JOURNAL OF
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Multi-disciplinary, Peer Reviewed Journal

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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.

Editor-in-Chief

Kalyani, West Bengal
30, June ,2020

JOURNAL OF
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C O N T E N T S

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

A STUDY ON THE EXISTING PRACTICES OF QUALITY ASSURANCE OF SECONDARY SCHOOL OF BANGLADESH

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ABSTRACT

The purpose of this study was to find out the existing practices of quality assurance of secondary school of Bangladesh. Two secondary schools were chosen purposively from Savar Upazila of Dhaka district for this study. A total of 454 respondents of different categories (teachers, students guardians etc.) were selected from these two schools. In the findings of the study, the quality assurance is a very big issue in the secondary level education in Bangladesh. It is of urgent need to take proper initiatives to improve the quality assurance of secondary education. Among others, fair admission of students, fair recruitment of teacher, good governance, academic management skill, establishing primary level of education, improving salary package for teachers etc. are common issues in the secondary education in Bangladesh.

Introduction

Ensuring quality education is the prime concern as well as commitment of governments across the world. Now-a-days in national and global perspectives, quality is the top most agendas at all level. Quality of education has invaluable contribution and important impact to the area of human development as well. (Akhter, 2008). Quality assurance defined as "systematic management and assessment procedure adopted by higher education institutions and systems in order to monitor performance against objectives, and to ensure achievement of quality outputs and quality improvements" (Harman, 2000, p.1). Secondary education system of Bangladesh comprises class VI-X. Secondary education is treating as the basement of education after primary level for every student. In any education system, the secondary education helps to bridges between the primary and the tertiary education. The secondary education level prepares the students for strong foundation of quality higher secondary education as well as tertiary education. Nayak V. K. and Rao V. K. (2002) have described about importance of education and also emphasized on institutional planning and methods of planning for assuring

quality secondary education. Venkatiah S. (2000) has described about quality, quality assurance and quality improvement broadly in his book. G. Armstrong David (1983) analyzed about assessment of secondary education system. Frasher McClure Bonothyet. al. (1961) has studied secondary education from the social phenomena. They have studied the curriculum and method of teaching in secondary education broadly. Hughes Larry W. (1980) has concentrated on the leadership behavior of principal of a school. He has described five functions of principal in his book. Ayeni Adeolu Joshua (2011) he has emphasized upon teacher's professional development, instructional task, teacher's qualification and teaching experience. He has described the relationship between the secondary education and future career development. Quality secondary education includes some essential things those are: use of learner's friendly teaching, future carrier development, moral education, leadership training, infrastructural facilities, effective participation of students in teaching-learning methods, learning techniques and materials, summarization of lessons etc. The government of Bangladesh has already undertaken a number of policy reform initiatives to improve the secondary education quality in recent years. This study was taken to examine whether the above qualities are assuring as well as to find out the challenges to ensure quality secondary education in the rural secondary schools.

Significance of the study

A plethora of study have found regarding primary education, secondary education, basic qualities of education etc. in Bangladesh. However, there is very few research regarding challenges of quality assurance in secondary education in Bangladesh. Utrecht (2011) studied about basic qualities of primary and secondary education but the study did not include challenges of assuring those qualities. The present study analyzed quality of the two selected schools, challenges to ensure quality education, to recommend some issues for getting qualitative secondary education in the selected educational institution. In this way, the study will be helpful for future researchers and policy makers for assuring the quality of secondary education in Bangladesh. The study based on the selected schools named Dairy Firm High School and Radio Colony Model School, at Savar in Dhaka district. Therefore, generalization of study findings for the whole country may not be appropriate, but it would provide guiding principle regarding quality assurance of secondary education in Bangladesh.

Objectives of the study

- To discover the quality of education provided in the secondary schools in Bangladesh

- To assess the practices of quality assurance of the secondary schools in Bangladesh

- To identify basic challenges of assuring quality secondary education in Bangladesh

Methodology

In this research, both qualitative as well as quantitative approaches have been adopted. The researchers have collected data from the relevant documents, books, previous relevant research works, journals, web materials etc. For the quantitative data, four types of questionnaires have been prepared to collect information. The population of the study was headmaster, all teachers, guardians (Fathers & Mothers), and the students attached with the two selected schools.

Two schools have been selected purposively for the study. Name of the selected schools are Dairy Firm High School and Radio Colony Model School, Savar, Dhaka. Sample size was one third of total population.

