique to select sixty four (64) schools for the study.

The sample of six (6) Teacher, six (6) Student and Principal/ Head Master from each school were taken.

TABLE NO. 1
Sample of the Study

	WBBSE	CBSE	ICSE	MBSE	Total sample
Teacher	150	78	36	120	384
Student	150	78	36	120	384
Principal/ Head Master	25	13	6	20	64
Total Sample	325	169	78	260	832

➤ **Tools**

Selection of tools for a particular study depends upon various considerations such as objects of study, the amount of time at the investigator's disposal availability of scoring keys and norms to interpret the test result and the like. For the present purpose the researcher develop three type of questionnaire separately for the Head Master/ Principal, The Teachers and for the students to collect the data. The researcher developed the questionnaire with the help of some questionnaire relevant to the topic. Especially the SOCDE develop by Dr. Motilal Sharma, Reader South Gujarat University, in 1978 and the SOCDE of Halpin and Crofts (1963) help a lot to develop the questionnaire.

The researcher develop three type of questionnaire separately for the Head Master/ Principal, The Teachers and for the students. Each questionnaire contain different number of question , likely the questionnaire for the Head Master/ Principal contain 66 number of question, The questionnaire for the Teachers contain 67 number of question and the questionnaire for the students contain 62 number of question.

➤ **Techniques of Data Analysis**

The data was analyzed by applying various qualities and quantitative approaches. Various statistical techniques were employed in the analysis of their data and the result was presented. In order to interpret the data and to describe meaningfulness of the result the following statistical procedure were adapted.

- 1) Measures of central tendency and dispersion like mean and standard deviation were used to determine academic achievement of students of all school.
- 3) Inferential statistics like 't' test was employed to study the significant differences of academic achievement of students of Government Aided school, Private school and Madrasah school.
- 5) chi square (χ^2) was used to determine the significant difference of maximum hypothesis.

VI. ANALYSIS AND INTERPRETATION OF DATA

Following categories of data were collected to verify the objectives and hypotheses.

1. According to the mean score of the three questionnaire of all the three types of sample affiliated schools were arranged in descending order to determined nature of school climate, the above 30% sample school were taken as the nature of school climate was good, then next 40% sample school were taken as the nature of school climate was average, the below 30% of the distribution were taken as the nature of school climate was poor.
2. To determined the school organizational climate of Government Aided School, Private School, Madrasah School, the mean score of the three questionnaire of all schools of three type of affiliated school were arranged in descending order .The above 30% sample school of every types of affiliated school were taken as the nature of school organizational climate was good, then next 40% sample school of every types of affiliated school were taken as the nature of school organizational climate was average, the below 30% of the school of every types of affiliated school were taken as the nature of school organizational climate was poor.
3. To determine the school climate of cohesive and non cohesive schools, the mean score of the three questionnaires of all the three types of sample affiliated schools were arranged in descending order. The above 50% sample school were taken as cohesive school and the below 50% of the distribution were taken as non cohesive schools.
4. To identify the group characteristics behaviour of Government Aided School, Private School, Madrasah School, the score obtained by the teachers from the questionnaire were arranged in descending order .The above 30% of the distribution was taken as proper behaviour, then next 40% of the distribution was taken as average behaviour, the below 30% of the distribution was taken as not proper behavior.
5. To identify the leadership characteristics behaviour of Government Aided School, Private School, Madrasah School, the score obtained by the Head Master/ Principal from the questionnaire were arranged in descending order .The above 30% of the distribution was taken as proper behaviour, then next 40% of the distribution was taken as average behaviour, the below 30% of the distribution was taken as not proper behavior.

Ho1 : The Organizational school climates of the sample schools are not up to the level of Satisfaction.

Table – 2
Showing the Analysis of data of School Organizational Climate

Nature of school climate	GOOD	AVERAGE	POOR	TOTAL	χ^2	df	Level of Significant
No of School Observed	19	26	19	64	9.5	2	0.01
Expected	38	26	0	64			

Interpretation :

The above table reveals that the values of chi square (χ^2) is significant at 0.01 level. Meaning Hereby indicates that observed and expected distribution of Schools based on School Climate and the School organizational climate of the Government Aided School, Private School & Madrasah School are differ significantly.

The result leads to infer that the Organizational climate of all the three types of secondary schools of the District of Murshidabad are not similar.

Ho2: There is no significant difference in school Organizational climate of Government Aided School, Private School and Madrasah schools of Murshidabad district.

Table – 3
Showing the Analysis of data of School Organizational Climate of Government Aided School, Private School, and Madrasah School

Type of School	GOOD	AVERAGE	POOR	TOTAL	χ^2	df	Level of Significant
Govt. Aided School	8	10	7	25	5.34	32	NS
Private School	8	8	3	19			
Madrasah School	3	8	9	20			
TOTAL	19	26	19	64			

Interpretation :

The above table reveals that the values of chi square (χ^2) is not significant at 0.01 level. Meaning thereby all the distribution of Schools based on School Climate and the School organizational climate of the Government Aided School, Private School and Madrasah schools do not differ significantly.

The result leads to infer that the Organizational climate of all the three types of secondary schools of the District of Murshidabad are more or less similar.

Ho3: There is no significant difference in school organizational climates of cohesive and non cohesive schools and in between the school organizational climates of cohesive and non cohesive schools of Government Aided School & Private School, Government Aided School & Madrasah School and Private School & Madrasah schools of Murshidabad district.

Table – 4

Showing the Analysis of data of School Organizational Climate of Cohesive and Non Cohesive School of Government Aided School, Private School, and Madrasah School

	Cohesive School	Non Cohesive School	Total
Govt. Aided School	12	13	25
Private School	12	7	19
Madrasah School	8	12	20
Total	32	32	64

Table – 5

Showing the Analysis of data of School Organizational Climate of Cohesive Schools of Government Aided School & Private School

	GOOD	AVERAGE	POOR	TOTAL	χ^2	df	Level of Significant
Govt. Aided School	4	6	2	12	0.7111	22	NS
Private School	5	4	3	12			
TOTAL	9	10	5	24			

Interpretation :

The above tables reveals that the values of chi square (χ^2) is not significant at 0.01 level. Meaning thereby all the distribution of Schools based on the School organization Climate and the Cohesiveness of the Govt. aided School & Private School do not differ significantly.

The result leads to infer that the Cohesiveness of School Organizational climate between the Government Aided & Private secondary schools of the District of Murshidabad are more or less similar.

Table – 6
Showing the Analysis of data of School Organizational Climate of Cohesive
Schools of Govt.aided School & Madrasah School

	GOOD	AVERAGE	POOR	TOTAL	χ^2	df	Level of Significant
Govt. Aided School	4	6	2	12	4.4643	18	NS
Madrasah School	1	2	5	8			
TOTAL	5	8	7	20			

Interpretation :

The above tables reveals that the values of chi square (χ^2) is not significant at 0.01 level. Meaning thereby all the distribution of Schools based on the School organization Climate and the Cohesiveness of the Govt. aided School & Madrasah School do not differ significantly.

The result leads to infer that the Cohesiveness of School Organizational climate between the Government Aided & Madrasah secondary schools of the District of Murshidabad are more or less similar.

Table – 7
Showing the Analysis of data of School Organizational Climate of Cohesive
Schools of Private School & Madrasah School

	GOOD	AVERAGE	POOR	TOTAL	χ^2	df	Level of Significant
Private School	5	4	3	12	3.1597	18	NS
Madrasah School	1	2	5	8			
TOTAL	6	6	8	20			

Interpretation :

The above tables reveals that the values of chi square (χ^2) is not significant at 0.01 level. Meaning thereby all the distribution of Schools based on the School organization Climate and the Cohesiveness of the Private School & Madrasah School do not differ significantly.

The result leads to infer that the Cohesiveness of School Organizational climate between the Private & Madrasah secondary schools of the District of Murshidabad are more or less similar.

Table – 8
Showing the Analysis of data of School Organizational Climate of Non Cohesive Schools of Govt. aided School & Private School

	GOOD	AVERAGE	POOR	TOTAL	χ^2	df	Level of Significant
Govt. Aided School	5	2	6	13	4.954	18	NS
Private School	4	3	0	7			
TOTAL	9	5	6	20			

Interpretation :

The above tables reveals that the values of chi square (χ^2) is not significant at 0.01 level. Meaning thereby all the distribution of Schools based on the School organization Climate and the Non Cohesiveness of the Govt. aided School & Private School do not differ significantly.

The result leads to infer that the Non Cohesiveness of School Organizational climate between the Government Aided & Private secondary schools of the District of Murshidabad are more or less similar.

Table – 9
Showing the Analysis of data of School Organizational Climate of Non Cohesive Schools of Govt. aided School & Private School

	GOOD	AVERAGE	POOR	TOTAL	χ^2	df	Level of Significant
Govt. Aided School	5	2	6	13	5.8137	18	NS
Madrasah School	1	7	4	12			
TOTAL	6	9	10	25			

Interpretation :

The above tables reveals that the values of chi square (χ^2) is not significant at 0.01 level. Meaning thereby all the distribution of Schools based on the School organization Climate and the Non Cohesiveness of the Govt. aided School & Madrasah School do not differ significantly.

The result leads to infer that the Non Cohesiveness of School Organizational climate between the Government Aided & Madrasah secondary schools of the District of Murshidabad are more or less similar.

Table – 10
Showing the Analysis of data of School Organizational Climate of Non Cohesive Schools of Private School & Madrasah School

	GOOD	AVERAGE	POOR	TOTAL	χ^2	df	Level of Significant
Private School	4	3	0	7	6.534	18	0.01
Madrasah School	1	7	4	12			
TOTAL	5	10	4	19			

Interpretation :

The above tables reveals that the values of chi square (χ^2) of Non Cohesiveness between Private School & Madrasah schools is significant at 0.01 level. Meaning thereby all the distribution of Schools based on the School organizational Climate and the Non Cohesiveness of School organizational climate of the Private School & Madrasah schools are not similar.

The result leads to infer that the Non Cohesiveness of Organizational climate of between Private School & Madrasah schools of the District of Murshidabad are not similar.

Ho4 : There is no significant difference in group characteristics behavior of teachers of Government Aided School , Private School and Madrasah schools of Murshidabad District.

Table – 11
Showing the Analysis of data of School Organizational Climate of Group Characteristics Behaviour of Government Aided School, Private School & Madrasah School

	Proper	Average	Not Proper	TOTAL	χ^2	df	Level of Significant
Govt. Aided School	33	67	50	150	44.01	30	0.01
Private School	61	34	19	114			
Madrasah School	22	51	47	120			
TOTAL	116	152	116	384			

Interpretation :

The above table reveals that the values of chi square (χ^2) is significant at 0.01 level. Meaning Hereby indicates that all the distribution of Schools based on the School organizational Climate and the Group Characteristics Behaviour of the Government Aided School, Private School & Madrasah School are differ significantly.

The result leads to infer that the Group Characteristics Behaviour in School Organizational climate of all the three types of secondary schools of the District of Murshidabad are not similar.

Ho5: There is no significant difference in the leadership Behaviour characteristics of Heads of Institutions in Government Aided School, Private School and Madrasah schools of Murshidabad district.

Table – 12

Showing the Analysis of data of School Organizational Climate of Leadership Characteristics Behaviour of Government Aided School, Private School & Madrasah School

	Proper	Average	Not Proper	TOTAL	χ^2	df	Level of Significant
Govt. Aided School	10	7	8	25	5.478	30	NS
Private School	6	7	6	19			
Madrasah School	3	12	5	20			
TOTAL	19	26	19	64			

Interpretation :

The above table reveals that the values of chi square (χ^2) is not significant at 0.01 level. Meaning thereby all the distribution of Schools based on the School organizational Climate and the leadership Behaviour characteristics of Heads of Institutions of the Government Aided Schools, Private Schools, Madrasah schools do not differ significantly.

The result leads to infer that the leadership Behaviour characteristics of Heads of Institutions in School Organizational climate of all the three types of secondary schools of the District of Murshidabad are more or less similar.

➤ Findings of the study

After calculated through test manual the following result was found:

- 1) The school climate of the selected sample schools were not up to the satisfactory level.
- 2) The School organization Climate and the Cohesiveness of the Govt. aided School & Private School do not differ significantly.

The result leads to infer that the Cohesiveness of School Organizational climate between the Government Aided & Private secondary schools of the District of Murshidabad are more or less similar.

- 3) The School organization Climate and the Cohesiveness of the Govt. aided School & Madrasah School do not differ significantly.

The result leads to infer that the Cohesiveness of School Organizational climate between the Government Aided & Madrasah secondary schools of the District of Murshidabad are more or less similar.

- 4) The School organization Climate and the Cohesiveness of the Private School & Madrasah School do not differ significantly.

The result leads to infer that the Cohesiveness of School Organizational climate between the Private & Madrasah secondary schools of the District of Murshidabad are more or less similar.

- 5) the School organization Climate and the Non Cohesiveness of the Govt. aided School & Private School do not differ significantly.

The result leads to infer that the Non Cohesiveness of School Organizational climate between the Government Aided & Private secondary schools of the District of Murshidabad are more or less similar.

- 6) The School organization Climate and the Non Cohesiveness of the Govt. aided School & Madrasah School do not differ significantly.

The result leads to infer that the Non Cohesiveness of School Organizational climate between the Government Aided & Madrasah secondary schools of the District of Murshidabad are more or less similar.

- 7) The School organizational Climate and the Non Cohesiveness of School organizational climate of the Private School & Madrasah schools are not similar.

The result leads to infer that the Non Cohesiveness of Organizational climate of between Private School & Madrasah schools of the District of Murshidabad are not similar.

- 8) The School organizational Climate and the Group Characteristics Behaviour of the Government Aided School, Private School & Madrasah School are differ significantly.

The result leads to infer that the Group Characteristics Behaviour in School Organizational climate of all the three types of secondary schools of the District of Murshidabad are not similar.

- 9) The School organizational Climate and the leadership Behaviour characteristics of Heads of Institutions of the Government Aided Schools, Private Schools, Madrasah schools do not differ significantly.

The result leads to infer that the leadership Behaviour characteristics of Heads of Institutions in School Organizational climate of all the three types of secondary schools of the District of Murshidabad are more or less similar.

VII. CONCLUSION

In conclusion it may be asserted that the organizational climate of the selected samples was not found up to the satisfactory level. The reason behind the laxity of satisfactory level of learning climate due to the unhealthy interpersonal relationship between the head of the institute with his colleagues. The degree of responsibility lied on the part of the Head of the Institution. The unhealthy school climate has been deteriorating the educational system of our country. Educates have been suffering from this type of school climate. In fact, learning of the students are dependent on experience and the nature and quality of educational experiences are largely determined by the characteristic of the learner's environment (Dewey 1938). Now it is utmost important to create educate oriented school climate to provided better learning to the student community.

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DEVELOPMENT OF TEACHER EDUCATION IN INDIA

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ABSTRACT

Rabindra Nath Tagore rightly said, “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.”

The Education Commission (1964-66) professed, “The destiny of India is now being shaped in her classrooms”. The National Policy on Education 1986 emphasize: “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”. According to an Indian prayer, “The teacher is Brahma, the Creator, He is God Vishnu, He is God Maheshwara. He is the entire universe, salutation to him”. The community establishes schools for preservation, progress and enrichment of its traditions and conventions. Teacher education programme is a must in order to have efficient and really capable teachers. Teacher education programme starts molding from the ancient education system and till the present system of education taking shape according to the global and local needs of the Indian society. History of teacher education in India can be classified into two parts. First part deals with teacher education during pre-independent India which starts from ancient education system of education till India got independent and second part deals with teacher education during post independent India that is after independence till present year. The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. The education commission recommends the introduction of a “sound programme of professional education of teachers”.

Teaching has been one of the oldest and respected professions in the world. The role, functions, competence and preparation of teachers have undergone a dramatic change from time to time but the need for teachers has been imperative for all times. The changing times as well as the requirements of the society have necessitated changes in the ways of teacher preparation.

Key Words: Teacher Education, Ancient Education, Buddhist Education, Muslim Education,

British Education, Monitorial System.

Introduction:

Good's dictionary of Education defines Teacher Education as "All formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively". The history of teacher education in India is as old as the history of Indian education itself. India has one of the largest systems of teacher education in the world. Education of teachers must have been born in India in 2500 B.C. The history of Indian teacher education may be divided into five parts:

Ancient and Medieval Period (2500 B.C. to 500 B.C.)

Buddhist Period (500 B.C. to 1200 A.D.)

Muslim Period (1200 A.D. to 1700 A.D.)

British Period (1700 A.D. to 1947 A.D.)

Teacher education in independent India (1947 up to this date).

Ancient and Medieval Period (2500 B.C. to 500 B.C.):

In the beginning of Hindu civilization teaching was concerned with teaching of „Vedas“. Out of four classes of Hindu society, Brahmins served as teachers of the community devoting themselves to the work of acquisition, conservation and promotion of knowledge and its transmission to posterity. In the Vedic India, the teacher enjoyed a special status and position. He was held in high esteem by the society and this was due not only to learning and scholarship, but also to qualities of head, heart and hand. The Guru or the teacher was an embodiment of good qualities, a fountain of knowledge and an abode of spirituality. The selection and preparation of a teacher was done with much rigour. Manu remarked that the son of the teacher sometimes helped his father, by teaching in his father's place. The teacher was sometimes assisted in his work by some of the older and abler pupils who acted as monitors. This monitorial system,

which was a method of inducting pupils to the position of teachers, was the contribution of the ancient education system. Teaching in the Upanishadic period was known for the personal attention paid to the student. There was an intimate relationship between the teacher and the disciple. The freedom to accept a disciple rested with the teacher, but once he accepted a disciple it became his moral duty to see that the disciple grew. Similarly, a disciple or student had the freedom to choose his teacher. Knowledge was transmitted orally (since writing developed later) and explanation was one of the important methods of teaching. The methods used by teachers were emulated and adopted by the disciples and handed over from one generation of teachers to another.

The transmission of methods through initiation and repetition continued. Good teachers devised their own methods and made the matter interesting and meaningful to students by day-to-day examples. Listening to the spoken words, comprehension of meaning, reasoning leading to generalization, confirmation by a friend or a teacher and application were the five steps to realize the meaning of a religious truth practiced in ancient India.

Buddhist Period (500 B.C. to 1200 A.D.):

The formal system of teacher's training emerged during this period. As the importance of teacher education was recognized it got an expansion. The monastic system which was an important feature of Buddhism required that every novice on his admission should place himself under the supervision and guidance of a preceptor (Upajjhaya). The disciple would choose an upajjhaya with much care and showed him the utmost respect. The upajjhaya, on his part, had much responsibility to the novice, the Saddhiviharika. He was to offer spiritual help and promote learning through religion among the disciples by teaching, by putting question to him, by exhortation, by instruction. The teacher was to look after the disciple fully. The teachers employed other methods besides oral recitation such as exposition, debate, discussion, question-answer, use of stories and parables. In Vihars and monastic schools, Hetu-Vidya or the inductive method was adopted and the intellect of the disciple was trained through it. The subject Logic was introduced which helped in sharpening the intellect of the learner.

Muslim Period (1200 A.D. to 1700 A.D.):

During this period there was no formal system of teacher training. In the holy Koran, education is urged as a duty and in Muslim countries, education was held in high esteem. Education was public affair. The Mohammedan rulers in India founded schools (Maktabas), Colleges (Madrassahs) and libraries in their dominions. In the Maktab, often attached to a mosque, the students received instruction in the Koran which they had to recite, and reading, writing and simple

arithmetic was also taught. The medium of "instruction was Persian but the study of Arabic was compulsory. In Madrassahs the course included grammar, logic, theology, metaphysics, literature, jurisprudence and sciences. The teachers teaching in the Maktabas were mostly moulvis, but in the Madrassahs scholarly persons were employed. The method of teacher preparation was mostly initiation of what the old teachers practiced. Good and experienced teachers with a discerning eye identified able students and appointed them tutors to look after and teach the junior students in their absence. Thus the monitorial system was in vogue during the medieval times too and was the method of preparing the future teachers. The teachers were held in high esteem and were respected by the society and their students. Cramming and memorising were prevalent during this period. The method of teaching was oral. The teachers adopted the lecture method. Students were encouraged to consult books. Practicals were also conducted in practical subjects like medicine. Analytical and inductive methods were also used to each subject like religion, logic, philosophy and politics.

British Period (1700 A.D. to 1947 A.D.):

The Britishers changed the above educational system according to their own system, their need and philosophy. Advanced system of education was incorporated. Before the arrival of the Britishers in India the European Missionaries first started scholars and later initiated teacher training institutions. The Danish Missionaries established a normal school for the training of teachers at Serampur near Calcutta. In Madras Dr. Andrew Bell started the experiment of Monitorial System which formed the basis of teacher training programme for the time being. It was used in England and known as Bell-Lancaster system. Mr. Campbell, Collector of Bellary, in his Minute dated 17th August 1823, commended this system by which the more advanced scholars are asked to teach the less advanced and this was well received in England.

Sir Munro, in his Minute dated 13 December 1823, gave some ideas for the improvement of the education of teachers. He suggested an increase in their allowance and different types of syllabi for Hindu and Muslim teachers. In June 1826, the first normal school was started in Madras under the management and with the finances of the British government. Initially it prepared teachers for the district schools. Later, this normal school developed into the Presidency College. In 1847, in Bombay a normal school was started in the Elphinstone Institution and in 1849, Calcutta too had a normal school.

Teacher Education in Pre Independent India:

Monitorial System (1880)—In India, the idea of formal teacher training originated out of an indigenous technique, called „Monitorial System“. It was based on the

principle of mutual instruction. The whole class was splitted into a number of small groups and by placing each group under the charge of a brilliant pupil, called monitor.

Teacher's Training Schools—The first formal teacher's training School in India was set up at Serampur in Bengal in the name of "Normal School" by Carey, Marshman and Ward in 1793. In Bombay, the Native Education Society trained a number of teachers for the improvement of teaching in primary schools. In Bengal the Calcutta School Society did pioneering work for the training of teachers for indigenous schools. The Ladies Society of Calcutta started a training class for training women teachers in the Calcutta Central School for girls. A number of government training schools were also set up in the first half of the nineteenth century.