The Sample of the Study

Categories of respondents	Number of respondents
Head Master	2
Assistant Teachers	14
Students • Science • Humanities • Business studies	 26 54 66
Parents • Father • Mother	 146 146
Grand Total	**454**

Result of the Findings and Discussion

The results analyzed and presented in this part to demonstrate the opinion of the respondents i.e. Head Master, Teachers, Learners (students of class VII to X) and Guardians (fathers and mothers).

Quality of Education of the Schools

Field survey provided some specific data regarding the satisfaction of teachers, learners, guardians about the quality of school in the following table 1. Only 16.07% students of science stream are satisfied with respect to the quality of education in this school.

Table 1: Quality of Education

Category of respondents	Frequency			
	Yes		No	
	Frequency	%	Frequency	%
Teachers	12	85.71	2	14.29
Students	112	76.71	34	23.29
Guardians	190	65.06	102	34.93
Total	314	69.47	138	30.53

Teaching Learning Methods

This question has been asked to the teachers, students and Head Master. The subsequent figure-1 shows some popular teaching methods of teachers as per opinions provided by respondents. 50% teachers and 27.40% students provided their consent about summarization of lessons in the class. 24.66% students agreed that teachers do not use practical examples in the class.
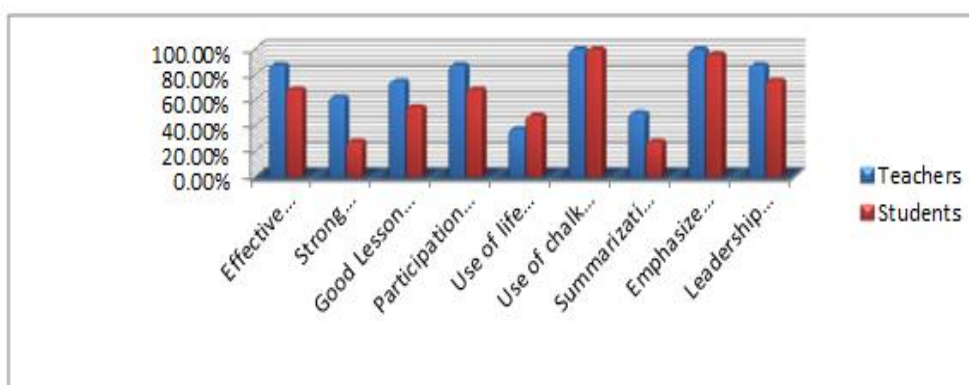
Figure-1: Teaching Methods of Teachers

Number of Trained Teachers on the Changed Syllabus and Curriculum

Curriculum for secondary education is changing day by day. Creative method of questions has been introduced in the curriculum, so it is important to get training. Teachers of the respondents' schools have said that all of them have training

regarding new curriculum of secondary education. Some training programs are TQI (Teaching Quality Improvement), ELTIP (English Language Teaching Improvement Project), SEQAEP, B.Ed, M.Ed etc. 100% teachers have opined that they use their training skills in the classroom.

Subject-based Teachers

According to the opinion of teachers and students, figure-2 shows that the rate of subject based teachers in the selected secondary schools.
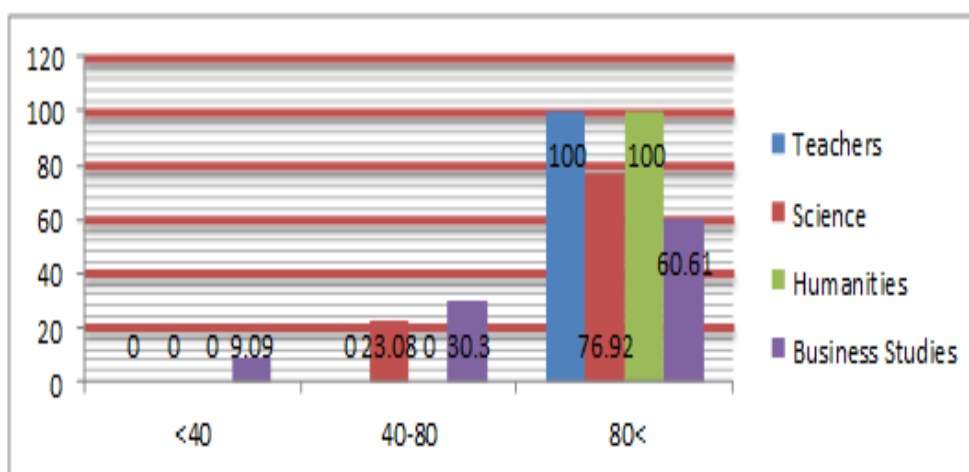
Figure-2: Subject based teacher

According to the respondents, there is deficiency of teachers in science and business studies stream of selected schools. 9.09% students of business studies said that they have below 40% subject based teachers. Besides that, 23.08% and 30.30% students from science and business studies stream respectively said that they have 40% and 80% subject based teachers.