Wood's Despatch (1854) – The Wood's Despatch (popularly known as Magna Charta of English Education in India), an important educational document was released on 19 July, 1854. It was rightly been called the most important document on English education in India. It gave some very valuable suggestions for the improvement of the education of teachers. It suggested that allowances be given to persons who possess and aptness for teaching and who are willing to devote themselves to the profession of school master. The Despatch urged the establishment of training schools in India. The Despatch suggested the introduction of pupil teacher system (as prevailed in England) in India and an award/ stipend to the pupil teachers and a small payment to the masters of the school to which they were attached. On successful completion of the training programme they were to be given certificates and employment. So the Despatch introduced sufficient incentive for the would-be teachers. Lord Dalhousie, Governor-General of India also suggested implementation of Wood's Despatch which brought into existence a number of normal schools.

Lord Stanley's Despatch (1859)—In 1859, Lord Stanley, Secretary of State for India, greatly emphasized on teacher training. The Despatch very emphatically stated that the administration should desist from procuring teachers from England and that teachers for vernacular schools should be made available locally. In 1859, the new grant-in-aid rules provided that salary grants to schools be given to those teachers who had obtained a certificate of teacher training. In 1882 there existed 106 Normal Schools, including 15 institutions meant exclusively for women. About the training of secondary teachers, training classes were added to the following schools:

- (i) Government Normal School, Madras (1856)
- (ii) Central Training School, Lahore (1877)

In 1886, the first training college to prepare secondary school teachers was set up at Saidapet in Madras followed by the opening of a Secondary Department in the Nagpur Training School in 1889. Towards the end of nineteenth century, there were only six training colleges in India.

Government of India Resolution on Education Policy (1904)—This is one of the most important educational documents which laid down the policies for the future educational system. Lord Curzon, the-then Viceroy of India felt the need of the training of teachers. It made some very vital suggestions for the improvement of the teacher-training Programme. These were:

(a) Training Colleges: The Resolution enunciated that if Secondary Education was to be improved then the teachers should be trained in the art of teaching. There were five teacher training colleges in all at places like Madras, Kurseong, Allahabad, Lahore and Jubbulpur. Intermediates or Graduates could seek admission to these Colleges. The general principles upon which the training institutions were to be developed, were:

- (i) To enlist more men of ability and experience in the work of higher training,
- (ii) To equip the training colleges well,
- (iii) To make the duration of the training programmes two years and for graduates, one year. The course would comprise knowledge of the principles which underlie the art of teaching and some degree of technical skill in the practice of the art,
- (iv) The course would culminate in a university degree or diploma,
- (v) There should be a close link between theory and practice and practicing schools should be attached to each college. There should be a close link between the training colleges and the school, so that the students do not neglect the methods learnt in the college.

(b) Training Schools: The Resolution recommended opening of more training schools, particularly in Bengal. The normal schools were mostly boarding schools where students with vernacular education came for training and were given stipends. They received general education combined with the instruction in the methods of teaching and practice in teaching. The Resolution recommended a minimum course of two years. It mentioned courses of training especially suited for teachers of rural schools. Thus, it can be observed that the recommendations and suggestions of the Resolution were of far reaching importance. Universities instituted B.T. degree for graduate teachers.

The Government of India Resolution on Education Policy (1913)–The second resolution on educational policy suggested many useful measures with regard to improvement of Primary education. The resolution suggested that teachers should be drawn from the class of the boys whom they will teach and they should have passed the middle vernacular examination and undergone a year's training. It suggested periodical repetition and improvement courses for teachers. The resolution emphasized that no teacher should be allowed to teach without a certificate and that there should be a constant exchange of ideas amongst the training college staff members and that they should visit different colleges.

Calcutta University Commission (1917-19)–This Commission, known as the Sadler Commission suggested opening of post graduate department of education in Universities, each department with a Professor, a Reader and a number of assistants and institute a post-graduate degree in Education. It recommended the introduction of Education as an optional subject at the Graduation and P.G. level. The recommendations of the Sadler Commission had salutary effect on the teacher training Programme in India. Mysore University started a faculty of Education in 1925.

The Hartog Committee (1929) – The work initiated by the Sadler Commission was further carried on by the Hartog Committee. The Committee was primarily concerned with primary education but it made far-reaching recommendations for teacher training as well. It suggested that teachers for rural areas should be inducted from persons who were close to rural society. It also suggested that journals for teacher in the vernacular, refresher courses, conferences and meetings of teacher associations can do much to brighten the lives of the teachers and improve their work. For the secondary school teachers too, the committee had the same suggestions. Working on the recommendations of the Sadler Commission, 13 out of 18 universities set-up faculties of education.

The Lady Irwin College was setup in New Delhi. Andhra University started a new degree the B.Ed. in 1932. Bombay launched a post-graduate degree the M.Ed. in 1936. Some other important changes in the field of education also took place in the thirties. The Central Advisory Board of Education was revived. Basic Education was started by Mahatma Gandhi in 1937, leading to the training of teachers for basic schools. In 1938, a Basic Training College was set-up at Allahabad and the Vidyamandir Training School was started at Wardha in 1938.

The Abbott - Wood Report (1937)–This report submitted in 1937 is again a landmark in the field of education. It primarily analyzed the position of vocational education but also made valuable suggestions about teacher education. According to the report the duration of training should be 3 years to enable the pupil to

continue with general education along with professional training. It further suggested a refresher course for the teacher so that he could get a wider experience. Although there was improvement in the percentage of trained teachers from 56.8% in 1937 to 61.3% in 1942, yet there was much still to be done for achieving qualitative improvement. In 1941, there were 612 normal schools out of which 376 were for men and 236 for women. These schools provided one or two years' training. There were 25 training colleges for graduates which were inadequate to meet the needs of the time. In 1941, the Vidya Bhawan teacher's College was started in Rajasthan and the Tilak College of Education in Poona. Bombay took the lead in starting a doctorate degree in education in the same year.

The Sargent Report (1944) –The Central Advisory Board of Education (CABE) in 1944 presented a scheme of education "Post-war Educational Development in India", popularly known as the "Sergeant Plan" recommended that suitable boys and girls should be picked out into the teaching profession after high school; practical training should be provided, refresher courses be planned and research facilities be provided. It suggested a two year course for preprimary and junior basic schools (after high school) and a three year course for the senior basic schools. The non-graduate teachers in high schools were to go for two year training and the graduates for one-year training.

The first year of the two years training should be devoted to the study of the general and professional subjects. It should be supported by school visits, discussions and other experiences to kindle the trainee's interest in education. It proposed revised pay scales for all categories of teachers, to attract better teachers. In 1947, the number of secondary teachers training colleges in the country had risen to 41.

Teacher Education in Independent India:

University Education Commission (1948-49)–The first commission in free India, University Education Commission, in 1948 critically scanned the existing courses in teacher training programme and suggested that the courses must be flexible and adaptable to local circumstances. In this context, the commission recommended that the courses should be remodeled, suitable schools to be used for practical training and more time to be given to school practice. In 1950, the First Conference of Training Colleges in India was held at Baroda to discuss programmes and functions of training colleges. In this commission, „teacher training“ was given a new nomenclature and it became „teacher education“.

Secondary Education Commission (1952-53)–This commission suggested reforming of secondary education. It recommended that during one year of training graduate teacher should be trained in methods of teaching in at least two

subjects. The practical training should not consist only of practice in teaching, observation, demonstration and criticism of lessons, but should include such subjects as construction and administration of scholastic tests, organization of supervised study and students' societies, conducting library periods and maintenance of cumulative records.

Ford Foundation Term (1954)—Government of India in collaboration with Ford Foundation appointed an International team of eight experts in 1954 that studied in greater detail the major recommendations of Secondary Education Commission and recommended that the training institutions should organize and conduct demonstration or laboratory schools where experiments are made in curriculum construction and progressive methods of teaching are used.

Pires Committee (1956)—This committee recommended that practical work should be given as much weightage as the theory portion. The examination papers should be reduced to four as stated below-

1. Principles of Education and School Organisation
2. Educational Psychology and Health Education
3. Methods of Teaching Two School Subjects
4. Current Problems in Indian Education.

Education Commission (1964-66)—The Education Commission (1964-66) also known as Kothari Commission showed keen interest in teacher education. It observed that a sound programme of professional education for teachers was essential for the qualitative improvement in education at all levels of teacher education to meet the requirements of the national system of education.

According to **National Policy Statement on Education (1968)**, of all the factors which determine the quality of education and its contribution to national development, teacher is undoubtedly the most important. Teacher, must therefore, be accorded an honoured place in society. Their emoluments and other service conditions should be adequate and satisfactory with respect to their qualifications and responsibilities.

First Asian Conference on Teacher Education—This conference, jointly sponsored by Association of Teacher Educators (IATE) and the International Council on Education for Teaching (ICET) was held from 14th to 19th June 1971 at Bangalore. The conference recommended that the programs of school education and teacher education in each country should be modified to meet the new challenges. 'ITEP' Plan of National Council of Educational Research and Training—The teacher education Department of National Council of Educational Research and Training, launched a plan for the comprehensive improvement of

teacher training under the name „Intensive Teacher Education Programme“ (ITEP) to work cooperatively with the training colleges to bring about desirable changes and improvement in teacher education.

Efforts of Indian Association of Teacher Educators (IATE)–The Indian Association of Teacher Educators, formerly known as All India Association of Training Colleges, the only national organization of teachers of training institutions, have been organizing annual conferences beginning with their first meet at Baroda in 1950. IATE constituted a study group popularly known as Baroda Study Group to revitalize the B. Ed. Programme.

National Commission on Teachers–I (1983-85)–In National Commission on Teachers – I (for school teachers), a four year training course after senior secondary, or preferably a 5 year course leading to graduation and training is recommended. For elementary teachers it is desirable to have a two year training course after Class XII. The integrated four year curriculum for a degree in education should consist of general education and professional preparation. Training curriculum for elementary teachers should emphasize on mastering of language and communication skills. The teacher educators in colleges of education should be drawn from disciplines of various school subjects and educational disciplines like psychology, sociology, philosophy etc. The minimum qualification for a teacher educator should be post-graduate degree in the subject and a B.Ed., preferably a M.Ed. degree. The minimum qualification for a teacher educator for the elementary training institutes should be a post graduate degree with B.Ed. training. This commission also suggested that the practice teaching should be replaced by the word „Internship“.

The National Policy of Education (NPE) in 1986 recommended that teacher education is a continuous process and its pre-service and inservice components are inseparable. The National Policy of Education (NPE), in 1986 and its Programme of Action made a strong case for improving the quality of teacher education because it was the prerequisite to improve the quality of school education. Some training schools were upgraded to District Institutes of Education and Training (DIETS) and some training colleges were upgraded to Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASSES).

The **Acharya Ramamurti Committee (1990)** in its review of the NPE 1986 observed that an internship model for teacher training should be adopted because “...the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time.”

Yashpal Committee (1993) noted that inadequate programme of teacher preparation leads to unsatisfactory quality of learning in school. Therefore, the B.Ed. programme should offer the possibility of specialization in secondary or elementary or nursery education. The duration of the programme should either be one year after graduation or four years after higher secondary. The contents of the programme should be restructured to ensure its relevance to the changing need of school education. The emphasis in these programmes should be on enabling the trainees to acquire the ability for self-learning and independent thinking. By the year 1998-99 there were 45 District Institutes of Education and Training (DIETs), 76 Colleges of Teacher Education (CTEs) and 34 Institutes of Advanced Studies in Education (IASes). The statutory NCTE further came out with a Curriculum Framework (1998) to provide guidelines in respect of the content and methodology of teacher education. As a result of this, many universities and state governments revised the courses of teacher education. The statutory NCTE further came out with a Curriculum Framework (1998) to provide guidelines in respect of the content and methodology of teacher education. As a result of this, many universities and state governments revised the courses of teacher education.

The **National Curriculum Framework (NCF) 2005** for school education places different demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. Teacher quality is a function of several factors: teacher's status, remuneration and conditions of work, teacher's academic and professional education.

National Knowledge Commission (2007) has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools.

National Curriculum Framework for Teacher Education (NCFTE) 2010 highlighted that the education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. To improve the quality of teacher education program, the National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and sustenance. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country. To enhance quality of school education Teacher Eligibility Test (TET) for Teachers and Principal Eligibility Test (PET) are conducted at both level at state and at central level. For teacher education UGC conducts National Eligibility Test (NET) at national level and State Level Eligibility Test (SLET/SET) at state level.

Teacher Education in Five Year Plans—In five year plans teacher education got 10% share of the total education, resulting into an increased output in training schools and training colleges. Output of training schools doubled during 1951 to 1961. It increased three times in 1966. There were 29 institutions in 1966 providing M.Ed. and PhD courses. NCERT was set up in September 1961. NCERT started teacher education programme in 1964. Establishment of SIE (State Institutes of Education) and SISCE (State Institutes of Science Education) took place in 1964 to upgrade science education at high school level. Science Institutes were opened. During 1969 to 1979 priority was given to expansion of elementary education with special emphasis on backward sections and girls. Correspondence and inservice programmes were emphasized. Fourth and Fifth plans provided correspondence courses to about 1, 40,000 elementary teachers, 17,600 secondary teachers. With the assistance of NCERT and UGC an organized correspondence and in-service programmes, B.Ed. course was started by Himachal University and later by Jaipur University and several universities in South India. There are training colleges which are exclusively run by Government. Regional Colleges are being run by NCERT – Ajmer, Mysore, Bhuvaneshwar and Bhopal. In Uttar Pradesh there are two types of training colleges – JTC and JBCT. Teachers trained by these JBCT colleges work in Junior High School. JTC works in primary school. Regional Colleges carried out programme for primary teachers (B.Ed. Primary); training of teachers for pre-primary level and for students like mentally retarded children, physically handicapped children. NCTE Act was passed in 1993 by the Parliament by which it is the responsibility of NCTE to look after the Teacher Education of the country.

The Eleventh plan is quality plan in respect of the education sector. The following specific programmes are proposed to be taken up in teacher education during the Eleventh Plan.

- Strengthening Teacher Education by
 - (i) Developing teacher education Information Base in Public Domain,
 - (ii) creating additional support systems in the field, and
 - (iii) strengthening academic capacity. Augmenting teacher education capacity in SC/ST and minority areas.
- Professional development of teacher through training programmes.
- Professional development of teacher educators through Refresher Courses and Fellowship programmes.
- Support to NGOs.
- Technology in teacher education.

- Integrating elementary teacher education with higher education.

In the Twelfth FYP, an important thrust area would be to introduce technology in teacher education in order to promote openness for adaptability to new technology for developing professionalism. The Teacher Education Scheme should be implemented in partnership with states.

Conclusion:

Teaching is a highly professional activity which demands specialized knowledge, skill and behaviour. Teacher professionalism comprises competence, performance and behavior which reflect on teacher's personality in school and society. Professional competence is fundamental in teaching profession which includes preparation of teacher for classroom processes, acquisition of knowledge of subject and facilitates personality development of children. Competencies of an effective teacher include interpersonal communication, pedagogical empowerment and organizational leadership. Professional competence results in performance of teacher in terms of overall development of children. The competent teacher is supposed to perform better in the interest of the children and society as well. It has been aptly remarked, "If you educate a boy, you educate one individual but if you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole family and if you educate a teacher, you educate the whole community". Teacher education is not teaching the teachers how to teach. It is to kindle his initiative, to keep it alive, to minimize the evils of the "hit and miss" process and to save time, energy, money and trouble of the teacher and taught. Teacher education is needed for developing a purpose and for formation of a positive attitude for the profession. The success of the educational process depends to a rigid extent on the characteristics and ability of the teacher who is the corner stone of the arch of education. The expansion of teacher education was observed in terms of quantitative and qualitative aspects. All the above described commissions and report emphasis on the quality of teachers in general and teacher educator in specific. At present teachers are not the mere transmitters of information but facilitators in the path of students urge for more knowledge. The existing teacher training institutions of the state has yet lot to do for teachers in order to articulate innovations in terms of approach, pedagogy for qualitative improvement of school education so that they can response to the various demands of the student community.

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YOGA IN OUR DAILY LIFE

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Objectives : After going through the chapter, the students will be able to know –

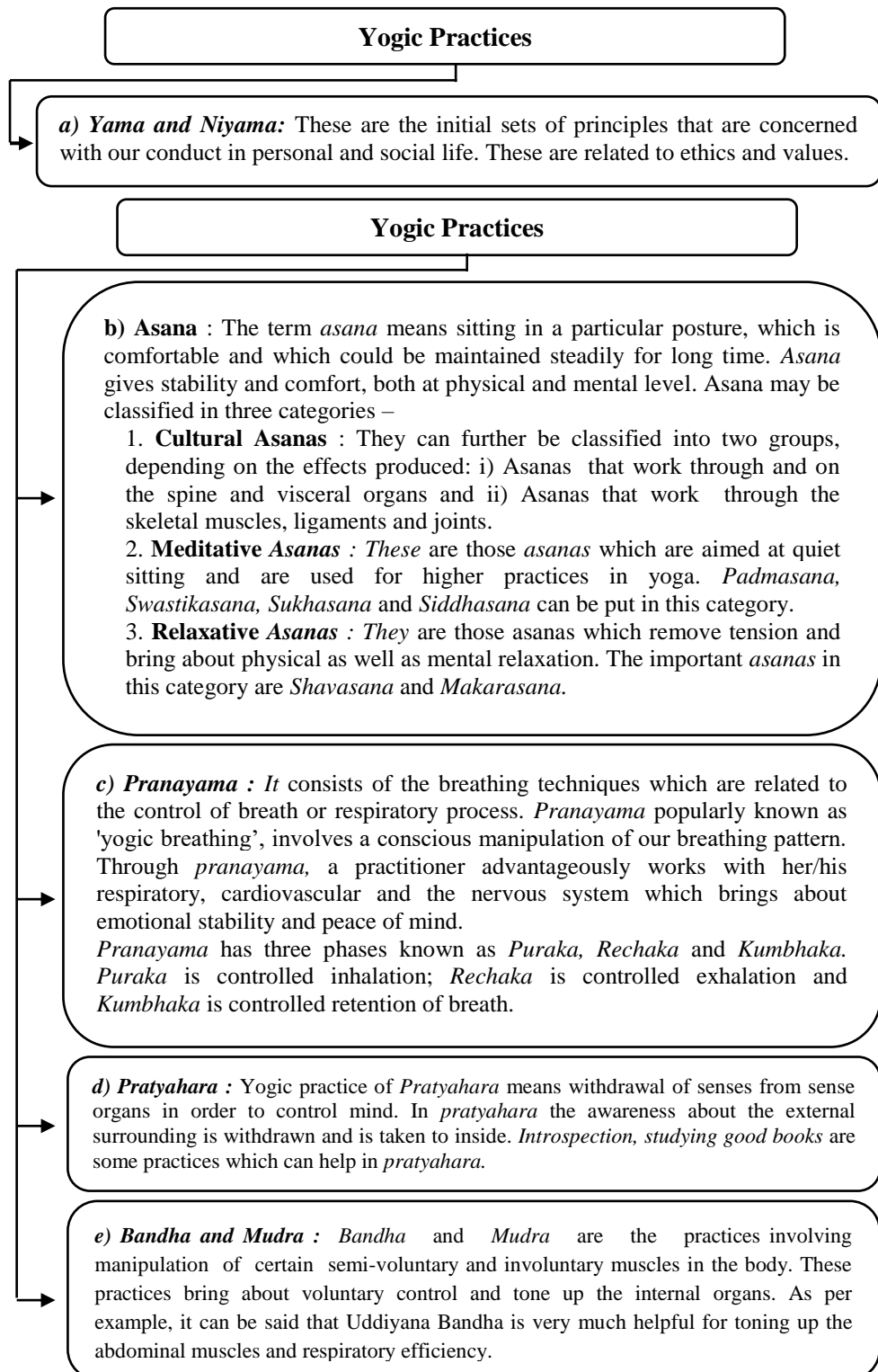
- Meaning of yoga
- Common yogic practices and its principles
- Importance of yoga for all round development of the human beings
- Components of yogic way of life

➤ **What is Yoga?**

The word 'Yoga' is derived from Sanskrit root *yuj* which means 'join' or 'unite'. This may be taken as the union of body, mind and soul, and is used in the literature both as an end as well as means. As an end, yoga signifies 'integration of personality' at the highest level. As means, yoga includes various practices and techniques which are employed to achieve the development of such integration. These practices and techniques are means in the yogic literature and are also referred collectively as 'Yoga'.

➤ **Common Yogic Practices :**

Yogic texts propound several practices such as *yama*, *niyama*, *asana*, *pranayama*, *pratyahara*, *shatkarma* (*cleansing practices*), *mudra*, *bandha*, *dharana*, *dhyana* (meditation). It is as follows:



Principles of Yogic Practices

1. The yogic practices should start with a quiet mood which could be attained by reciting a short prayer.
2. It is essential that body should be prepared by activities such as ankle bending, knee bending, finger movements, hand clenching, wrist bending, wrist rotation, elbow bending, shoulder rotation and eye movement. After this, *Surya Namaskara* can be practiced.
3. *Regularity* of practice is essential both in the physical and mental aspects of yoga. Both *patience* and *cooperation* are the important requirements for yoga. Yogic practices should be learnt under the *guidance of experienced teacher*.
4. *Early morning* is the ideal time for yoga practice but it can also be practiced in the evening. Yoga should not be practiced in hurry or when you are exhausted. Some yogic practices should be practiced on an empty or on a very light stomach.
5. Cloths should be loose and comfortable, while performing the yogic practices.

➤ **Importance of Yoga :** Yogic practices are very much important in our day to day life, which is as follows :

1. **Positive Health :** Yoga sadhna and activities contribute significantly in terms of one physical development and well being in the manner as given below :

Impact of Yoga on Positive Health

a) Improvement of Lung Power : Yoga activities specially concerned with *pranayam* help in the promotion and increase in strength and stamina of our lung power in terms of their expansion and contraction enabling us to inhale maximum amount of oxygen in our body for the purification of our blood besides helping in the proper circulation of the purified blood in all corners of our body. Both *Anuloma-Viloma* and *Bhastika* pranayama are very much helpful for the improvement of the lung power.



Bhastika Pranayama



Anuloma-Viloma Pranayama

Impact of Yoga on Positive Health

b) Improvement of Respiration Activities : These help us in regulating the respiration activities of our body adding efficiency to our respiratory power including increase in its amplitude stability and smoothness and decrease in the respiratory rate. In this case, *Katichakrasana*, *Uttana-mandukasana* etc are very much helpful.



Uttana-mandukasana

c) Improvement of Heartbeat : Yogic activities help us in the *proper regulation of our blood pressure and heartbeat*. Asanas like -*Surya Namaskara*, *Uttana-mandukasana* and Kriya like – *Kapalbhati* are very much helpful to improve the heartbeat.

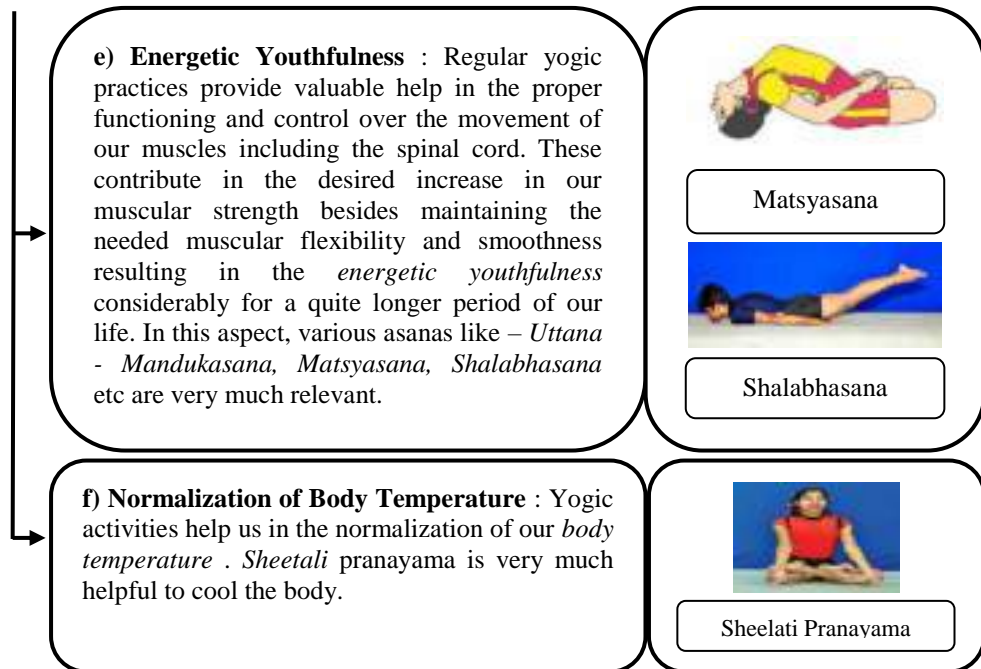


Surya Namaskara

d) Improvement of Digestive Function : Yogic practices help us in the *normalization of the gastrointestinal* resulting in the *proper regulation of the digestive functions* of our body. Various asanas like- *Katichakrasana*, *Mandukasana*, *Akarna Dhanurasana* and kriya like – *Agnisara* are very much helpful to improve the digestive function.



Agnisara



Impact of Yoga on Positive Health

g) Development of the Skin : *Hota yoga*, known as *Bikram Yoga* is helpful to increase the stimulus for cardiovascular adaptations, as the need for blood to supply oxygen to the exercising muscles is challenged by the need to supply blood to the peripheral vessels of the skin for thermoregulation.



Hota Yoga

h) Proper Cure and Treatment of Diseases: It has been a matter of wide experience that yogic activities provide substantial cure and *treatment in the cases of arthritis, back pain, and osteoporosis, high and low blood pressure, asthma, diabetes and epilepsy, headaches, heart disease and multiple sclerosis* etc. In this aspect, asanas like- *Surya Namaskara, Katichakrasana*; kriyas like-*Kapalbhati*; bandha like-*Uddiyana Bandha* etc are very much relevant.



Uddiyana Bandha

i) Sound Sleep : These activities make us enjoy a *sound sleep*, help us in *gaining normal weight* and getting increase in our *power of endurance and energy level*. Asana like- *Shavasana* and *Meditation* are very much important to have a sound sleep for an individual.



Meditation

j) Stroke Rehabilitation : *Hota Yoga* can be utilised for stroke rehabilitation. This yogic activity is performed in a room, that is preheated to approximately 105°F.

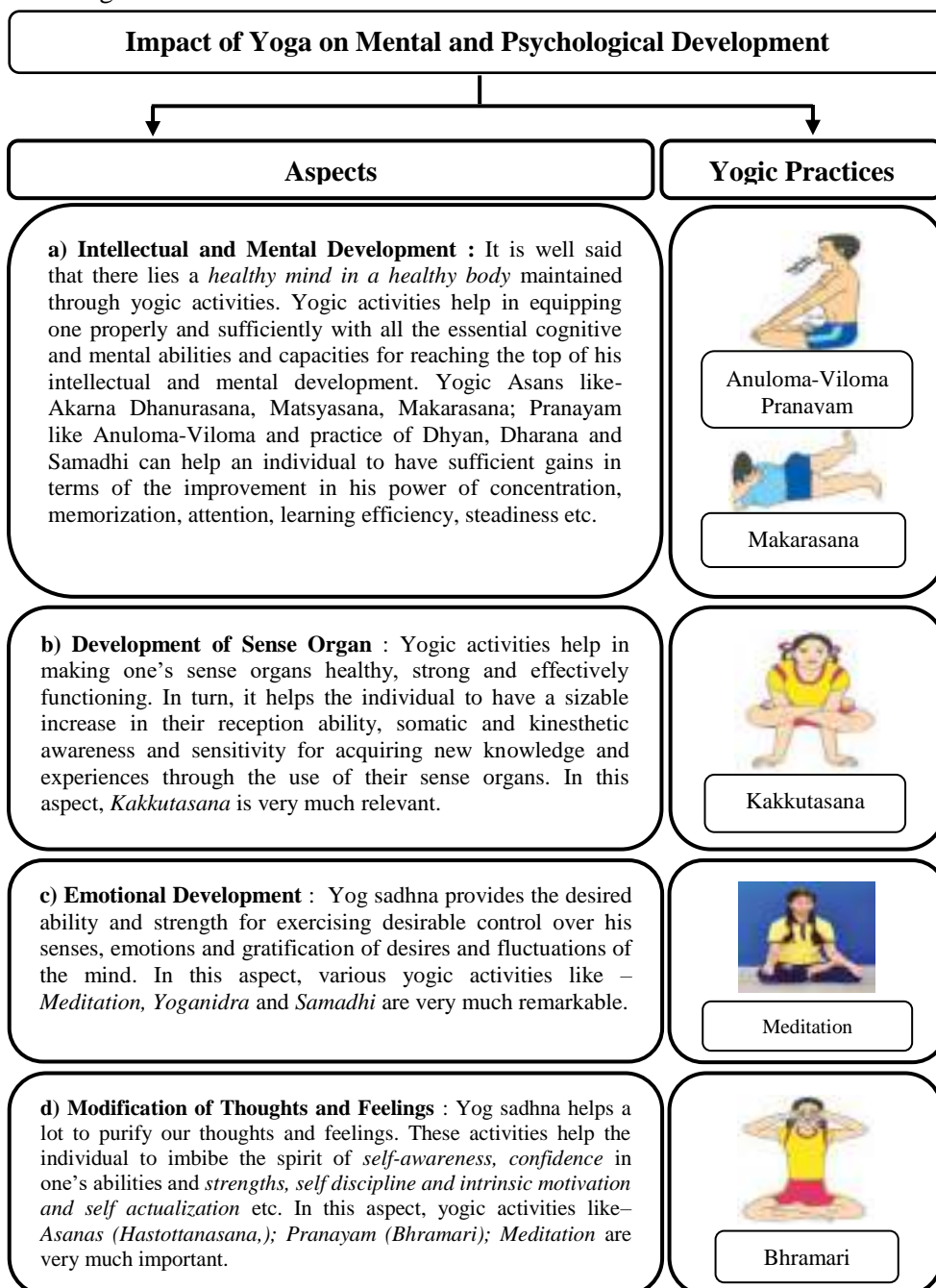


Hota Yoga

k) Cancer Rehabilitation: There is a growing interest in the role of yoga and other exercise interventions for ameliorating the physical and psychological side-effects of cancer and its treatments. This has resulted from increasing rates of cancer survivorship and the well- documented lingering symptoms such as fatigue, sleep disturbances and joint pain that are frequently encountered but often inadequately treated with conventional approaches.

2. Mental and Psychological Development :

Yog sadhna and activities also play quite substantive role in seeking proper gains in terms of securing proper mental health and psychological functioning to the practicing individuals. The benefits gained on this front may be summarized in the manner given below :



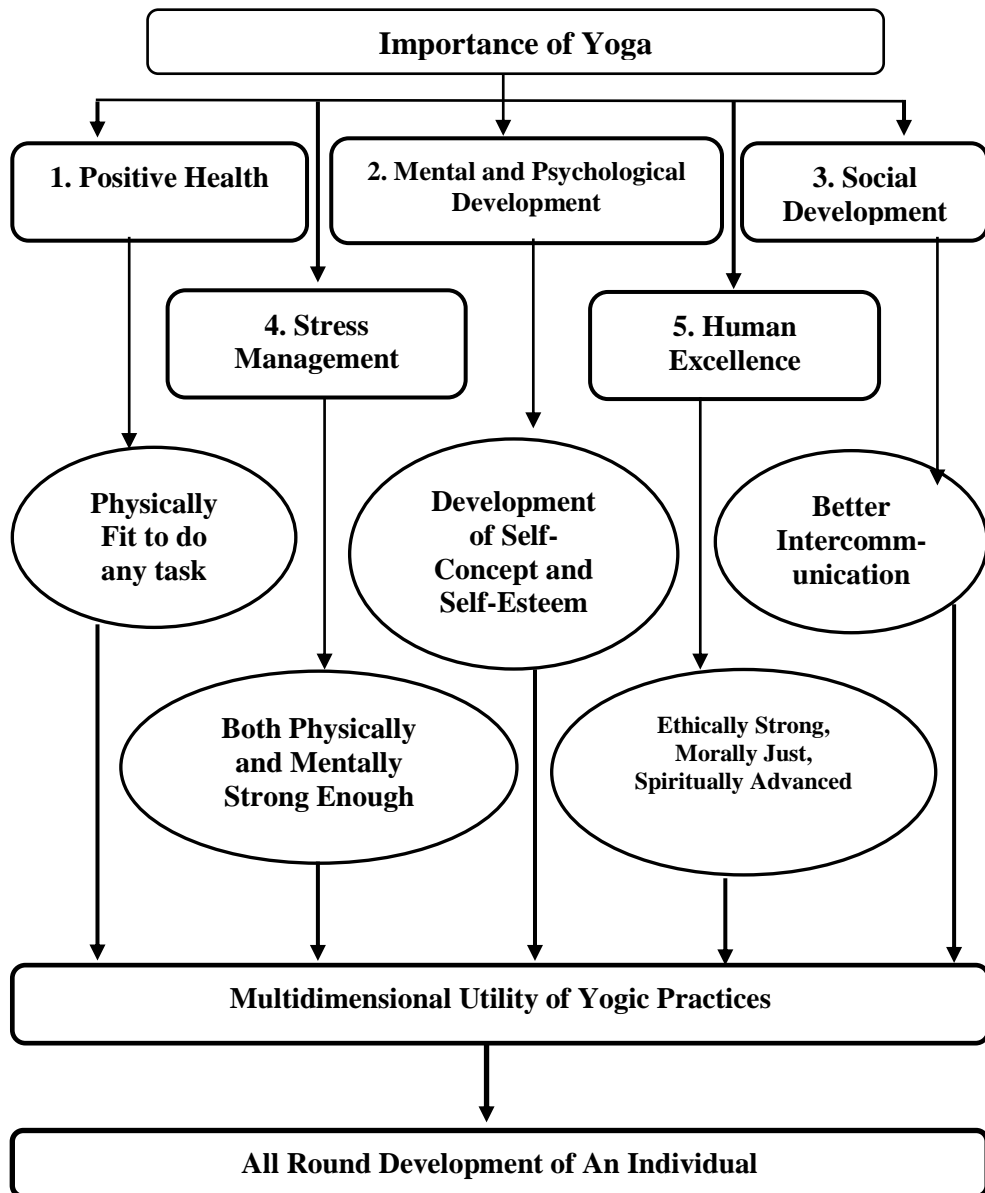
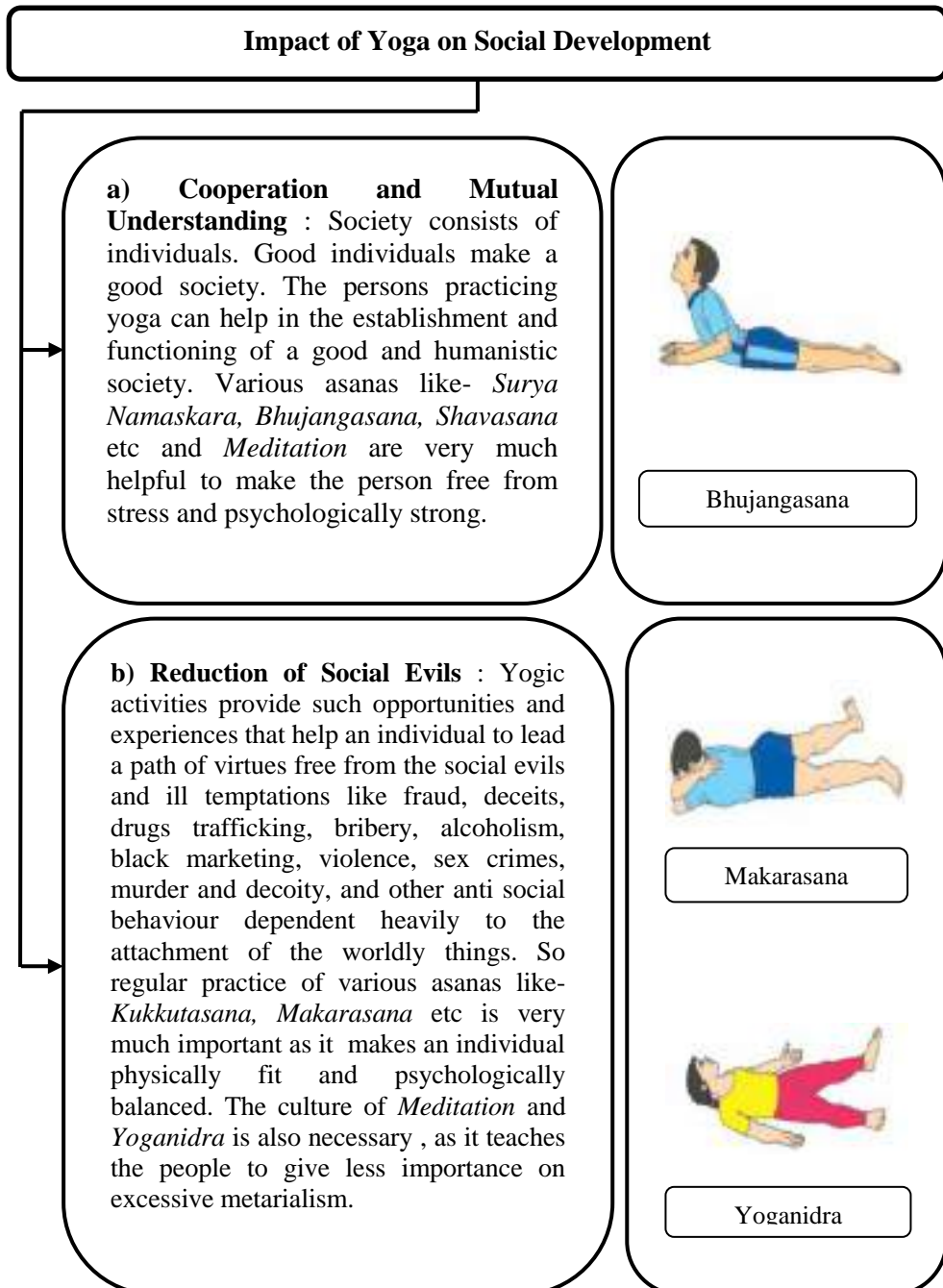


Fig : Importance of Yogic Practices in Our Daily Life

3. Social Development :

Yoga sadhna and activities do not matter only for the personal development of the individual being but also contribute significantly towards his proper social development and social living in the manner depicted below.



4. Stress Management :

Regular practice of yogic activities is very much helpful to reduce the stress in our daily life. Before knowing the yogic activities, helpful to reduce the stress, one should know the following things :

Definition Of Stress - Stress can be understood as the response of the body, Which occur in difficult situations. These situations are perceived by the person as a threat to his/her physical or emotional well-being. This threat may be real or imaginary.

Symptoms of Stress - The responses towards these situations occur at the physiological level and the psychological level. At the physiological level, there may be *changes in heart rate, pulse rate, blood pressure, secretions of hormones*, etc. At the psychological level, there may be *changes in attention, concentration, memory and alertness and also in the emotional state (like anger, fear, hate, sadness, etc.)*.

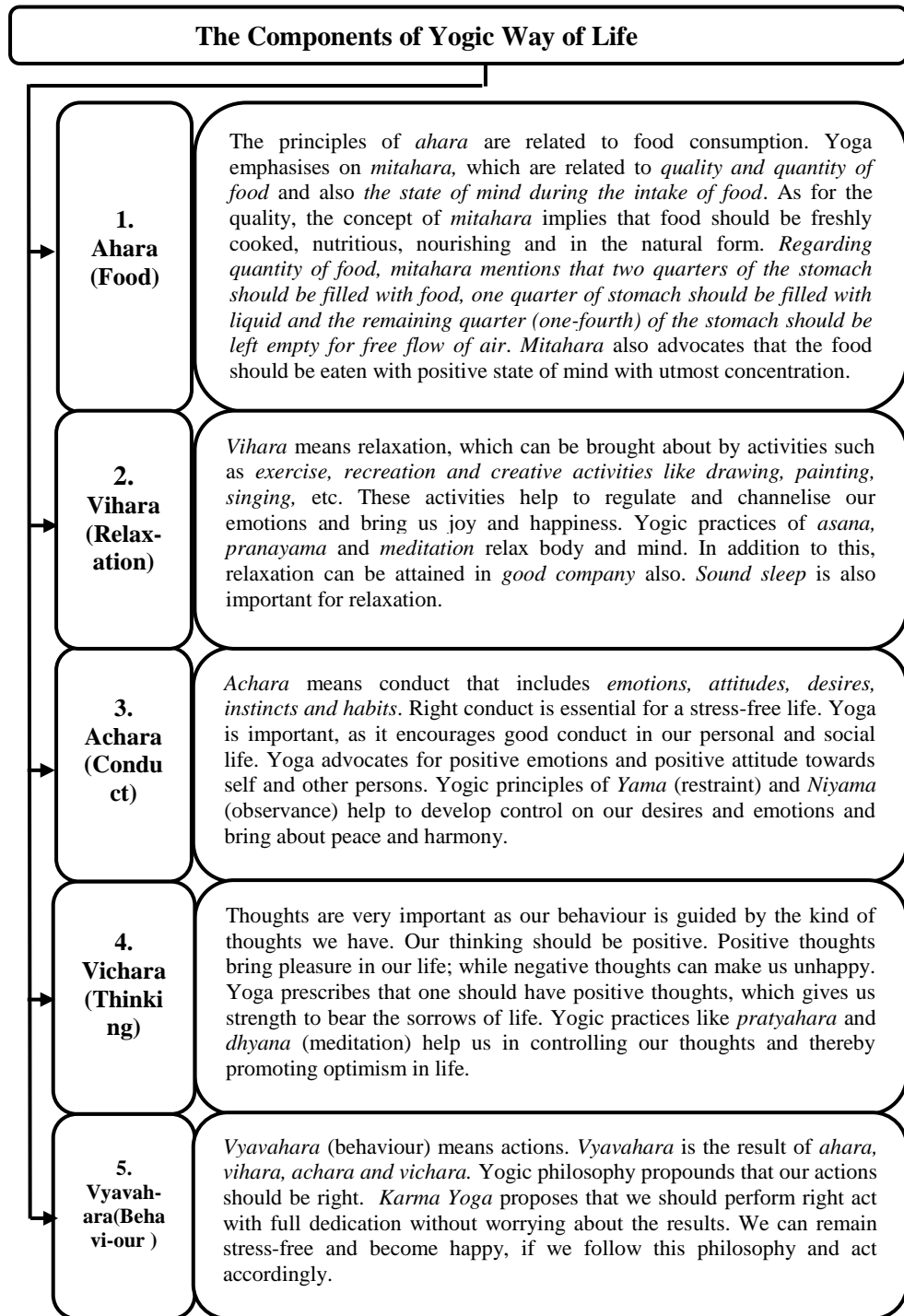
Causes of Stress - Stress generally occurs as a result of major events in life such as tough competitions, getting low scores in an examination, recent breakup in friendship, not getting a good job, a fight with others and SO on. There are several other factors which may cause stress in a person like diseases, poor living conditions, poverty, problems in relationship, challenges of adolescence, wrong habits, high aspirations, unrealistic goals, death of close relative, tough competition, discrimination, fast changing life and many others.

Intensity of Stress - Intensity of stress varies from *person to person* and generally depends on *perception of the particular situation* by that person. A situation may be easy to handle for one person, while it may pose a big challenge to another. For example, examination may cause stress in one student, while it may not affect another student.

Result of Stress - Stress may be *beneficial* as well as *harmful*. Stress which motivates us to perform better and learn new skills is beneficial. Chronic and severe stress reduces our body's ability to fight diseases. It can lead to *various psychosomatic diseases such as peptic ulcer, migraine, diabetes mellitus, high blood pressure*, etc. It could even result in *heart attack, brain stroke and death*.

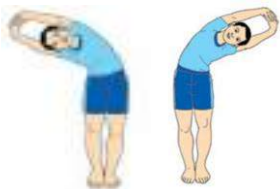


Yoga as a Way of Life for Stress Management :





Yoga is not limited to the physical postures, breathing techniques or meditation for a few minutes only rather yoga is a way of life also. It propounds several principles including *asana, pranayama, kriya, mudra, bandha and meditation*, which are relevant to healthy living. As a way of life, yoga gives direction about food, eating habits, thinking, creational means and conduct. Yogic way of life, if adopted in true sense, empowers us to deal with stress and in promoting physical and mental health.





Yogic Practices for Stress Management :

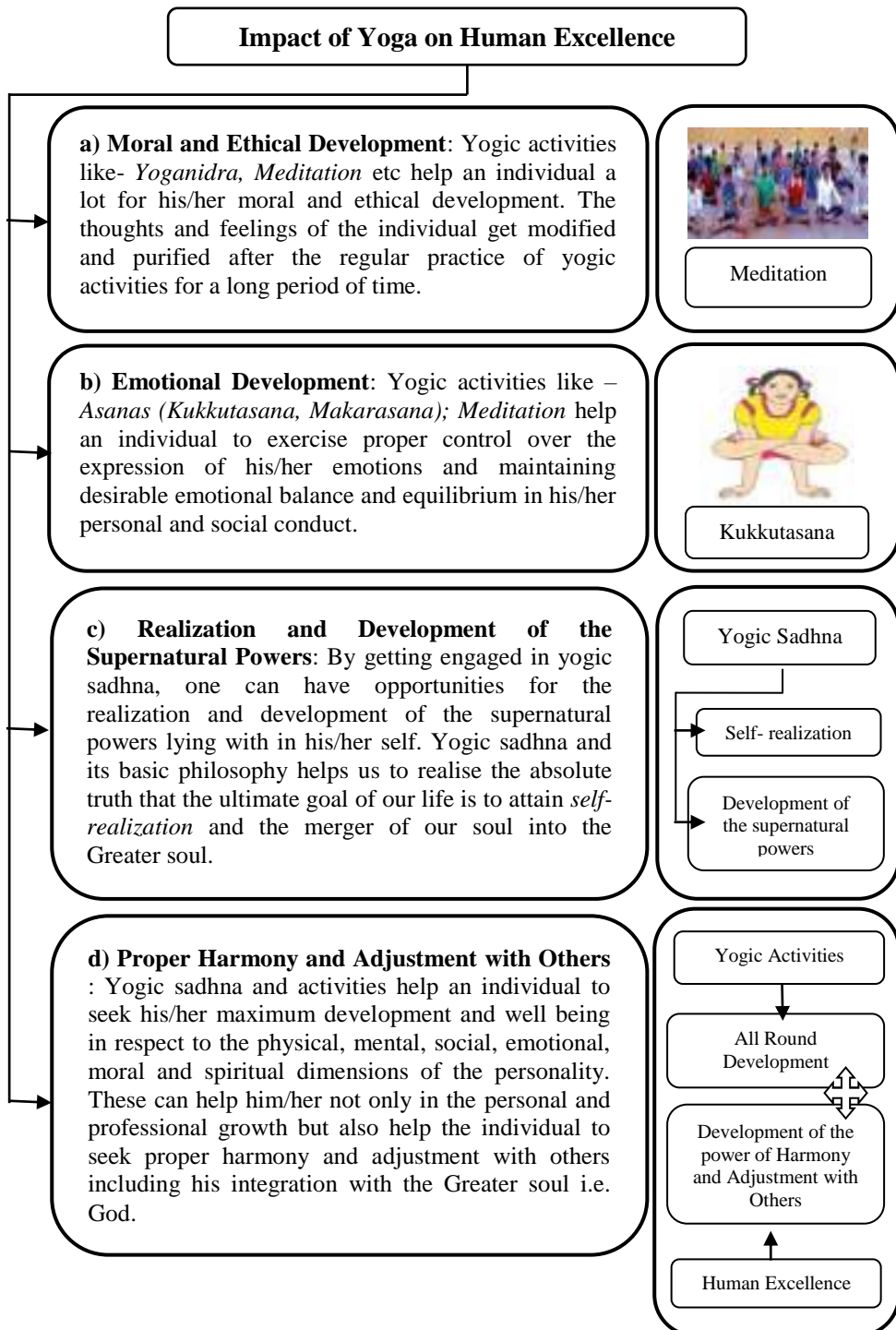
The *asanas*, *pranayanams*, *kriya* and relaxing practices, which are helpful in stress management are given below :

Asanas	Description	Benefits
1. Hastottanasana 	<i>Hastottanasana</i> comprises of three words - <i>hasta</i> , <i>uttana</i> and <i>asana</i> . <i>Hasta</i> means 'arms'; <i>uttana</i> means 'stretched up' and <i>asana</i> means 'posture'. In this posture, the arms are stretched upward, hence is called <i>Hastottanasana</i> .	<ol style="list-style-type: none"> 1. It relaxes whole body. 2. It relieves pain in neck, shoulders and arms. It increases the flexibility of the spine. 3. It is beneficial for increasing the height of growing children.
2. Padahastasana 	<i>Padahastasana</i> consists of three words: <i>pada</i> , <i>hasta</i> and <i>asana</i> . In Sanskrit <i>pada</i> mean 'feet', <i>hasta</i> mean 'arms' and <i>asana</i> means 'posture'. In this <i>asana</i> , the hands are brought near the feet, hence it is called <i>Padahastasana</i> .	<ol style="list-style-type: none"> 1. It improves digestion. 2. Liver and spleen are activated by this <i>asana</i>. 3. Abdominal muscles are toned by this <i>asana</i>. 4. It improves the circulation of blood to the head and upper region of the body.
3. Shavasana (Corpse Posture) 	<i>Shavasana</i> is a relaxing practice. This <i>asana</i> is very effective for de-stressing the body and mind.	<ol style="list-style-type: none"> 1. In this <i>asana</i>, the body and mind remain in a state of rest. This helps in the repair of tissues and cells, and thereby rejuvenates the body and mind. 2. It helps to reduce blood pressure, anxiety

Kriyas	Description	Benefits
1. Kapalabhati 	<i>Kapalabhati</i> is a <i>kriya</i> (cleansing procedure). It is very much helpful for the health and mind.	1. It helps to revitalise the nervous system which becomes exhausted due to stress. 2. It invigorates the person and helps in fighting negative effects of stress.
Pranayama	Description	Benefits
1. Anuloma-Viloma Pranayama (Alternate Nostril Breathing) 	<i>Anuloma-viloma pranayama</i> relaxes body and mind. So it is very much beneficial to the human beings at any age.	1. This <i>pranayama</i> nourishes the body with oxygen and purifies the blood. 2. It lowers stress by developing harmony in various systems of the body.
2. Bhastika Pranayama 	<i>Bhastirka pranayama</i> is a yogic breathing practice in which quick and deep inhalation and exhalation are done to strengthen the functioning of lungs.	1. This <i>pranayama</i> increases the supply of oxygenated blood to the whole body. 2. It strengthens all the systems of body and provides more energy which is required to fight the effects of stress.
3. Bhramari Pranayama 	The word <i>Bhramari</i> is derived from <i>bhramara</i> which means a 'black humming bee'. In this <i>pranayama</i> , the practitioner makes the sound which resembles the buzzing sound of a black bee.	1. The sound resonating in the brain is very soothing and removes tension and anxiety. 2. It is very useful to reduce high blood pressure.

Other Yogic Practices	Description	Benefits
1. Yoganidra 	<p><i>Yoganidra</i> means 'sleep' with awareness. <i>Yoganidra</i> is a state of mind in between wakefulness and dream. In normal sleep, we sleep without awareness. But in <i>yoganidra</i> we sleep with awareness. <i>Yoganidra</i> is helpful in management of stress. It relaxes body and mind and reduces tension.</p>	<ol style="list-style-type: none"> 1. It reduces anxiety and tension. 2. It activates parasympathetic system and thereby helps in management of stress related problems. 3. It reduces bodily tension and relaxes whole body. 4. It helps to reduce blood pressure.
2. Meditation 	<p>Meditation is an important yogic practice, which is commonly used for relaxation and stress management. It provides rest and peace to the mind. During meditation, all kinds of thoughts, which are causing stress are eliminated.</p>	<ol style="list-style-type: none"> 1. It results into an enhanced state of physical and emotional well-being. After meditation, the person feels fresh and gains a new perspective on stressful situations. 2. It helps to reduce negative emotions and increases self-awareness.

- 4. Human Excellence :** Human excellence can be achieved through *morally, ethically and spiritually* developed and this kind of development can be gained with the help of regular practice of yoga. It is as follows :



- **Conclusion :** Thus it can be said that regular practice of yogic activities is very much essential for the all round development of the human being, who builds a peaceful country, suitable for all to live together. So all the people, irrespective of age and sex should practice the various yogic activities, following the proper guidelines.

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STUDENTS' ATTITUDE TOWARDS THE STUDY OF ECONOMICS AND THEIR ACHIEVEMENT IN THE SUBJECT

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ABSTRACT

1.01 Introduction:

After completion of higher secondary education, the students enter into the undergraduate stage, which is the feeder stage for higher learning both for academic and for professional levels. Consequently the learning outcomes at this stage have become very important, as they form the basis of further learning at higher levels. Desirable learning outcomes not only stand for the conceptual development, viz. mastery of the subject matter and related process skills but also include the development of favourable attitudes, interests and appreciation in respect of the various subjects of study. Economics has been introduced as a core subject at the higher secondary stage. Therefore, the bearing out comes of students affect their overall achievement at this level. But it has been found from the findings of several studies that attitude and interest towards a subject have an impact on the achievement of students in the subject. How far this proposition is justified is required an in depth study. Keeping this in view this study was selected to find out the students' attitude towards the study of geography and their achievement in it.

It is well known that attitudes affect learning efficiency (Stooper and Walquist, 1958; Wrightstone *et al.*, 1964). Developing a favourable attitude towards the subjects has been an important goal of most of the teaching-learning conditions. Scholastic achievement is related to students' attitude (Byreu, 1966; Gordon, 1966; Weal and Proshek, 1971; Fuchs and Meadows, 1976; Hough and Piper, 1982; Mitchell and Simpson, 1982; Gitanjali, 1984; Valsarmma, 1984; Pillai, 1985). Therefore, in the present investigation was conducted to find out the relationship between the higher secondary students' attitude towards the study of Economics and their achievement in it.

1.02 Objectives:

The following objectives are as follows:

4. To estimate the achievement of students (both boys and girls) studying in urban and rural secondary schools (Class XII) in Economics.

5. To find out the attitude of boys and girls studying in urban and rural secondary schools (Class XII) in Economics .
6. To determine the relationship between the attitude of boys and girls studying in urban and rural schools (Class XII) towards the study of Economics and their achievement in it.

1.03 Statement of hypotheses:

- H₁ : The achievement of students in Economics studying in urban schools and achievement of students in Economics studying in rural schools (Class XII) differ significantly.
- H₂ : The achievement of boys and girls in Economics studying in rural schools (Class XII) differ significantly.
- H₃ : The achievement of boys and girls in Economics studying in urban schools (Class XII) differ significantly.
- H₄ : The secondary boys studying in rural schools and the secondary boys studying in urban schools show or less the same achievement in Economics.
- H₅ : The achievement in Economics between boys and girls studying in urban rural and rural urban schools (Class XII) differ significantly.
- H₆ : The attitude towards the study of Economics , the students of Class XII studying in rural and urban schools differ significantly
- H₇ : The attitude of boys and girls studying in urban schools Class XII towards the study of Economics differ significantly.
- H₈ : The attitude of boys and girls studying in rural schools, class XII towards the study of Economics differ significantly.
- H₉ : Irrespective of areas, the attitude of boys and girls studying in secondary schools towards the study of Economics differ significantly.
- H₁₀ : There is a positive effect of attitude towards the study of Economics and the achievements of students in Economics studying in rural and urban secondary schools.
- H₁₁ : The attitude of urban boys and rural girls studying in urban and rural schools, class XII towards the study of Economics differ significantly
- H₁₂ : The attitude of urban girls and rural girls studying in urban and rural schools, class XII towards the study of Economics differ significantly

1.04 Tools:

The following two tools, constructed and standardized by the investigator, were used in this study.

- iii. An achievement test in Economics for class XII on the basis of the curriculum of West Bengal Council of Higher Secondary Education.
- iv. To measure the attitude of the Class XII students' towards the study of Economics, a Likert type Attitude scale was used.

- **Sample:**

For selection of sample random and cluster sampling techniques were used in this study. The schools were categorized into urban and rural secondary schools from Bankura District. Out of all secondary schools in the district affiliated by WBBSE, 4 schools were selected, out of which 2 urban and 2 rural secondary school. All the students of Class-XII were included in the sample. The sample consisted of 50 boys and 50 girls of two urban schools and 50 boys and 50 girls of rural schools. Thus 200 students of class XII, those who are studying Economics as a core subject were included in the sample.

- **Analysis of the data:**

A. Achievement test:

A frequency distribution table was made on the achievement test scores of all the 200 students. The mean and standard deviation of the frequency distribution were calculated. The obtained result of mean and SD were 23.4 and 8.03 respectively. The Skewness of the distribution was 0.140, meaning thereby the distribution is slightly Skewed. The Kurtosis value was 0.220, that means the distribution is slightly leptokurtic. The achievement scores were classified into four sub groups i.e. scores for urban boys, urban girls, rural boys and rural girls. Comparative analysis was made in the statistics of different groups.

TABLE-1

Statistics of the Achievement Test Scores of the Selected Samples (students) under Different Categories

Range	Total samples	Urban Boys	Urban Girls	Rural Boys	Rural Girls
N	200	50	50	50	50
Mean	22.40	22.9	26.8	16.50	23.4
S.D.	7.03	7.54	7.63	5.62	6.78
Skewness	0.140	0.952	1.89	1.74	-0.03
Kurtosis	0.220	0.260	0.23	0.238	0.236

In order to test hypotheses 't' test has been used to verify the significance of the differences between the mean achievement scores of different groups under study.

TABLE-2
Significance of the Difference Between the Achievement Test Scores of
Different variable

Hypothesis	Between group	Mean	't' test	Level of significance
H ₁	Urban x Rural	25.925 x 21.03	4.08	0.01
H ₂	Rural Boys x Rural Girls	18.54 x 24.4	3.27	0.01
H ₃	Urban boys x Urban girls	23.9 x 27.8	2.125	0.05
H ₄	Urban rural boys x urban rural girls	20.66 x 26.1	4.32	0.01
H ₃	Urban boys x Rural boys	23.9 x 17.54	3.62	0.01
H ₆	Urban girls x Rural girls	27.8 x 24.4	2.76	0.01

B. Attitude Scores:

A frequency distribution table was made on the attitude scores of all the 200 students. The mean and standard deviation of the frequency distribution were calculated. The obtained result of mean and standard deviation were 104.21 and 15.23 respectively. The Skewness of the distribution was 0.20, which means the distribution is slightly skewed. On the other the Kurtic value was 0.262, that means the distribution is slightly leptokurtic. As per classification of sample the attitude scores were classified into four sub groups, i.e., scores for urban boys, urban girls, rural boys and rural girls. Comparative analysis was made in the statistics of different groups.

TABLE-3
Statistics of the Attitude Scores of the Selected Students under following
Categories

N	200	50	54	52	54
Mean	103.21	104.7	101.35	102.54	104.31
S.D.	14.23	16.50	14.36	13.10	15.20
Skewness	0.20	-4.2	0.80	1.93	-0.078
Kurtosis	0.262	0.229	0.246	0.24	0.259

TABLE-4
Significance of the Difference between the Mean Attitude Scores of the following Groups

Hypothesis	Between group	Mean	't' test	Level of significance
H ₇	Urban x Rural	102.36 x 102.46	0.43	Not significant
H ₈	Urban Boys x Urban Girls	104.7 x 101.35	1.50	”
H ₉	Rural boys x Rural girls	102.58 x 104.31	0.80	”
H ₁₀	Urban rural boys x urban rural girls	103.64 x 102.93	0.37	”
H ₁₁	Urban boys x Rural boys	104.7 x 102.58	1.014	”
H ₁₂	Urban girls x Rural girls	101.35 x 104.58	1.07	”

Findings:

11. The achievements of urban and rural students studying in Economics differ significantly though the gain is in favour of urban students.
12. The girls studying Economics in rural secondary schools performs better than that of boys.
13. The girls studying in Economics in urban schools performs better than that of boys.
14. The boys studying Economics in urban secondary schools show significantly better performance than the boys studying Economics in rural secondary schools.
15. The girls studying Economics in urban secondary schools show significantly better performance than the boys studying Economics in rural secondary schools.
16. The students studying in urban and rural secondary schools do not differ in their attitude towards the study of Economics.
17. The attitude towards the study of Economics in the boys and girls studying in urban and rural secondary schools do not differ.
18. The attitude towards the study of Economics in the boys and girls studying in urban secondary school do not differ.
19. The attitude towards the study of Economics in the boys and girls studying in rural schools do not differ.

20. The boys studying in urban secondary schools do not differ with the boys studying in rural secondary schools in their attitude towards the study of Economics.

The co-efficient and correlation between two sets of score (achievement test scores and attitude towards the study of Economics scores) of the entire sample (N-200) is very high ($r = 0.72$). This may lead to conclude that there exists a positive relationship between the achievement in Economics and the attitude towards the study of Economics.

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PERCEPTION ANALYSIS IN BANKING SECTOR: A CASE STUDY OF CUTTACK DISTRICT CENTRAL COOPERATIVE BANK IN ODISHA

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ABSTRACT

Co-operative banks are playing important role in the Indian Financial System and also towards well- being of rural people. Cooperative banks are performing multipurpose functions of financial, administrative, supervisory and development in nature of expansion and development of cooperative credit system. The banks are providing loans to the rural people for their economic stability. However, the service quality of the banks should be analyzed from the rural customer point of view. For the improvement of their performance or quality of service, the banks should measure how their products and services met or exceed customer expectations. Service quality dimension are tangibility, reliability, responsiveness, assurance and empathy which are used to measure service quality of the bank. This paper focused on the perception analysis of borrowers towards services provided by the Central Co-operative banks in Cuttack district of Odisha. This study highlights the lending patterns of cooperative banks in Cuttack District. This study will help us to find the role of lending practices in credit risk Management. However, empathy and reliability is the dimension significantly influenced on customer loyalty.

Keywords: Co-operative bank, Satisfaction, Perception, Loan, Lending Practice.

INTRODUCTION

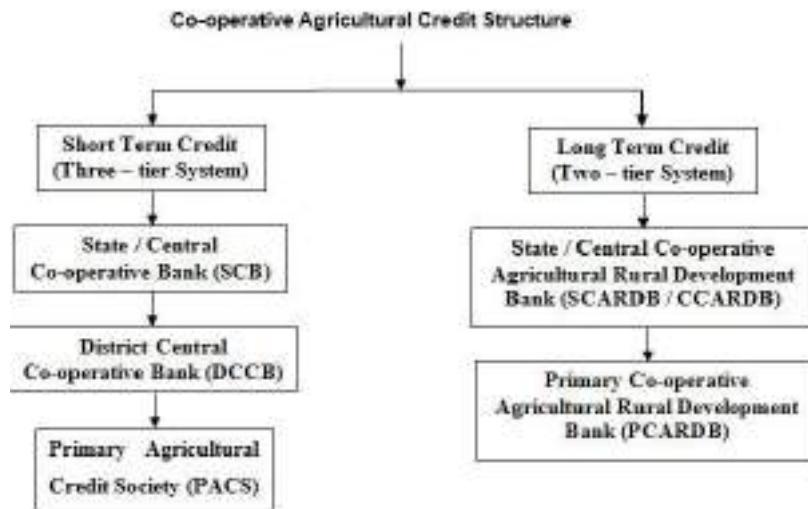
The Reserve Bank does not provide finance directly to the agriculturists, but only through cooperative sector. The objective of Co-operative banks is to remove the dominance of the common man by the middleman and money lenders. Co-operative banks ensure credit services to farmers at the low rate of interest providing the socioeconomic condition to the people and providing financial support for the needy people and farmers in the rural areas.

Odisha is primarily an agrarian economy having nearly 30% contribution to the Net State Domestic product (NSDP) with 73 percent of the work force engaged in this sector. The cropped area is about 87.46 lakh hectares out of which 18.79 lakh hectares are irrigated.

Technology has brought about a complete paradigm shift in the functioning of Indian banks and delivery of their services. Gone are the days when every banking transaction required a visit to the bank. Now a day most of the transactions can be done just by sitting in the home and customers need not visit the bank branch for anything. Technology is no longer an enabler, but a business driver. The growth of the internet, mobiles and communication technology has added a different dimension to the banking services. (Pikkarainen, Karjaluo, and Pahnla 2004) define Internet banking as an Internet portal, through which customers can use different kinds of banking services ranging from bill payment to making investments'. According to (Richard Nyangosi & Arora, Sumanjeet Singh, 2009) banking through electronic channels has gained much popularity in recent years. Banking as a service industry, is fundamentally hinged on trust, sustained by attitude and managed by complex financial management skills and psychology of human relations. The more the customer trusts, the service provider as research indicates, the higher the perceive value of the relationship (Walter, Holzle, & Ritter, 2002). According to Gounaris (2005), the quality of bank service is influenced indirectly by trust.

Due to the competition among the banks in Odisha, the banks want to provide the services which are more efficient, rapid and enhanced the banking system. Therefore, the objective of e-banking is to create such working environment where customers can easily find about the information they require for performing financial transactions. At the hands of this huge technological revolution, Odisha has invested enormous funds in order to increase the number of online channels and to establish the needed infrastructure. According to Hagel and Hewlin (1997) the Internet banking became very attractive to customers and lots of banks because the technology is being accepted by them and they can now understand and have

information about the complex products. Nowadays banks are also facing a lot of competition and need a high market share and provide better services to its customers so that they can attract the new customers and old customers do not try to leave them.



IMPORTANCE OF CO-OPERATIVE BANKS

- Co-operative bank is a financial entity belonging to its members who are its customers as well, providing them with a wide range of banking and financial services.
- Main motive is not to generate profit but to provide the best possible products and services to its members and also non-members.
- Co-operative bank reduces banking exclusion and foster economic growth of country, by increasing banking access in areas or markets where other areas are less present – SME's, farmers in rural area, middle or low income households in urban areas.
- Co-operative banks are deeply rooted inside local areas and communities. They are involved in local development and contribute to the sustainable development of their communities.
- Criteria for getting loan from co-operative banks are less stringent than for a loan from a commercial bank.
- The exponential growth of co-operative banks in India is attributed mainly to their much better local reach, personal interaction with customers and their ability to catch the nerve of the local clientele.

LITERATURE REVIEW

Magesh R.(2010) in his report used five dimensions consisting of seventeen statements to measure customers banking experience. The study concluded that the bank's performance is required to be enhanced to improve the customers' satisfaction. It also suggested the banks to identify their strengths and weakness with regard to various service quality dimensions to allocate the resources effectively for enhancing the service quality.

Rajamohan.V, (2012) observed that Customer Relationship Management includes the methodologies, strategies and capabilities that help the co-operative banks to organize and manage customer relationships. It is the collection and distribution of all data to all areas of the business in the co-operative banking sector. The general purpose of customer relation management is to enable co-operative banks to better manage their customers through the introduction of reliable systems, processes with those customers. In today's competitive business environment, a successful customer relation management strategy cannot be implemented by simply installing and integrating a software package designed to support customer relation management processes.

Gupta Jyothi and Jain Suman (2012) analyzed the lending practices of co-operative banks in India, comparison of efficiency of co-operative banks in India, Impact of size on the efficiency of the co-operative banks and different types of loans preferred by different set of customer from these banks.

Sivesan S. (2012) found the impact of the service quality on customer satisfaction in banking sectors. Service quality are inter related with customer satisfaction. Manager of the bank or administrative body needs to identify the primary quality determinants, clearly managing the customer expectation, educating the knowledge to customer regarding the service for improving the service quality in the banking sectors.

C.S Ravi & Basavaraj Kundan (2013) investigated the preference and satisfaction level of level of customer toward loans, deposits schemes, insurance and value added services rendered, by and public banks in private banks in shivamogga district. Business and vehicle, loans are fast moving than other services and overall satisfaction resulted at 50%. Further, overall satisfaction on bank deposit schemes resulted positively while other services of banking still need to be given attention by focusing on customer issues. New innovative schemes, strategies to cater to non-users other services have to be adopted.

Singh Dr. Balwinder and Sonsi Ruchika (2015) study is genuine attempt to understudy the construct of customer satisfaction and the factor affecting customer

satisfaction in the urban co-operative banking sector in the states of Punjab, Haryana, and Himachal Pradesh through a qualitative approach. The very widely representation profile of respondents to helps us to reply and appropriately weight the above outcomes.

RESEARCH GAP

Many studies have been conducted in the area of perception analysis of customer's satisfaction in public and private banks. But no study has been conducted towards perception analysis of bankers and loanee's of Central Co-operative banks in Cuttack district of Odisha. The present study 'Perception Analysis in Banking Sector: A Case Study of Cuttack District Central Cooperative Bank in Odisha' is an attempt to analyse the same.

OBJECTIVE OF THE STUDY

1. To understand various lending practices of Central Co-operative banks in Cuttack District of Odisha.
2. To study the customer's perception and satisfaction towards the services of Central Co-operative banks in Cuttack District of Odisha.

RESEARCH METHODOLOGY

The study deals with the perception and satisfaction level regarding the services of central co-operative banks in Cuttack district. Responses of 200 customers of the co-operative bank were randomly selected for knowing their experience with the bank. Descriptive research is used in this study in order to identify the lending practices of bank and determining customer's perception and level of satisfaction. The method used was questionnaire and interview of the borrowers and experienced loan officers.

COLLECTION OF DATA:

Primary Data

- a. Observation Method
- b. Structured Questionnaire

Secondary Data

- a. Annual reports of the bank
- b. Manual of instructions on loans and advances
- c. Books
- d. Articles and Research Papers
- e. Internet

SAMPLING UNIT: The Study population includes the customers of bank and Sampling Unit for Study was Individual Customer.

SAMPLING SIZE: 200 Respondents

DATA ANALYSIS AND INTERPRETATION

Table 1: Types of loan lent by the central cooperative banks in Cuttack to its customers

S. No.	Type of Loan	No of Respondents	Percentage (%)
1.	Agricultural Loan	100	50%
2.	Education Loan	30	15%
3.	Home Loan	50	25%
4.	Personal Loan	16	8%
5.	Others	4	2%
	Total	200	100%

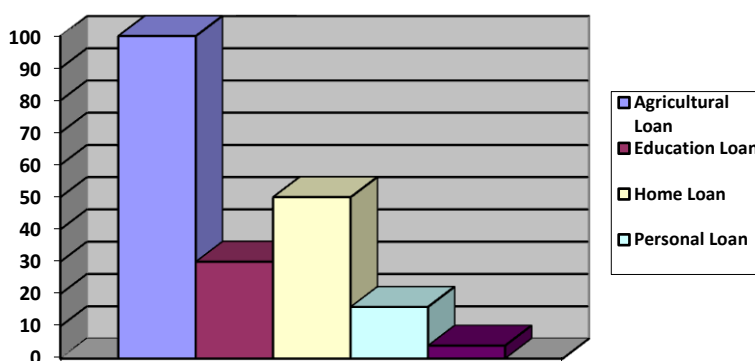


Figure 1: Types of loans lent by the cooperative banks In Cuttack to its customers

It is observed that maximum no. of customers are availing agricultural loans i.e. 50% followed by home loan (25%), educational loans (15%), personal loan (8%) and other loan (2%) from these banks.

Table 2: What prompted the customers to take loan from co-operative banks?

	No. of Respondent	Percentage (%)
Reasonable rate of interest	40	20%
More schemes	12	6%
Less formalities	74	37%
Easy repayment	66	33%
Any other	8	4%
Total	200	100%

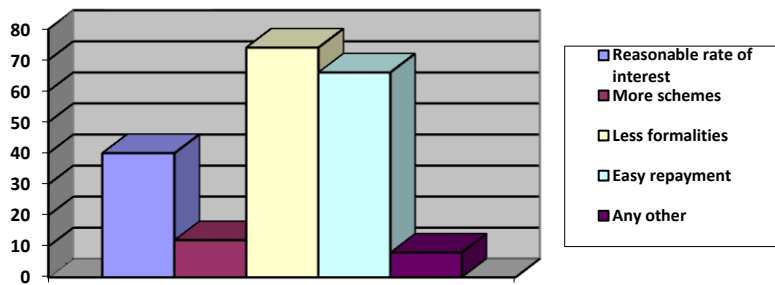


Figure 2: What prompted the customers to take loan from cooperative banks?

The study reveals that 37% respondents take loan from cooperative banks because it provides loan with less formalities, 33% respondents takes loan because of easy repayment and other respondents take loan because of reasonable rate of interest, more scheme and other reason..

Table 3: Average time taken for the processing of the loan

Average time taken for the processing of loan	No. of Respondent	Percentage (%)
Less than 7 days	128	64%
Between 7 to 14 days	64	32%
More than 14 days	8	4%
Total	200	100%

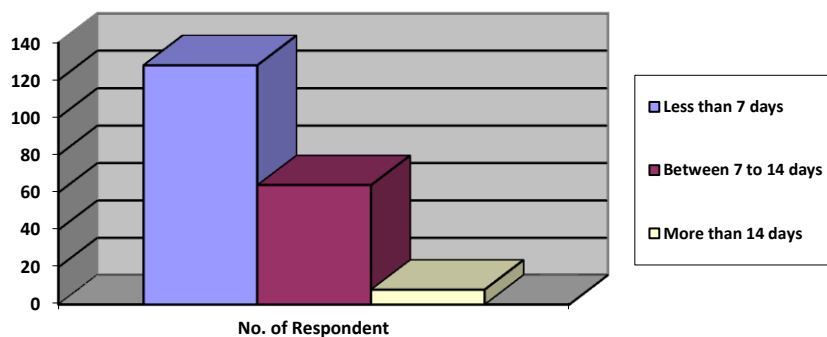


Figure 3: Average time taken for the processing of the loan

The study shows that 64% respondents says that average time taken for processing of the loan is less than 7 days, 32% says that it takes 7 – 14 days and 4% says that it takes more than 14 days.

Table 4. Maximum amount of loans availed by customers from cooperative banks in Cuttack District

S. No.	Loan Amount	No. of Respondent	Percentage (%)
1.	Less than 20,000	32	16%
2.	20,000-50,000	74	37%
3.	50,000- 1,00,000	85	42.5%
4.	More than 1,00,000	9	4.5%
Total		200	100%

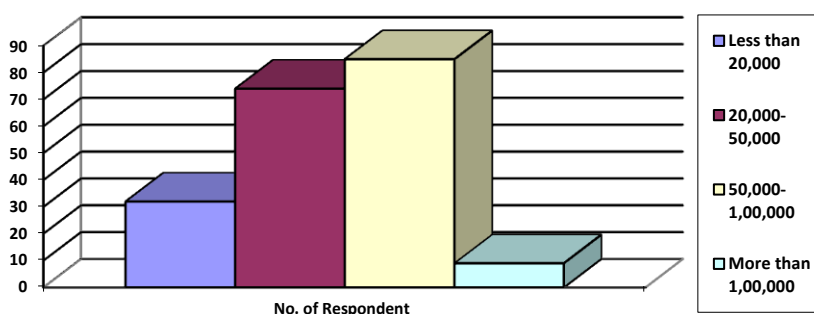


Figure 4: Maximum amount of loans availed by customers from cooperative banks in Cuttack District

The study shows that 42.5% of the respondents avail loan between Rs 50000- Rs 1,00,000, 37% respondents avail loan between Rs 20000-50000, 16% take loan amount less than Rs 20000 whereas only 4.5% respondents prefer loan amount more than Rs 1,00,000.

Table 5: Ranking given by the customers for their satisfaction during the process of loan sanction and disbursement

S. No.	Reference	No of Respondents	Percentage (%)
1.	Yes	126	63%
2.	No	38	19%
3.	Can't Say	36	18%
	Total	200	100%

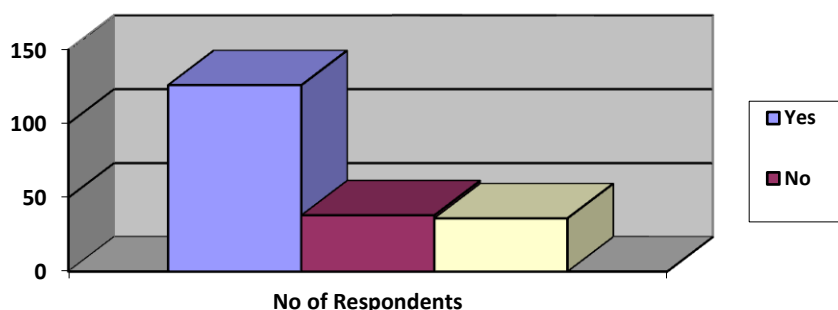


Figure 5: Ranking given by the customers for their satisfaction during the process of loan sanction and disbursement

The study shows that 63% of the respondents are satisfied with the process of loan sanction and disbursement. 9% respondents are not satisfied and other 18% respondents remain neutral during the interview.

Table 6: Customer's ranking for service of the bank

Rank the customer services	No. of Respondent	Percentage (%)
Excellent	46	23%
Good	108	54%
Average	42	21%
Poor	4	2%
Total	200	100%

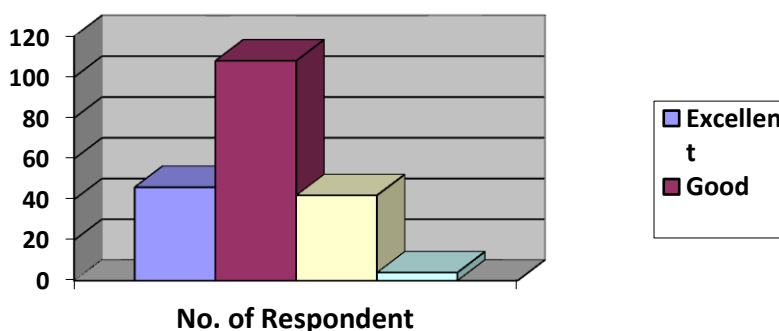
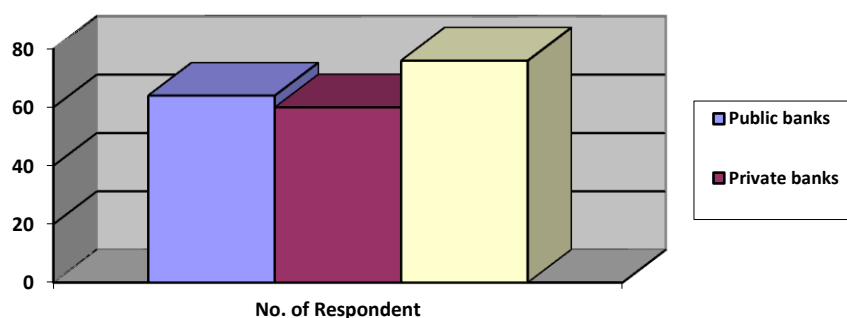


Figure 6: Customer's ranking for service of the bank

The study shows that 54% of the respondents says that customer service of the bank is good, 23% says that it is excellent, another 21 % says its average and only 2 % says it's poor.

Table 7: Preferable banks for borrowing facilities in future

Preferable banks in future	No. of Respondent	Percentage (%)
Public banks	64	32%
Private banks	60	30%
Cooperative bank	76	38%
Total	200	100%

**Figure 7: Preferable banks for borrowing facilities in future**

The study shows that 38% of the respondents will prefer loans in future from co-operative banks, 32% from the public banks and 30% from the private banks.

Findings of the Study

1. Majority (50%) of the respondent were having agricultural loan from DCCBs.
2. 4.5 % of the customers availed more than 1 lakh of loan from DCCBs.
3. There is a very simple procedure of loan sanction and disbursal adopted by DCCBs in Cuttack.
4. Average time for the processing of loan is less i.e. approx 7 days.
5. Easy repayment and fewer formalities are the main factors determining customer's selection of loans from DCCBs in Cuttack.
6. Quality of services provided by the staff is satisfactory because bank is catering to a small segment only and the customers are properly dealt with.
7. Customers are satisfied with the mode of repayment of installments.

CONCLUSION

Co-operative banks plays pivotal role in economic development of rural people. Failure of cooperatives would mean failure of best hope for rural India. This study showed the positive opinion toward the service of bank and the behaviour of employees for rendering services. Gradually the co-operative banks in Cuttack

district of Odisha will need to adopt more and modern technologies for facing competition and make their services more qualitative one.

SUGGESTIONS

1. The banks should plan to introduce new schemes for attracting new customers and for Satisfying the present ones.
2. The banks should plan for expansion of branches.
3. The banks should improve the customer services of the bank to a better extent.
4. The banks should adopt the modern methods of banking like internet banking, credit cards, ATM, etc

Limitations of the Study

1. The present study is limited only to cooperative credit aspect of agriculture.
2. The data for study is mainly based on a sanction of people not the whole customer's base.
3. As majority of the customers are employees of the bank, they might be biased in giving the information

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THE APOCALYPTIC NATURE OF OPPRESSIVE PATRIARCHY IN IBSEN'S "A DOLL'S HOUSE": A DISCUSSION ON GENDER SENSITISATION

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ABSTRACT

From the ancient times of Aristotle and Aquinas, patriarchy relentlessly exerts its crushing machineries upon women in the name of ideology, norms, culture, rituals etc. to humiliate, torment, subjugate and deprive them of their due honour, respect and rights. Patriarchy formulates various narratives to exploit and enforce women in serving the males, as the inferior counterpart of the superior masculinity. Women suffers from such inhuman psychological as well as physical maltreatment from patriarchy that their gruelling drudgery and emotional torment, resembles the commotion of apocalyptic perplexity, when the whole world stands at the risk of dilapidation because of teeming sinful acts. It seems, as if, patriarchy is in haste to topple the harmony of the earth with its unleashed ferocity on women, to disintegrate the uniform structure of the society, so that the doomsday is expedited by force. And in this process of excruciating oppression, the women are deprived of their dignity and basic human rights. In "A Doll's House", Ibsen delineates with graphical vivacity, the humiliation, disgrace and wretched agony of Nora at the hand of Torvald Helmer, who as a zealous representative of patriarchy, exerts his grudging malevolence against women in every possible manner throughout the play, and in the process manifests his hypocrisy and ignominious individuality.

Key Words: subjugation, oppression, maltreatment, humiliation, rights

Introduction:

Patriarchy cherishes its own superior competence in respect of women's potentiality from the ancient times as far as Aristotle and St. Thomas Aquinas. Raman Seldon in his "A Reader's Guide to Contemporary Literary Theory" has mentioned that Aristotle believed 'the female is female by virtue of a certain lack of

qualities' and Aquinas deemed women as 'imperfect man'. Therefore, it is quite obvious how the women are treated as subordinate from the very onset of our educational system. And the apostles of patriarchy clings to this biased notion of superiority by forging innumerable means in an organized manner to exhibit clamorously the various lacunae of women, inscribing them as 'second' or 'other'. In Ibsen's "A Doll's House", Torvald constantly humiliated the protagonist Nora by stigmatizing her generosity as extravagance and her innocence as callousness. Though she risks her reputation for the sake of her husband's life, and arranged secretly a 'tremendous lot of money' for taking him to Italy, which was the sole recommendation of doctors to save him from the 'dangerous condition he was in', Nora's husband categorises her as "a hypocrite, a liar- worse, worse-a criminal!"(Act-3).

Torvald, as an active propagandist of patriarchy considers his wife as pliant as a pet, and addresses her as 'squirrel' or 'skylark', and therefore cherishes a longing to regulate her every move, as is evident by his strict prohibition of macaroons. Nora, at the very beginning of the play, expresses her submissiveness to the authoritative temperament of Torvald, and readily agrees to his every command, wish and observation about herself without any remonstrance, though they are replete with acrimonious remarks, regarding her incompetence and ignorance as a woman:

Nora: They? Who would bother about them? I should not know who they were.

Helmer: That is like a woman! (Act-1)

Though Nora sometimes tries to admonish Torvald about his disrespectful taunt, he nevertheless remain apathetic to such reproaches. When Nora protests to her husband's presumptuous comment about his compulsion to spend huge money to cope up with her extravagance, knowing fully well that during their previous economic hardships Nora subjected herself to back-breaking toil to keep up with the expenses of the family, Torvald with taunting nonchalance, remarks:

Helmer (laughing): That's very true all you can. But you can't save anything! (Act-1)

Nora proves herself to be a caring and sincere mother, who never hesitates to sacrifice her own comforts and pleasures by spending only half of the amount, apportioned for her own expenditure, for the benefit and amusement of the children. Hence she satisfies herself with the 'cheapest' clothes by struggling 'hard' with her passionate desire 'to be really well dressed' and avouches her commitment: "I couldn't let my children be shabbily dressed; I have felt obliged to use up all he gave me for them, the sweet little darlings!" (Act-1). That she is a competent housewife,

is substantiated by her loving and caring attitude even to the nurse, whom Nora offered 'hot coffee' after her return with the children from the freezing cold outside. She moulds herself in every way possible so that 'Torvald likes it', and on the other hand, she comes out also to be a committed daughter, who refuses to unveil before an ailing father the morbid health condition of his son-in-law, as it will be a crushing revelation.

But when Krogstad unsettles her seemingly tranquil world, Nora gets unnerved, being intimidated at the prospect of unwelcome disclosure of her secret to Torvald, as she becomes anxious more about the male ego of her husband, who, she thinks, will definitely feel downcast and humiliated at the knowledge of his indebtedness to his wife, whom Torvald generally considers to be a 'helpless little mortal':

"... And besides, how painful and humiliating it would be for Torvald, with his manly independence, to know that he owed me anything!" (Act-1)

Nora nurtured the expectation that at the moment of crisis in her life, Torvald would reveal his requisite manliness to protect her from Krogstad, by willingly taking the charge of Nora's forgery upon himself, as he always used to brag of:

"... Come what will, you may be sure I shall have both courage and strength if they be needed. You will see I am man enough to take everything upon myself." (Act-2)

But, quite ironically all the braggadocio of Torvald proves to be a fairy tale, when the time of actual adversity arrives. Torvald, unhesitatingly, refuses to accept any kind of liability for her 'criminal action', and chastises her as 'thoughtless woman', who is never to be entrusted anymore 'to bring up the children', as she is a hypocrite. He ridicules all her impassioned explanations about her unconditional commitment to Torvald's health, as 'incredible', as his sole concern was the possibility of his being 'falsely suspected of having been a party' to Nora. Now, it is in this catastrophic juncture of life that Nora has the revelation that in spite of spending eight long years of married life, she has not been able to 'understand' Torvald at all, and that hitherto she has 'never been happy'.

Now, this sexist suppression and exploitation of women by the 'superior, godlike' temperament of patriarchy, which considers the female as 'malleable, inert', is infested into the marrow of the society from age-old times, and even some women accept this prejudice as inevitable, as was Nora at the very beginning of the play. But gradually, to put the words of Raman Seldon "women has sought to disturb the complacent certainties of such a patriarchal culture, to assert a belief in sexual equality, and to eradicate sexist domination in transforming society", as we

can observe in case of Nora, who after the pivotal confrontation that serves as an epiphany to her, decides desperately to 'try and educate' herself, so that she can have encompassing realisation about her sole self, without any assistance from the male member of the society, whatsoever.

Keeping all these ruthless savagery and bestial treatment of patriarchy towards women in mind, it seems to appear that a horrendous predicament is looming large as the aftermath of this atrocious brutality, and it may prove to be apocalyptic, as this ungrateful viciousness on the womenfolk, will definitely be compensated in an uncanny, gruesome and scavenging manner, which will definitely resemble the hubbub and disorientation of doomsday, when everyone has to be wretchedly afflicted for his crime, sin and delinquency.

Inhuman Atrocity on Nora's Innocent, Submissive Self by Patriarchy: Right from the very beginning of the play Nora is seen to be possessed of intrinsic generosity, when she gives the porter a shilling, i.e., 12 pence as a token of munificence, while his demand was for 6 pence only. She takes care not only for her children and husband, but pays attention to her maids and nurse also, so that their needs are fulfilled. But such soft-hearted creature has to withstand the taunting remarks that she is 'spendthrift', that she 'always find new way of wheedling money' out of Torvald, that her tendency to launder money is genetic. And Nora, without taking offence, time and again, begs money from her husband to manage her indispensable household expenditures and pays heartfelt gratitude to her husband for the minimum allocation. Torvald seems to regulate her every move, desire and choice: "I should not think of going against your wishes." (Act-1)

Even Torvald has to admit that Nora possesses the 'best of intentions to please' everyone surrounding her, and how she dedicates herself to materialize this noble mission by referring to a situation, when she locked herself for three weeks at a stretch, preparing homemade Christmas gifts, as they were passing economic hardships. To repay the loan, which Nora manages from Krogstad by forging her father's name only for the recovery of Torvald's ill health that was caused from his back-breaking overwork during the first year of their marriage, she engages herself to 'needle work, crochet work, embroidery and that kind of thing', without getting any kind of approbation from her husband for her commitment and sacrifice. Nora is so complaisant an individual that when her friend, Mrs. Linde, unveiling her gloomy condition, implores her for recommendation to her husband, she readily agrees:

"...I will broach the subject very cleverly- I will think of something that will please him very much. It will make me so happy to be of some use to you". (Act-1)

Marriage is supposed to be the bond of mutual respect, compassion, appreciation and dependence, but under the despotic system of patriarchy, it has turned out to be a claustrophobic quandary for women, in which their independence, desires and self-esteem are trampled with venomous severity. Charlotte Perkins Stetson in her "The Yellow Wallpaper", therefore, has sarcastically comments: "John laughs at me, of course, but one expects that in marriage", as if marriage is an institution, designed to suffocate and humiliate women. Similarly, in spite of her devotion to Torvald and their marriage, Nora is constantly ridiculed throughout the play, in various derogatory terms like 'extravagant little person', 'little helpless mortal', 'thoughtless woman', who is incapable of thinking or uttering anything serious:

Helmer: Just listen!- little Nora talking about scientific investigations " (Act-3)

Earning money is one of the imperative armaments that patriarchy inflicts upon women to subjugate them, as if to be the earning member in the family, involuntarily provides them the authority to nullify the elementary rights and regards that women demand as human beings. That is why, while commenting on "Professions for Women" by Virginia Woolf, Raman Seldon proclaims:

"... and she believed that when women finally achieved social and economic equality with men, there would be nothing to prevent them from freely developing their artistic talents." (A Reader's Guide to Contemporary Literary Theory)

But in "A Doll's House", Ibsen expostulates that the mere ability to earn money does not corroborate the elicitation of due reverence and veneration for women from the flag-bearers of patriarchy, and does not establish equality with manliness. Rather it is the self-consciousness on the part of women about the immeasurable and priceless value of their innate potentials, sense of duty and dedication towards the family, that can only exact from the male the veritable feeling of gratitude that they are claimant of. Hence, in spite of getting 'desperately tired' from the strenuous toil of copying 'until quite late at night', Nora fails to generate in Torvald the fundamental amount of admiration, that Nora's self-sacrifice and commitment call for. Though Nora feels 'like a man', as she experiences '... a tremendous pleasure to sit there working and earning money' (Act-1), it could not elicit from Torvald that equitable amount of esteem and admiration that is expected. It is only when Nora refuses to be a subordinate and dependent on patriarchy, at the end of the play, relying solely on her confidence in self-discovery about the intrinsic and elementary characteristics and singularity of herself that she is able to wobble and topple Torvald of his deep-seated sense of superiority and haughtiness.

That Nora's love for Torvald is unwavering and unconditional is evident from the risk that she had undergone in procuring the loan for their trip to Italy by forging her father's signature, as she thought it would be preposterous to bother her moribund father with the exorbitant amount of the money and on the other hand, to postpone the tour, when her husband's health was in perilous condition.

Nora: No, that was impossible. That trip was to save my husband's life; I couldn't give that up. (Act-1)

Thus, her dedication to her husband is irrefutable, as her whole concentration was immersed in Torvald's rejuvenation, while being nonchalant to the possible legal hassles. Further, Nora's nonpareil earnestness and industrious effort to repay the loan establishes her scrupulous and unfeigned nature. She constantly dreads the thought of losing Torvald, and therefore promises to pledge everything on her power to please her darling consort:

"...I will do everything I can think of to please you, Torvald! I will sing for you, dance for you--" (Act-1)

But Torvald, from the very beginning of the play, exhibits his inconsiderate attitude towards Nora, and casts upon her such a dominating influence that she always thought herself to be much inferior to her husband's seemingly multifarious qualities. And Torvald relishes this lowliness of Nora, as it fosters his male ego congruously:

Nora: I can't hit upon anything that will do; everything I think of seems so silly and insignificant.

Helmer: Does my little Nora acknowledge that at last? (Act-1)

Ibsen promulgates through Torvald, how patriarchy carries a hypocritical facade of its own noble qualities, which does not acquiesce to any kind of fabrication or falsification as it is deteriorating for the candid ambience of home as well as for the constructive character development of children, and puts blame on the womenfolk exclusively for the degeneration of children: "... Almost everyone who has gone to the bad early in life has had a deceitful mother" (Act-1). Now this pretence of superiority casts such an aggravating and detrimental influence on Nora that she always feels ashamed of her ignoble act of forgery and even thought of committing suicide or abandoning the house and children as her mendacity may prove malignant to them, though it was effectuated as an emergency measure to save her husband's life, without any maleficence of treachery, as she subjected herself to arduous labour to repay the debt:

Nora (pale with terror): Deprave my little children? Poison my home? (Act-1)

and

Nora: ... Do you think they would forget their mother if she went away altogether?(Act-2)

The male members of our society subjugates the female in such an alarming degree that they considers women's existence in their life as mere trifling subordinate, who can never show the audacity to raise their voice in protest of the limitations thrust upon them or to argue in support of forbidden issues, prohibited by patriarchy. Therefore, when Nora reiterates about the preservation of Krogstad's post in the bank, Torvald gets startled: "Have you really the courage to open up that question again?" (Act-2)

Nora is so ardent and passionate about her marital relationship with Torvald and her happy domesticity that when she discovers Krogstad's letter in the box, she gets mortifyingly traumatized, as she feared it would turn out to be an aggravating incitation in mutilating her jubilant married life, though privily she retains the hope that Torvald will prove himself to be as steadfast as he proclaims:

Helmer: ... Here is the shelter for you; here I will protect you like a hunted dove that I have saved from a hawk's claws; I will bring peace to your poor beating heart. (Act-3)

To kill more time as well as to manipulate it as the equipment of digression for Torvald, Nora takes refuge to her performance of tarantula dance, which by its characteristic quick light steps and upbeat tempo, serves as a symbol of Nora's anxiety and fear regarding Krogstad.

But ironically, the thing which Nora so dreaded as a possible calamitous force to her gleeful married life, proves to be instrumental in her epiphanous realization about the innate hypocrisy of Torvald, which so disorients her that she becomes stupefied: "Nora stands motionless. Helmer goes and unlocks the door" (Act-3). It is this moment of disillusionment and revelation of the spurious nature of Torvald's innate disposition that engenders an utter transformation of Nora's essential temperament, which helps Nora in redefining herself.

Nora's New Avatar and Shattering of the Fragile Doll Image: The revelation of Torvald's hypocritical and ruthlessly self-centred nature, serves as an enlightening blessing for Nora, as this pivotal moment unveils before her the fraudulent, mean-spirited and prejudiced nature of patriarchy at large. She now ascertains how the male fiddles with women as a toy, and mistreats them by systematizing intricate social policies, dogmas and circumstances, which may seem benign and innocuous for women from the naive point of view, but an adroit intersection will unveil that these social machineries are actually a relentless process to mould the female

according to the benefits and advantages of men, to deprive them of their rights, privileges and freedom with a persistent process of indoctrination:

Nora:I have been greatly wronged, Torvald- first by Papa and then by you. (Act-3)

During the epochal argument with Torvald, Nora seems to reincarnate, like the 'New Woman' of Shaw, as a new avatar, who can fathom the true nature of deprivation, humiliation and oppression of women at the hand of patriarchy. Nora bewails how a girl is denied to constitute the signature opinion of her own, based on her life experiences and confrontations, but is compelled to develop her beliefs and judgements about the world, seeing the society from the point of view of the male members, from the perspectives of patriarchy. And whenever the female contradicts with the bigoted observations imposed on them, the males (whether he be a father or brother or husband or whoever else), throttling these adverse opinions with all their vengeance, anger and insolent defiance, enforce the women to accredit with the prevalent male predilection, as if the existence of female in society is too insignificant and meaningless to be of worth consideration:

Nora: ... When I was at home with Papa he told me his opinion about everything, and so I had the same opinions; and if I differed from him I concealed the fact, because he would not have liked it. He called me his doll child, and he played with me just as I used to play with my dolls. And when I came to live with you...You arranged everything according to your own taste, and so I got the same tastes as you- or else I pretended to. (Act-3)

Nora deciphers that she had committed a massive blunder by being derelict hitherto to her own self-esteem, dignity and respectability; by being a dedicated partisan to Torvald and in turn to patriarchy; by allowing them to transform her life into a mere 'hand to mouth' existence and therefore she now revolts to the mistreatment done to her: "... You and Papa have committed a great sin against me. It is your fault that I have made nothing of my life.(Act-3)

She now perceives that her happiness, which seemed to make her so much elated before this imperative dissension, and for the prolongation of which she had exerted her proficiencies heretofore in every possible way, is an illusional fallacy on her part as it is nothing but a submissive compliance to tyrannical hegemony of patriarchy and letting herself be played with like a doll:

Nora: ...But our home has been nothing but a playroom. I have been your doll wife, just as at home I was Papa's doll child.(Act-3)

Therefore, she stipulates the resolution to 'educate' herself solitarily on the composition of her innate propensities and susceptibilities without any assistance

from Torvald and will endeavour to fathom out the singularity of her unique longings and desires, likes and dislikes, aims and objectives in life, so that she does not get entrapped by the seemingly benevolent 'help' of the males:

"....I must try and educate myself- you are not the man to help me in that. I must do that for myself. And that is why I am going to leave you now.(Act-3)

This new avatar of Nora imparts her the conviction and endogenous stamina to abandon Torvald without any timorousness and equivocation, as she becomes illumined about the indispensable 'duties', she must perform to her own self for shaking off the enslavement to patriarchy and for becoming a 'reasonable human being' with satisfactory knowledge about her own proclivity, aptitude and dissimilitude from tangible experiences rather than from other's representations or bookish knowledge. Though Torvald tries to dissuade his wife from this exotically charismatic individuality by chastising it as her mental illness, Nora gets the epiphanous realization that she no longer loves him, as she witnesses the incompetence of Torvald to perform her highly anticipated 'wonderful thing', which refers to the mettlesome confrontation with adversity for providing encompassing facilitation to the consort at the moment of perplexing crisis.

Now Torvald fights lamely to camouflage his own frightful concern for getting confined into 'the power of an unscrupulous man' (which is evident when he blurted out with euphoric exhilaration about his own alleviation from meddling vulnerability relating Krogstad), and his shameful inefficiency to stand by his wife during the calamitous exigency by arguing the limitations and constraints of manly disposition that must prefer honour to spousal duties:

"...But no man would sacrifice his honour for the one he loves." (Act-3)

And this callousness inevitably evokes from Nora, a scathing remark on the 'narrow-minded' constitution of patriarchy, as she juxtaposes the insensitive opportunism of patriarchy with the altruistic dedication of women to their consorts: "It is a thing hundreds and thousands of women have done."

Therefore, as Eunice de Souza in her celebrated poem, "Bequest" has encapsulated the relentless pretension of happiness, a woman must ostentatiously exhibit in a male dominated society, where an enemy is better than the delegates of patriarchy, by her sarcastic remark: "bequeath the heart, like a spare kidney – /preferably to an enemy", the letter of Krogstad, who is initially deemed to be an enemy, serves to unveil the intrinsic contemptible propensity of Nora's beloved husband Torvald.

An Commentary on Gender Sensitisation: It is very unfortunate that ancient manuscripts, religious texts and even doctrines of celebrated philosophers, which

are expected to construct the opinions and observations of the common people, emblemize an unjust prejudice against women, who are portrayed as secondary to men, though both belong to the same human species. Raman Seldon emphasizes: "Man's dominance has secured an ideological climate of compliance: 'legislators, priests, philosophers, writers and scientists have striven to show that the subordinate position of women is willed in heaven and advantageous on earth'" (A Reader's Guide to Contemporary Literary Theory). The existence of two different types of gender is necessary for reproduction, but this does not necessitate the inferiority of female to male, but the male dominated doctrines in pre-Mendelian days used to appraise the sperm as 'the active seeds which give form to the waiting ovum, which lacks identity till it receives the male's impress' (A Reader's Guide to Contemporary Literary Theory' by Raman Seldon).

Now, this subjugation of women is absolutely formulated and instituted by patriarchy, but women additionally have substantial function in the protraction of this ruthless maltreatment by male dominated society, as they conventionally conform to this ancillary position instead of erupting in protests: "...à la Virginia Woolf, the assumption of woman as 'Other' is further internalized by women themselves" (A Reader's Guide to Contemporary Literary Theory). Nora, from the very beginning, is inclined to incorporate and acquiesce to this biased patriarchal view of obsequious subservience of women, but near the end of the play she reincarnates as the powerful female identity, who bursts forth against the anticipated compliance to such distressing enslavement by demanding eradication of 'sexist domination' and exacting 'sexual equality'. She also realizes that to effectuate this insurgence against patriarchy, women must have conviction about their own potentials, and realization about their fundamental rights, propensities and intrinsic temperamental essences. Therefore, she leaves Torvald to be aloof from the influence of biased culture and bigoted notions of patriarchy and to 'educate' herself about the innate constitution of her own.

Conclusion:

From the above discussion, it is, therefore, very much conspicuous that Ibsen's "A Doll's House" is a significant attack on the subjugation of women at the hand of ruthless patriarchy. And through this relentless malignant psychic torture on women, patriarchy brings forth such brutal and inhuman derangement that it seems to emblemize the advent of the typical cataclysm of apocalyptic predicament that will be the harbinger of shattering demolition of mankind. But hopefully the character of Nora in "A Doll's House", with all its vivacity, exuberance, integrity and sincerity undergoes an exasperating conundrum, which ushers in a productive transformation by enkindling her inner strength, courage and confidence to refute

the humiliating prejudice, deprivation and ignominy exacted against women by patriarchy.

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ARISTOTLE AND THE DEVELOPMENT OF GREEK DRAMA

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ABSTRACT

This paper tries to search into the constantly developing traits of tragedy that has gone through so many twists and turns starting from the earliest history of Greek drama till date.

Keywords: Tragedy, Tragōidia, Drama, Poetics

The first evidence of dramatic literature could be traced in the 6th century BC, and the first existing piece of critical writing on the origin of theater is Aristotle's Poetics (about 330 BC). Aristotle claimed that Greek tragedy developed from dithyrambs—choral hymns in honor of the god Dionysus—which not only praised the god but often told a story. According to legend, Thespis, a choral leader of the 6th century BC, created drama when he assumed the part of the leading character in a dithyrambic story: He spoke and the chorus responded. From this it was but a small step to the addition of other actors and characters and the evolution of drama as an independent form, according to Aristotle. But the seemingly spontaneous development of highly sophisticated tragic drama with virtually no precedents is difficult to explain.

Greek tragedy flourished in the 5th century BC. Of the more than 1000 tragedies written during that century, only 31 remain, all by Aeschylus, Sophocles, and Euripides. The plays are highly formal, they are written in verse and consist of scenes (episodes) among characters (never more than three speaking characters in a scene) alternating with choral songs (odes). The stories are mostly drawn from myth or ancient history, although the focus is not on a simple retelling of a story (with which the poets often took liberties), but on a consideration of humanity's place in the world and the consequences of individual actions. Generally, little action occurred onstage and most events and information were related through dialogue and choral songs.

The genesis of earliest Greek tragedy is incomprehensible, but it has been possible to extract a few clues of how 'Tragōidia', or 'goat song'—the earliest form of tragedy came about and developed. Some historians suppose that this expression 'Tragōidia' derives from the death-cries of goats at sacrifice, others from the payment of actors with goats, or goats being awarded as prizes for the winning song. The ancient Greeks worshipped the god Dionysus, the god of wine, who also represented agriculture, culture, law and theatre. His intention was to persuade

mortal man to be freed from his usual self, by wine, madness or delight. Dionysus was an earthy creature, represented by the bull, the serpent, ivy and wine. Ruled by gut feeling and emotion, he was honoured by the ancient Greeks in form and whilst accompanied by satyrs in the heavens, on earth he was often worshiped through ritual processions led by men dressed as satyrs, with much feasting and drinking, debauchery and the sacrifice of animals, usually goats, though sometimes also human. The frenzy was called a *bakkheia* and its celebrants were the *Bacchae*. In *The Secret History*, a *bacchanal* is recreated by an elite group of classicists. The consequences of their joyous freedom become deadly when, after many attempts to achieve the correct mental state, they ultimately succumb to a true *bacchanal* trance, in which state they accidentally kill a farmer. The narrator, Richard, was excluded from the *bacchanal* but hears about the event later:

‘Uncomfortably, I thought of the *Bacchae*: hooves and bloody ribs, scraps dangling from the fir trees. There is a word for it in Greek: *omophagia*.’¹

This ritual *bakkheia* eventually became known as a *tragōidia*, or goat song. Although these Dionysian rites stretched back to seventh century BC and beyond, by the fifth century, they had developed into a more ordered form, called the *Dithyramb*.

Dithyrambs formed the major part of the festival in honour of Dionysus, called the *Dionysia*, which was held for five days in March. They were composed by poets, who usually recounted some tale from the life of Dionysus. This formed a competition, where tribes would each enter two teams, one of men and another of boys. This competition was performed on stage by a chorus of twelve to fifteen singers, though sometimes as many as fifty, using both song and dance and often wearing masks, possibly to amplify the sound.

The *dithyramb* gradually developed to permit one singer (or *choragus*) to set up a solo part, differentiating him from the rest of the chorus. Now the *choragus* could sing lyrical questions to the rest of the chorus, which then answered him together as a group. Though still in song, this was the basis of a conversation and the beginning of drama, as we know it. This new form of drama became trendy and the winning groups were widely noted and praised, though the poet who had written the piece remained largely unknown. Aristotle recounts how:

“[Tragedy] arose from the leaders of the *dithyramb*... Tragedy was gradually enhanced as people developed each new aspect of it that came to light.”²

Aristotle tells us that the *dithyramb* developed into something new, the tragedy, and that although the *dithyramb* continued in its original form for some years, the new tragic *dithyramb*, or tragedy, was very popular with audiences.

Gradually, this developed into a bigger occasion, though still a competition, in which three playwrights showed three tragic dithyrambs and one comedic satyr play each, followed by another competition of five comedies. Three playwrights dominated tragedy between the 6th and the fifth century, namely Aeschylus, Sophocles and Euripides. Aristotle holds them all in grand status.

Aeschylus, Sophocles and Euripides received appreciation for their works, which were performed at the Dionysia. These works in themselves became cherished items, being scribed and bound and sold to wealthy individuals and public libraries. It is largely thanks to these manuscripts and their enthusiastic collectors that we have so much evidence of Ancient Greek literature.

Aeschylus (525-456 BC) has been called the father of tragedy as he was the first of the three great playwrights to write for the Dionysia, and was also the first to change the structure of the dithyramb, as stated below by Aristotle:

Most importantly, Aeschylus increased the number of actors from one to two, Secondly, reduced the choral parts and Thirdly, made the spoken word play the leading role.³

By adding an extra actor to the piece, Aeschylus allowed the choragus and second actor to converse without involving the chorus, whose role became steadily smaller, being used mainly to move the plot forward and supply necessary back information.

The choragus and second actor now spoke their parts, with only the chorus singing. It is believed that Aeschylus wrote over seventy plays, of which only seven complete tragedies have survived including: *The Persians*, *The Suppliants*, *Seven Against Thebes*, *The Oresteia* (made up of three individual plays: *Agamemnon*, *The Libation Bearers* and *The Eumenides*) and *Prometheus Bound*. Aeschylus won his first victory at the city Dionysia in 484 BC and he continued to win prizes until 458 BC. Tragedy had now become an altogether more dignified and fulfilling experience.

Sophocles (496 BC – 406 BC) was the second of the three great tragedians, writing more than one hundred and twenty-three plays during his lifetime of which only seven have survived: *Philoctetes*, *Oedipus at Colonus*, *Electra*, *Ajax*, *Antigone*, *The Trachiniae*, and *King Oedipus*. Sophocles further developed the art form of tragedy:

1. The third actor and scene painting were introduced by Sophocles.
2. the magnitude increased from short plots, and

3. in place of comic diction, as a consequence of a change from satiric style, tragedy acquired dignity at a late stage.
4. The extra actor allowed greater character development and conflict could now be explored in depth.
5. Female characters, such as Antigone, Oedipus's daughter, brought life and relevance to the stage,
6. the added dignity of a new language took tragedy to an elevated level.
7. It allowed the audience the chance to spy on the lives of people greater than themselves, and to sympathise with their plight.⁴

Aristotle believed that Sophocles's King Oedipus was an example of perfect tragedy. It is at this point that tragedy developed its reputation for being a story about higher orders, of gods and royalty, an underlying instinct that still holds sway today.

Euripides (c.480-506 BC) was the last of the grand tragic poets so admired by Aristotle. Eighteen of his possible ninety-five plays have survived, including *The Bacchae*, *Medea*, *Hippolytus*, *Electra* and *Alceste*. Euripides first entered the Dionysia in 455BC, a year after the death of Aeschylus, but was not as successful as the old man, or Sophocles for that matter. Euripides rarely bothered for the tastes of the judges, even satirising the heroes of Greek mythology, which was either courageous or unwise for that time Euripides liked his women characters, such as *Medea*, to be strong, and three dimensional. They had flaws and could make mistakes. They were not all of royal birth, nor daughters of gods. Euripides also cast slaves in his works, but not just as dumb servants. These slaves had thoughts and feelings, and had a proper part to play in his works. One can understand what a shock this must have been to the Greek audiences at the time, when women and slaves were so dominated in real life.

Aristotle said that Sophocles liked to depict men as they 'ought to be' whilst Euripides portrayed them 'as they were' and concluded that the plays of Sophocles were better to those of Euripides for this reason. In one case, however, he did rewrite when his play *Hippolytus* caused offence to the Athenian concepts of ideal womanhood. Euripides had originally cast *Phaedra* as a shameless and wanton adulteress with a passion for her stepson. The play flopped until Euripides rewrote the character of *Phaedra* to be a plaything of the gods, hence partially exonerating her from her crimes.

Euripides' general refusal to pander however meant that he won a mere five victories at the Dionysia, the last after his death. However his style of writing was so ahead of his own times that Euripides grew hugely popular in posterity.

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USE OF TEACHING AIDS IN THE CLASSROOM AS PERCEIVED BY THE URBAN AND RURAL STUDENTS OF SECONDARY LEVEL IN UTTAR DINAJPUR DISTRICT

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ABSTRACT

Teaching aids are very important in the classroom. Through the use of the teaching aids the classroom may be made very effective. In the use of teaching aids there are different problems such as language difficulty, positive attitude or apathy of teachers, absence of electricity, etc. These problems more or less can be solved. But the researchers noticed that now-a-days in most of the schools teaching aids are not used, and where they are used, it is of very little amount. If teaching aids are properly used in the classroom, the classroom environment and teaching-learning process become very effective. This establishes higher level communication in the classroom and keeps the possible discipline in classroom. Hence the present study seeks to investigate the use of teaching aids in the classroom.

Key words: Teaching aids, classroom, teachers, students, teaching-learning

Introduction

As we all know that today's age is the age of science and technology. The teaching-learning programmes have also been affected by it. The process of teaching-learning depends upon the different types of equipment available in the classroom. These equipment are generally called teaching aids. A number of teaching aids are available with the teacher in the classroom, i.e. chalkboard, chalk, duster, pointer, etc. There are many kinds of aids available these days such as audio aids, visual aids, audio-visual aids. On the basis of projection, projected and non-projected aids are there. All these aids motivate the students in the class and help in clarifying any subject-matter.

Related Studies

Some related studies consulted in context of the present study were as below -----

Rahman (2011) examined how teacher educators perceive their attitude towards the use of computer technology in teachers' training colleges in Bangladesh. 75 teachers of teachers' training colleges formed the sample of the study. Descriptive survey method was followed. Teacher educators possessed their high attitude towards using computer. The study also determined that there was no significant difference between male and female in terms of their attitude towards computer technology.

Dr. Shitaljit (2012) wanted to find out the difference between male and female teacher educators, between senior and junior teacher educators and between science and arts teacher educators toward their attitude of teaching ICT. Survey method was followed. Data were collected from five colleges of teachers training affiliated to Manipur University. The findings showed significant difference between male and female teacher educators, and no significant difference between senior and junior, and science and arts teacher educators in their attitude towards using ICT.

Dr. Sekhar, Dr. Reddy, Dr. Nagarjuna (2014) studied the influence of age, teaching experience and management on the attitude of teachers towards teaching-learning material. The method was descriptive. 200 teachers formed the sample. Age, teaching experience and management had significant influence on the attitude of teachers towards teaching-learning materials.

Objectives of the Study

- To measure the use of teaching aids in classroom of secondary level.
- To find out the strata-wise difference of using teaching aids in the classroom and interpret the same.

06. Null Hypotheses of the Study

- oH_1 : There is no significant difference between the mean scores of the rural students and the urban students obtained in their test of perception of teachers' use of teaching aids in the classroom.
- oH_2 : There is no significant difference between the mean scores of the rural boy students and the urban boy students obtained in their test of perception of teachers' use of teaching aids in the classroom.
- oH_3 : There is no significant difference between their mean scores of the rural girl students and the urban girl students obtained in their test of perception of teachers' use of teaching aids in the classroom.

Population and Sample

The researchers selected the secondary level students of Uttar Dinajpur

district, and in this district they selected 5 schools for the sample.

Urban school	Rural school
Raiganj cornation high school (H.S)	Malancha high school (H.S)
Debinagar K.C.R.Vidyapith (H.S)	Kashibati vivekananda vidyapith (H.S)
Raiganj Ten class Girls High	

Tool of the Study

For measuring the use of teaching in classroom the investigators developed a scale. For preparation of the tool he selected 5 dimensions. The scale consists of 40 questions under the above 5 dimensions. There were 38 positive questions and 2 negative items. The scoring system was prepared beforehand for both the positive and negative items.

Testing of Null

Hypotheses

H_1 : There is no significant difference between the mean scores of the rural students and the urban students obtained in their test of perception of teachers's use of teaching aids in the classroom.

Sample Group	N	Mean	S.D.	t	df	Level of Significance		Interpretation
Rural students	108	65.00	6.52	0.017	214	0.05	0.01	Not significant
Urban students	108	68.03	6.10			1.97	2.60	

Here the computed value of t is 0.017 and the df is 214. The table value at 0.05 level is 1.97 and 0.01 level is 2.60. The computed value is not significant in both levels. So, the null hypothesis is accepted.

H_2 : There is no significant difference between the mean scores of the rural boy students and the urban boy students obtained in their test of perception of teachers's use of teaching aids in the classroom.

Sample Group	N	Mean	S.D.	t	df	Level of Significance		Interpretation
Rural Boy Students	54	66.11	6.79	0.021	106	0.05	0.01	Not significant
Urban Boy Students	54	68.78	5.92			1.66	2.63	

Here the computed value of t is 0.021 and the df is 106. The table value at 0.05 level

is 1.66 and 0.01 level is 2.63. The computed not significant in both levels. So, the null hypothesis is accepted.

$^{\circ}H_3$: There is no significant difference between their mean scores of the rural girl students and the urban girl students obtained in their test of perception of teachers's use of teaching aids in the classroom.

Sample Group	N	Mean	S.D.	t	df	Level of Significance		Interpretation
Rural Girl Students	54	65.89	6.29	0.272	106	0.05	0.01	Significant
Urban Girl Students	54	67.28	6.24			1.66	2.63	

Here the computed value of t is 0.272 and the df is 106. The table value at 0.05 level is 1.66 and 0.01 level is 2.63. The computed value is significant in both levels. So, the null hypothesis is not accepted.

Findings of the Study

- ❖ There is no significant difference between the rural students and the urban students in their test of perception of teachers's use of teaching aids in the classroom.
- ❖ There is no significant difference between the rural boy students and the urban boy students in their test of perception of teachers's use of teaching aids in the classroom..
- ❖ There is no significant difference between the rural girl students and the urban girl students in their test of perception of teachers's use of teaching aids in the classroom.

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IMPACT OF GLOBALIZATION ON MODERN EDUCATION SYSTEM—AN ANALYSIS

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ABSTRACT

Globalisation is a complex process. In this process different types of dimensions are involved. Now-a –days it helps to bring unbelievable change in the society. This change brings about different types of opportunities and job facilities, and develops skills and capabilities. But the use of these things in bad ways invites different types of harmful activities. So, the researchers want to know the impact (positive and negative) of globalisation on modern education systems. For this, they use qualitative research method in the study. The researchers found, after her study, globalisation has both positive and negative impacts on the modern education system.

Key words: globalisation, modern education system, impacts, positive and negative.

Introduction

Globalisation is a very important concept in modern era. It is a complex process. It integrates different aspects like economy, politics, ideology and culture which bring interdependence and interconnectedness among the countries. It helps to spread the financial assistance, education, business, culture, information all over the world without any barrier. Modern education system means use of science and technology in education systems. The use of science and technology in education system has become effective and attractive to children. For the improvement of education system different types of technology like computer, internet, ICT and different types of projects are used. Globalisation helps the education system spread the information all over the remote and far-off countries. By the use of technology every student can learn online courses, computer learning etc. without any barriers. So, globalisation helps in many ways to develop and improve modern education

system. But some limitations are there in globalisation. So, this paper will discuss the impact (positive and negative) of globalisation on modern education system.

Reviews

Sadegh Bakhtiari (2011) studied the 'positive and negative impact of globalisation on education for developing countries and found 'people can contribute and benefit from the globalisation'. Mohd AbbasAbdul Razak (2011) after 'discussing on how the Muslim countries should strategize in facing the ferocious onslaught of the tidal waves of globalization that have touched their shores' found both the good and bad impact of globalisation. Dr. Meenu Anand (2015) 'examined the physical infrastructure available, explored the co-curriculum activities, contrasted between the educational facilities provided by government and private schools and observed and analysed the strength of teachers, and found-'better infrastructure, co-curriculum activities of private school but low quality of private school education. Bhawya Sachdeva Mukhi and Dr.Robin Anand (2015) studied the impact of globalisation on education and found good and bad impacts also. Ka-Ho Mok (2005), on the restructuring strategies that the Chinese government had adopted to make its university systems more competitive and efficient in the global market context found that transformations taking place in the Chinese universities may not necessarily diminish the capacity of the state but instead make the Chinese government a more activist state in certain aspect. Mohan Gautam et.all (2016) observed the gaps and loopholes within the education system using the fundamentals of the capability approach and found maximum benefits using capability approach.

Objectives

The objectives of the study were -

- ❖ To know the positive influence of globalisation on modern education systems.
- ❖ To know the negative influence of globalisation on modern education systems.

Terms Defined

Globalisation: Globalisation is a factor of social change. It is a process by which the whole world has become a small globe. It spreads all the information of business, culture, ideology all over the world.

Modern education system: Modern education system means use of science and technology in education system.

Concept of Globalization

Now-a-days the word “Globalization” is mixed with social progress. It is a key indicator of social change. The word ‘Globalization’ first came in 1961 from Webster’s English Dictionary.(Mohd AbbasAbdul Razak ,2011). Roland Robertson is the first profounder of this term, according to him it was seen in the pre-modern period of European Colonial policy which started fifteen century.(Mohd AbbasAbdul Razak,2011). Globalization is a process by which a large world becomes a small globe. As a result of improvement of the communication process everything has become easy through the use of technology; and science is increasing business, service and information and spreading over any geographical boundaries. The process which process helps and develops the social relationship of the whole world, is called Globalisation. According to Graham, it is “a set of process by which the world is rapidly being integrated into one economic space via increased internationalization of production and financial market, the internationalization of a commodity, culture promoted by increasing networked global telecommunication system.” Globalisation helps to remove time and space barrier of social relations (James Mittleman). As a concept, globalisation helps to grow whole consciousness among the world which effect on human society (Ronand Robertson).

Characteristics of Globalization

The characteristics of globalisation are below-

- (i) It is a process of developing social relationship.
- (ii) It establishes new relationship, as a result of development of relationship.
- (iii) It can overcome political, economic, geographical barrier.
- (iv) It develops mutual relationship and interdependence.
- (v) It develops social communication system.

The social communication system not only exchanges thinking, information etc. but also develops consciousness among the human beings. It is a multipurpose process.

Dimensions of Globalization

Different types of dimensions are covered in the globalisation process effectively. These types of elements or dimensions are economic dimension, political dimension, cultural dimension, ideological dimension, technological dimension etc.

Economic Dimension

Liberation and Neoliberalism is the key concept of economy which is closely related with globalisation. The profounder of Neoliberalism is Adam Smith and David Ricardo. According to them economic market is a self-regulatory organisation. It regulates the balance between needs and supply. According to Herbert Spencer, globalization is a civilized form of human competition. Economic dimension of globalisation spreads the business all over the world and develops inter-connectedness and interdependence of organisation through world market. As a result of interconnectedness development of world trade, quality improvement and communication take place. Three fundamental economic organisations play important role of globalisation. These organisations are International Monetary Fund, World Bank, World Trade Organisation.

Political Dimension

Political dimension of globalisation means enlarged political relationship all over the world. As a result of globalisation, security problem of the country is removed and interdependence among state or country is established. Political dimension is clearly observed in the different international organisations. These organisations develop different types of rules and regulation of the administration which effect on civic administration, state administration, and central administration. These types of administration grow national level responsibility and tolerance.

Cultural Dimension

The word 'culture' comes from the Latin word 'Corele' which means cultivate. When knowledge is gained from experience, or whole experience, it is called culture. As a result of globalisation, human beings frequently use western culture like- food habit, dress habit, language. These spread from one country to other. Main important aspect of cultural dimension of globalisation is democracy.

Ideological Dimension

Idea means imagination of something. It gives specific concept about subject. Ideological dimension of globalisation spreads and develops values, beliefs, opinion, etc.

Technological Dimension

Technological dimension of globalisation means spreading out the technological instruments like-teleconferencing, telecommunication, internet, computer, etc. This technology has brought the whole world in the computer or home.

Concept of Modern Education System

Indian education system can be divided into four parts – pre-primary education, primary education, secondary education and higher education. Pre-primary education is a preparation for primary education. Primary education starts from class 1 to 8. Secondary education starts from class 9 to 12 and higher education starts from the graduation and then goes onwards. Modern education means use of science and technology in the education system. According to Cobun,

“10 per cent of what they read.

20 per cent of what they hear.

30 per cent of what they see.

50 per cent of what they hear and see.

70 per cent of what they say.

90 per cent of what they say and do thing.”

So, use of science and technology is better than any other teaching method. In the modern education system different types of equipment like- computer, different types of teaching aids, internet, project etc. are used (Ramandeep Singh, 2018). Science has made human life very easy and comfortable. Modern education system enhances the quality of education, increases the effectiveness of the teaching-learning process, develops skill among the students and cooperates with the students and increases the vocational education. It develops the capabilities among the human beings. Through the use of computer and internet, education spreads in the remote areas and develops online education programme. It brings education for all human beings and removes inequality among the individuals.

Positive Influences of Globalisation on Modern Education System

Positive influences of globalisation on the modern system of education are given below--

Economic dimension of globalisation and modern education

Economic dimension of globalisation influences modern education in various ways like--globalisation develops quality education; as a result, development of skill, capability, working power, etc. of the human beings takes place. In a word, human resource is developed. Different types of the economic organisation like- International Monetary Fund, World Bank, World Trade Organisation give fund to different sectors of education.

Cultural dimension of globalisation and modern education

Cultural dimension of globalisation influences modern education system in many ways – through the development of technology human being adopts western language, rules and regulations and their life style. As an effect of cultural dimension of globalisation, English has been an International language through this language human beings easily communicate to others.

Ideological dimension of globalisation and modern education

Ideological dimension of globalisation helps human beings to develop values. Through the ideological dimension democracy spreads in the world. As a result of that, equity, fraternity, ethics etc. easily established

Technological dimension of globalisation and modern education

Technological dimension of globalisation improves modern education in many ways. Use of technology like internet and computer spreads education in remote areas. By the use of technology a student can learn from other university. Use of technological instrument develops non-formal education or distance education and adult education in the country. Now total number of distance education centres in India is 215, and West Bengal has 7 distance universities. (Source-Wikipedia). Now-a-days online teaching method is SWAYAM which is very effective and as a result, virtual learning, virtual classroom and cybernetics system are developed. It increased enrolment of Ph.D programme in 2015-16(Achievers, March, 2019). In 2009-2014 it increased 14% annual publication (Achievers, March, 2019)

Negative Influences of Globalisation on Modern Education System

Negative of influences of globalisation are--

1. Use of technology has decreased teacher-pupil relationship through the use of different types of teaching machines for the purpose of self-learning.
2. Result of globalisation develops different types of private originations; as a result, education has become a goods and it has become gradually a business.
3. As an effect of globalisation, any developed country can spread their business; but no underdeveloped country can spread their business for their infrastructure well. So, underdeveloped countries import necessary things. So, inequality grows among the developed and underdeveloped countries.
4. Many meritorious students go to other country for good infrastructure and commodities.

5. Science and technology give benefits to human beings in many ways. But the misuse of science and technology increases crime like hacking.

Conclusion

In this study it is found that globalisation has both positive and negative impacts on education and society also. If it is used in right direction, development of education system and society also will take place. Negative impact can be removed in the following ways—development of discovery and innovation power among the individuals, provision of good job and scholarship among the poor students. Construction of curriculum to fulfil the need of locality and development of technology in the education system is very much essential.

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ATTITUDE OF B. ED. TRAINEE STUDENTS OF COOCH BEHAR DISTRICT TOWARDS READING HABIT

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ABSTRACT

Globalization has taken place in our society and education system has also changed along with it. Every parent wants to provide better quality education for their children. Now modern content and methodology have been introduced in classroom teaching. Traditional methods of teaching have been replaced. Scientific tools and techniques are used in college teaching. Therefore, the most important question are coming out regarding whether the attitude of B. Ed. students towards reading habit of reference books is favourable, whether the students are interested in reading reference books which are effective for further classroom instruction and acquiring knowledge after receiving B. Ed. Training. To get the answer to the very vital question the study was conducted.

Key Words---*education system, attitude, reading habit, B.Ed training, reference books.*

Introduction

Due to globalization educational scenario of our system is changing day by day. Traditional educational system is being replaced. Modern technologies are introduced in our education system. It is found that B. Ed. students are using internet, computer, smart phones and so many other electronic gadgets. In such scenario, their reading habit is also subject change a lot.

Objectives of the Study

1. To compare the attitude of male and female students towards reading habit.
2. To compare the attitude of urban and rural students towards using library for reading purposes.
3. To compare the attitude of urban and rural students towards using e-library for reading purposes.
4. To compare the attitude of general and scheduled caste students towards reading habit.

Hypotheses of the Study

- H₀₁ : There is no significant difference between the attitude of male and female students in relation to their reading habit.
- H₀₂ : There is no significant difference between the attitude of urban and rural students towards using library for reading purposes.
- H₀₃ : There is no significant difference between the attitude of urban and rural students towards using e-library for reading purposes.
- H₀₄ : There is no significant difference between the attitude of general and scheduled caste students in relation to their reading habit.

Population of the Study

In the present study, B. Ed. students who were studying in Cooch Behar district during the period 2017–19 were considered as population of study. In the present study the sample size was 100 B. Ed. students.

Methodology of the Study

Descriptive Survey Method was applied in the present study. Data were collected from B. Ed. students of Cooch Behar through an attitude scale.

Tool Used

For the present study, a tool known as Attitude of Reading Habit Scale was chosen consisting of 20 questions developed by Dr. S. P. Ahluwalia, to measure the attitude of B.Ed. students to reading habit.

Administration of the Tool

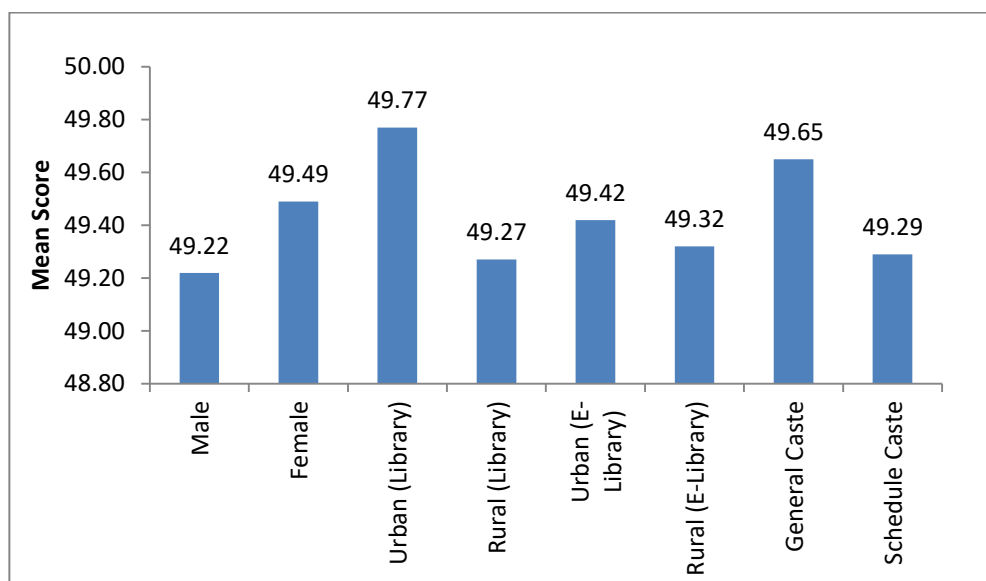
As per the discussion about the application of the tool in detail with the head of the institution the tool was administered on the selected sample. The attitude scale was supplied to the students. Necessary instructions were given to the students before the administration of the attitude scale on reading habit.

Analysis and Interpretation

The raw data collected through scale from the B. Ed. Trainee students were tabulated in M. S. Excel 2003 and analyzed through SPSS 19.00 version.

Table 1: Attitude of B. Ed. Trainee Students of Cooch Behar towards Reading Habit

Category	Habit	Total No. of Students	Mean	SD	t-value	Level of Significance
Male	Reading Habit	45	49.22	4.99	0.25	NS
Female		35	49.49	4.82		
Urban	Using Library	49	49.77	4.73	0.32	NS
Rural		31	49.27	4.99		
Urban	Using E-Library	58	49.42	5.28	0.38	NS
Rural		21	49.32	4.59		
General Caste	Reading Habit	55	49.65	5.23	0.39	NS
Scheduled Caste		25	49.29	4.67		

**Fig. 1 : Graph showing the Attitude of B. Ed. Trainee Students of Cooch Behar towards Reading Habit****Findings of the Study**

Findings have been drawn on the basis of statistics results with a view to satisfying the hypotheses of the study.

Finding Pertaining to Hypothesis – 1

The attitude of male and female students of Cooch Behar district towards reading habit of textbook does not differ significantly. So H_1 could not be rejected.

Finding Pertaining to Hypothesis – 2

The attitude of urban and rural students of Cooch Behar district towards using library for reading purposes does not differ significantly. So H_2 was accepted.

Findings Pertaining to Hypothesis – 3

The attitude of urban and rural students of Cooch Behar district towards using e-library for reading purposes does not differ significantly. So H_3 was not rejected.

Findings pertaining to Hypothesis – 4

The attitude of general and schedule caste students of Cooch Behar district towards reading habit of textbook does not differ significantly. So H_4 could not be rejected.

Discussion

The study was conducted to find out the comparative attitudes.....

1. The attitudes of male and female students of Cooch Behar towards reading habit of text book are in almost similar mode.
2. The attitudes of rural and urban students towards using library for reading purposes are also in almost similar mode. The reading habit of text book of urban students is little more than that of rural students, though not significant at any level.
3. In case of using e-library, urban students are more efficient than rural students, but the difference is significant at no level.
4. The reading habit of general caste students is more than that of the scheduled caste students however, the difference is insignificant.

Conclusion

Therefore it may be concluded that the attitudes of students of B. Ed. Training Colleges regarding reading habit of text book are almost in similar mode. If the reading habit is developed, then the society will be benefited. Reading habit may be developed through e-library, mobile phone, computer, internet and other educational technology may be introduced for development of reading habit of students as well as of the people of the larger society.

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A COMPARATIVE ANALYSIS OF EMOTIONAL INTELLIGENCE ON THE BASIS OF WESTERN AND INDIAN LITERATURE

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ABSTRACT

Being aware and managing situations is something we obtain naturally and also through life's experiences. These are the virtues for a holistic equilibrium which brings contentment if sustained, without facing any challenges. Psychologists and scholars have termed it as Emotional Intelligence which imbues people with skills to maintain balance and manage difficult situations in life. In the light of various studies this paper is an attempt to look into different perspectives in order to understand the abilities and skills required for a person to achieve the holistic balance which is required for a better life. Further the paper also traverses through ancient Indian literatures to provide an insight into another aspect of Emotional Intelligence which sheds light on being selfless and get detached from bondages of confusion, conflict and moral dilemmas

Keywords: Emotional Intelligence; Goleman's Framework; Indian Literature; Role played by Emotional Intelligence

INTRODUCTION

Peace is the state of mind which is attained when we are in the state of holistic equilibrium. This is achieved when we possess certain skills for controlling our senses such that we are not pulled into the mire of disruption arising out of emotions. These skills can make people immensely successful in their materialistic life and absolutely stable, who are not affected by happiness or suffering or exuberance. It's all about how intelligently a person manages himself and uses his emotions for benefits. Such emotionally intelligent people are those who have acquired the skills to be balanced and have learnt not to let thoughts get influenced by emotions. Emotional Intelligence holistically imbibes all such skills which makes a person realize one's potential and attain self- realization by getting aligned

with the external soul thus reaching equilibrium, all of which are characterize as transcendental.

EMOTIONAL INTELLIGENCE

Gayathri and Meenakshi (2012) viewed the conception of Emotional Intelligence to be explicitly summarized in a verse from the holy Bhagvad-Gita which talks of a person who is neither affected by pain nor by pleasure and remains calm and composed in every situation, is certain to attain immortality. This interpretation is of the sanskrit verse quoted from sacred Bhagvad Gita which says, “Yam hi na vyathayanthyethe purusham purusharshabha Samadhukha sukham dheeram somruthathvaya kalpathe” (Chapter II, Verse 15). Not letting the emotions control actions and remaining undisturbed by circumstances requires certain array of skills which scholars have vividly defined and explained in the form of models consisting of a set of emotional skills (Dhatt and Kaur, 2013).

Emotional Intelligence refers to assemblage of such skills that deals with one's ability to handle self and one's relationships. Howard Gardner's view on social intelligence refers to the personal intelligences as a part of emotional intelligence (Salovey and Mayer, 1990). Like social intelligence, the personal intelligence is divided into inter- and intra-personal intelligence which includes knowledge about the self and about others. Salovey and Mayer (1990) conceptualized Emotional Intelligence by providing a framework on “Emotion related skills”.

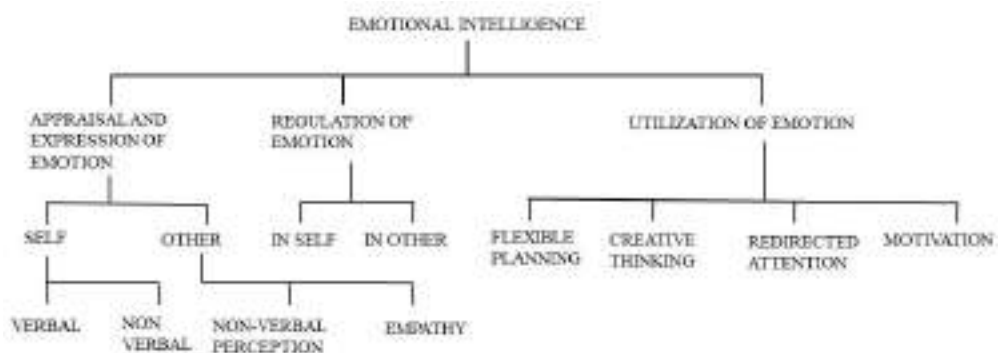


Figure- 1 Conceptualization of Emotional Intelligence

Source: Salovey, P. & Mayer, J.D. (1990)

This model includes: a) appraising and expressing emotions in the self and others, b) regulating emotion in the self and others, and c) using emotions in adaptive ways. Though the concept shows common processes yet the individual differences regarding one's ability to understand and express emotions, acquiring

skills has been given place. Salovey perceived these set of competencies to be much controlling than what he had felt. It was even realized that it might be influencing capability of problem solving to job satisfaction, which altogether he found to be “predictive!” (Salovey and Mayer).

The notion gained pace when explanations and evidences talked about the factors that made people having high IQ strugglers in comparison to the modest ones who succeeded in their fields, to which the difference was found in their emotional intelligence, that included their ability to control emotions, had enthusiasm, were determined about the task and were able to motivate self (Goleman, 1996). Now the fact points that it is the emotional intelligence of a person which leads him towards success, and that intellectual and cognitive skills does not merely hold importance.



Figure- 2 Daniel Goleman's Emotional Intelligence Framework

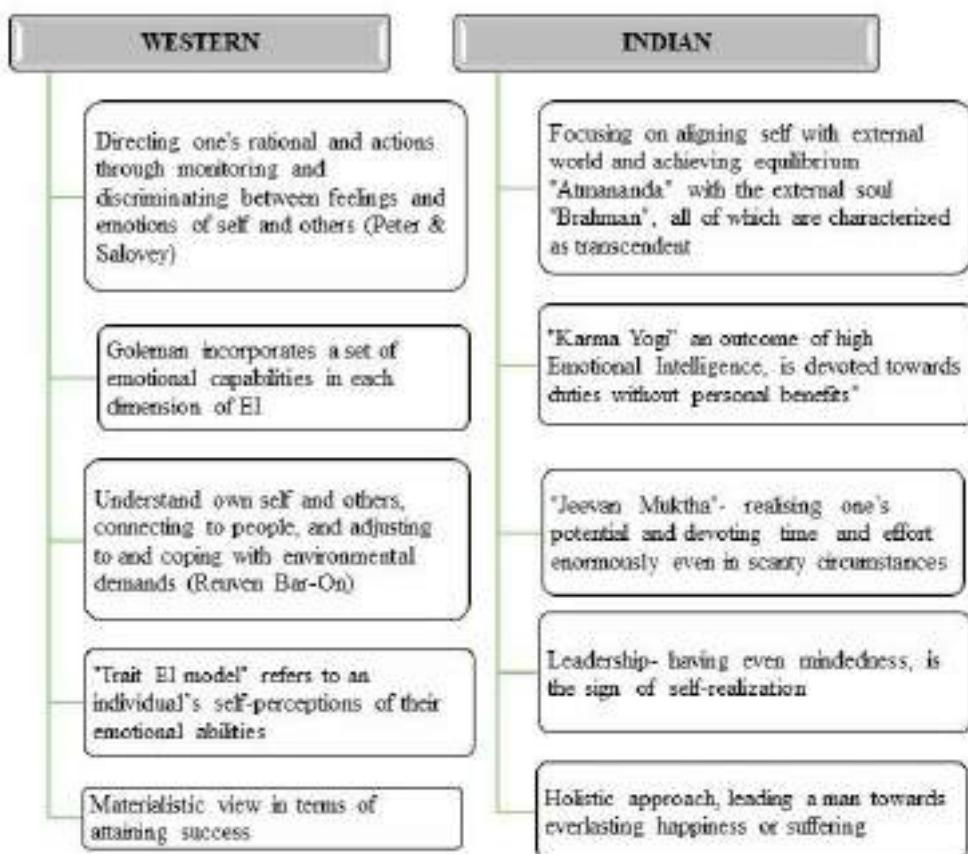
Source: Al-Atabi, M. (May 2016)

Daniel Goleman popularized the EI Model by further describing the four domains: ‘self-awareness’ i.e. knowing what and why of our feelings; ‘self-management’ i.e. managing emotions in an effective manner even in adverse situations; empathy i.e. caring for others emotions too; putting the first three in a skilled relationship i.e. managing relationship.

EMOTIONAL INTELLIGENCE IN WESTERN AND INDIAN LITERATURE: A COMPARATIVE ANALYSIS

The substructure of emotional intelligence as specified by Goleman discusses about awareness of self and regulating self, as important dimensions. The ideas and beliefs of “Self” which is “Supreme Self” as in sacred Vedas and Indian

literatures have been dealt in a comprehensive form. This Highest Self has been referred as “Atman” which is the divine part of an organism. “Atman” interpreted as one “which removes darkness and bring shining” is the vital quality of a being. This understanding of “Self” as seen indistinguishable with the “unitary principle of universe”, makes a person have the knowledge of soul itself. Therefore, the primacy of I-ness or Awareness lies in the reality that it is the source and essence of all beings (Goparaj and Sharma, 2011). On relationship management the Rig Veda states that a person who doesn’t differentiate between people and views God’s creations as a part of one big family also considers that everyone regards him a friend too thus creating a strong bond between relationships, which justifies the quote “Vasudeva Kutumbakam”. Social Awareness is interpreted in ancient literature as of developing empathy in ‘Jeev’ (soul), who envisions and experiences sameness in every soul and considers other’s suffering to be his own suffering. All such thoughts make an individual “move together in unison”, making him dutiful as every activity that a being performs is his duty towards God.



ROLE PLAYED BY EMOTIONAL INTELLIGENCE

The lessons given by Lord Krishna to Arjuna in the battlefield is a perfect example of the role Emotional Intelligence plays in making a person completely selfless and detached from bondages of confusion, conflict and moral dilemmas further fulfilling the obligatory duties. The verse in Sanskrit which conveys the significant explanation is quoted as “Sukhaduhkhe same krtva labhalabhau jayajayau tato yuddhaya yujyasva naivam papamavapsyasi” (Bhagavad-Gita, Ch. II, Shloka 38) which in the words of Swami Swarupananda (1996) means “having made plain- pleasure, gain- loss, victory-defeat, the same, engage thou then in battle. So shalt thou incur no sin”.

“All learning’s have an emotional base” was said 2000 years ago by the Greek Philosopher Plato, thenceforth various scientists, educators and philosophers have been working to discover the role and importance of emotions.

Innumerable studies have supported that the non-cognitive attributes of a person tend to be better predictors of an individual’s life trajectory. (Kahn, 2013). A study which was conducted on British infants in 2011 revealed that a child’s success for future was highly correlated with his level of mental well-being. Furthermore, studies pointed that the kids who develop such non cognitive skills were the ones who along with doing well in their fields had sustained married lives. Besides being physically healthier they were less prone to anxiety and depression. (The New York Times, Sept.11, 2013). Researches have also proved that students who can effectively manage their negative emotions are academically successful which has further suggested to include “emotional skill development” as a part of school curriculum. (TOI, Dec. 14, 2019)

A teacher’s emotional, intellectual, ethical realms have acute influence on the development of children. So she should very well understand her emotions as well as her student’s emotions, is balanced and able to control herself in every situation. Study says “If teachers are emotionally intelligent, they are more professionally developed”. Self-awareness, empathy, self-motivation, emotional stability, managing relationship, value orientation, altruistic behaviour, the dimensions of emotional intelligence have significant relationship with professional development of teachers (Lenka & Kant, 2012). Owing to the importance of emotional intelligence in academic settings its necessary to infuse it as a part of teacher preparation programmes so that the entire circle is benefitted. (Edannur, 2010).

People displaying and utilizing a high degree of Emotional Intelligence are more successful leaders. They admit their strengths and weaknesses and build a

congenial and trust worthy environment of work with their employees. Maintaining professionalism, emphatic equilibrium with employees facing hard times calmly and overall, building a good rapport are the attributes of being a successful leader. Setting high performance standards for themselves, thereby motivating staff for the same puts such person into the framework of the particular component of emotional intelligence skill. Such were the findings of a study conducted in a Rural mid-sized East Texas Public School District, entitled “The Influence of Emotional Intelligence on the Overall Success of Campus Leaders” (Bower *et al.*, Dec 2018). Daniel Goleman in his landmark article ‘What Makes a Leader? (HBR, January 2004) mentions that in spite of ‘best training, an incisive, analytical mind, and an endless supply of smart ideas’, a person doesn’t make a good leader. Rather the most effective leaders possess a high degree of EI which is sine qua non for leadership. On examining the relationship between emotional intelligence and effective performance, especially in leaders it was revealed that emotional intelligence shows itself on the job.

NITI Aayog in “Battling Emotions During Covid-19” has considered EI skills to be crucial in combating the turmoil and in improving the well-being of society. Possibilities to incorporate EI module in the school curriculum for enhancing social and emotional development of a child, Inclusion of EI training in skill development and generating employment schemes have been emphasized. Innovative interventions by organizations are to be practised in order to cope with the emotional suffering in the turbulent times. A positive spirit and an emphatic attitude, the key features of emotional intelligence would lead the world overcome the enormous disturbing effects of the pandemic. (Mumtaz, 2020, NITI Aayog)

CONCLUSION

Dealing with emotions for positive results and encouraging emotional growth has become far more vital today. Emotional intelligence has been seen to have significant influence on developing a balanced personality which is important for leading a successful life. Managing one’s state of mind through practising detachment, attaining peace and balance through living a disciplined life is the key to strengthen affective skills. And these skills need to be constructively nurtured for long term outcomes.

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FACTORS INFLUENCING THE STUDY HABITS OF THE SCHOOL STUDENTS

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ABSTRACT

Every person has different habits to work but these habits differ as per the working conditions or the surrounding they are getting. If a person is working in an organization then, habit changes due to the work getting from their higher authorities and if working in an institution then teachers change the habits of the students by giving them homework on a daily basis which defines the study habit of the students. In the institution, students' study habits are basically get affected by the situations created by their teachers and parents in the classrooms and homes but these factors can be taken into control by seeing the activities or the skills performed by students related to studies, as when teachers sense that an uncontrolled situation is going to come then and there suggest the ways and take responsibility to improve it. After that, it is the responsibility of them to check the actions of students daily. This paper is an attempt on the study habits which involve study skills performed by the students and the factors that affect the skills leading to the rise of emotional intelligence.

Keywords: Study Habits, Study Skills and its Components, Factors Affecting and Variables of Study Habit and Emotional Intelligence

INTRODUCTION

Habit is something that is operated by everyone on a regular mode whether work is done physically or a mentally. According to Merriam-Webster habit is “a behavior pattern acquired by frequent repetition or physiologic exposure that shows itself in regularity or increased facility of performance” and according to Cambridge dictionary “something that you do often and [regularly](#), sometimes

without [knowing](#) that you are doing it". According to Woodworth (1918) "Habit is a well learned performance".

As we always say that coin have two sides which means that habits can also be defined into two ways i.e., first has been explained above and second, would be the habit is also change with the change of mood swings like instability/ unbalanced in life due to unexpected situation coming in their way and effecting the person fully i.e., whether in the institutions, organizations and a home etc. Whenever the person is working in these places, it shows happen that many times unexpected events across them which suddenly changes their habits immediately.

In homes, each individual has a habit of taking breakfast at that particular time period but if a gas cylinder finishes then, delay of a breakfast can't be done in that period; in an organization, every day each employee has been given a task to complete it before the expiry dates comes but it can be delay due to unexpected situation comes in the life of an employee. In an institution, everyday teachers plan that particular content will be completed within that period with a better understanding of all the students in the classrooms and even has a habit of giving home-work to students on a regular basis.

This habit of giving home-work to students on a regular basis arise the concept of the study habit within the students. Each study habit depends on the students learning or understanding abilities of the concept.

STUDY HABIT

It is a process adopted by the learners to learn and experience to understand the concept or a term in an effective way. In other words, study habit defines the person's habit towards their studies in the context of understanding and dedication in achieving good results. "Study habits mean the ways of studying whether systematically or unsystematically, efficiently or otherwise. Study can be interpreted as a planned program of subject mastery" (Gelatt, 1997). It can be made possible when the teachers and parents are well-coordinated with each other and well-concerned about their students/children's study habits.

In schools, it can be done when teachers are concerned about what their students are doing throughout the day related to activities done in the classrooms but it is not only the duty of the subject teacher to know but also the class teacher should know at which point and level each student is progressing enabling the teacher and student to communicate with each other effectively resulting in the progress of academic results and with which the teachers can communicate with their parents taking the same account into considerations, again giving positive results to all the stakeholders. The same procedure can be followed by the parents

also where they can communicate with the teachers about their study habits done in homes and then, necessary suggestions can be given. Ron Fry, (2000) says, “The parent’s involvement is absolutely essential to a child’s eventual success. A parent not even for a minute, underestimate the importance of his commitment to his child’s success”. Nancy L. Weishew (2003) points out, “parents can help improve their children’s behavior in school by becoming more involved in their education, monitoring their actions, and helping to increase their achievement, educational expectations, and positive self-perceptions”.

If a teacher and parent want to improve their student/children study habit then, firstly necessary study skills have to be improved.

STUDY SKILLS

It is also known as study strategies which every learner adopts to learn effectively i.e., each learner has different study styles and strategies making them succeed in their institutions in their academic performances. The purpose of these skills is to help students to maximize their learning process and this will require an ample amount of time and dedication to enable the student to experience school success.

These skills will help the students to develop and use study skills to become successful learners. Students will learn various techniques that will be helpful to them throughout their academic years. The components can be taught by several teachers during the year but the following components will be taught throughout the year.

STUDY SKILLS COMPONENTS



Figure1.Study Skills Components

The points which are discussed above in fig 1 shows that when these components will be inculcated in the students will make them strong, disciplined study habits that will keep you on top of your assignments, learn and understand

course material, write brilliant papers, and ace your tests, etc, and so, increases your chances for success. It is the responsibility of teachers and parents as a team to keep an eye on their children/students whether they are appropriately using skills or not but should be performed by them on a daily basis otherwise, they will lack behind their peers.

DAILY RESPONSIBILITIES



Figure- 2 Daily Responsibilities

Oftentimes, above components of study skills are out of your control but becoming aware of any factors affecting study habits increase your chances of success so, there are some factors that are seriously affecting your study habits and hurting your academic performance and now due to COVID -19 situation their habits are again get affected.

FACTORS AFFECTING STUDY SKILLS

1- Social Life:- At the institutions level, all the person comes from different backgrounds i.e., having different social life so, when these students meet each other at one a place called the school where these students are trying to enjoy, live in a very different environment but very few students are able to adjust to the school environment and rest of them are left behind which make them unstable, unbalanced in their schools and so, they are affected emotionally. Students are not only affected by the school environment but there are many factors too.

In the present situation, students are socially affected by the COVID-19 pandemic where they are not able to meet their teachers, friends face to face for almost 4-5 months.

2- Health:- It is always seen that the person is affected by the situation they are facing in the current period and when they are unable to cope up or face that situation, there arises the mental tension and due to this, unbalance take place affecting the health. In the same way, the students are also getting affected when they are too much surrounded by the home-work assigned by the teachers. This leads to affect your study habits.

During this period, as students are there at home for many months, not getting to go out for enjoy with their friends, leading to affect their health so, in that case parents should take care of them and should create an friendly environment in the home.

3- Teachers:- In the classrooms, if the teachers create an environment of favoritism every time among the students then, the students who are not been counted at anywhere then and there those students get affected mentally and not able to deal with the activities that are going on in their surroundings leading to affect the study habits of the students. This type of behavior should not be in a practice.

4- Parents:- As all the students are at home so, it becomes the responsibility of the parents to take care of their child in every area i.e., should create an appropriate environment for them. For this, they can take the help of the teachers to suggest some ways and even should involve others parents also by creating a meeting once in a week for their child and make them busy by giving them some creative activities.

When all these above factors affect the students/ children then, it gives birth to emotional intelligence.

Emotional intelligence is a tool that makes the person emotionally unstable and unbalanced in their life making them not able to cop up with the situation coming in their way. The same goes with the students also where they are facing too much difficulty and so, much surrounded by the work getting from the institutions but when they are not getting the resource time to complete it, get frustrated with which their academic performances do not go in an upward direction.

There are some more variables other than above factors like students get affected by the subjects, classroom climate, academic performances and etc. Raino (2017) said that where study habit; emotional intelligence and self-concept play an important role in achieving the good marks during the academic

year. Each learner has their own habit of studying, factors that affect the emotions and also knows themselves; where Agarwal (2016) said that teacher is the main element in the institution and in classroom also. Teachers create such an appropriate environment for the students where they can secure themselves in terms of emotions, study habits and understanding of the concepts. Bhatia (2015) said that every student has different personality and emotional level to receive the things and this tends to affect their study habit, but educators should take up the advantage from it. For that educator, should create the appropriate environment for the students and then, use the methods according to their individual level of understanding the concept.

CONCLUSION

Each person has a different habit of studying the concept for understanding but when some of the factors try to intervene in their life then, it arise the situation of not balancing in the life properly with which it make the person is emotionally unstable and unable to do their studies properly. So, to avoid all these factors, the parents and teachers should keep an eye on the student's activities or actions they are doing and try to give necessary suggestions to them whenever required, which will make them emotionally strong and so, it indicates the improvement in their study habits.

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