Opinion Regarding Private Tuitions

A total of 90.41% students gave their consent that they go for private tuitions. However, only 9.59% students do not go for private tuitions. Majority teachers, especially Science and English teachers used to offer private tuition after the regular school hour.

Challenges of Quality Secondary Education

Dr. Lokman Hossain and Mohammad Zahirul Islam (2012) identified some challenges of secondary education especially science education which used in this study to identify challenges to ensure quality of the selected schools.

Challenges of quality secondary education	Teacher		Student		Guardians	
	No.	%	No.	%	No.	%
Inadequacy of teaching and learning materials	8	57.14	138	94.52	206	70.55
Students compelled to go to private tuition to the science teachers	0	0.00	10	13.70	30	10.27
Lack of proper salary benefits for teachers	14	100.00	80	54.79	104	35.62
Parents are not conscious about attendance of child in school	8	57.14	40	27.40	66	22.60
Teachers only concentrate on examinations	4	28.57	70	47.95	130	44.52
Shortage of competent and skilled teachers	8	57.14	124	84.93	140	47.95
Shortage of class room	6	42.86	100	68.49	192	65.75
Others Corruptions in admission of students	12	85.71	10	94.52	0	0.00

Some important challenges of the schools as per the statement of teachers are lack of proper salary benefits for teachers (100%). Majority students think that inadequacy of teaching and learning materials (94.52%) is the main challenge. On the other hand, a good number of guardians think that shortage of class room (65.75%) and inadequacy of teaching and learning materials (70.55%) are the major challenges.

Recommendations

In light of the findings of the study there have been accumulated some recommendation in the following:

- Teachers are very much dissatisfied about their salary. Government should increase salary of the teachers considering the Purchasing Power Parity (PPP).

- Curriculum should be updated and modified regularly according to the present world perspective.

- Subject based teachers should be recruited for science students. Well-equipped laboratories should be established in the secondary schools.

- As per statement of the teachers, there are huge unfair means in admission process. It should be free and fair according to the potentiality of the students.

- It is necessary to increase the interaction between the students and teachers for better understanding.

- Teacher should be trained in effective strategies along with modern technology.

- Proper evaluation and monitoring system should be incorporated.

- Examination committee of the school should follow the academic calendar to take examination as well as publish result in time.

Conclusion

Quality assurance in the secondary education is a great concern in Bangladesh at present. It is a fact that there is some lacking in the light of quality in this stage. This very level of education is an important step for the future development of the students but quality of all secondary schools is not up to the mark in the country. Government should come forward to take into account the problems in this level of education and solve it for the sake of the future endeavor of the students.

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TO STUDY THE CHANGE IN KNOWLEDGE, ATTITUDE & PRACTICE REGARDING NUTRIENT INTAKE AMONG 12-13 YEARS OLD GIRLS IN DIFFERENT GOVERNMENT SCHOOLS OF MUMBAI

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ABSTRACT

Introduction: Adolescence is a period of rapid growth and development. These are the formative years of an individual when major physical, psychological and behavioural changes take place. Major nutritional deficiencies are found in this age group in India and other developing countries. Thus, imparting nutrition education at this early age can help them to develop healthy dietary habits and improve their nutritional status.

Objectives: To assess the nutritional status of the early adolescent girls of age 12-13 years, to impart nutrition education to adolescent girls and to see the impact of nutrition education on health status of participants.

Method: A cross sectional study was conducted on 100 participants of age 12-13 years, in two government schools of Mumbai, Maharashtra. Before imparting nutrition education anthropometric measurements (height, weight and BMI) & 24 hour dietary recall were taken. A self designed questionnaire was administered, which included questions related to general information and dietary habits. It also tested nutritional knowledge by including components like balance diet, food practices, junk food, physical activity, hygiene and scoring was done. After imparting nutrition education nutritional knowledge was evaluated and anthropometric measurements and 24 hour dietary recall was repeated to observe the influence of nutrition education on the nutritional status of children. Knowledge increment percentage (KI%) was also calculated. Statistical method: Analysis was performed using SPPSS software for Windows version 20. P<0.05 was considered to be statistically significant.

Result: 56% girls were skipping their meals. 80% of the girls were consuming junk food and they were not including all the food groups in their daily diet. 47% girls consumed milk and milk products daily whereas fruits were consumed by only 55% of girls. Nutrition education significantly improved nutritional knowledge score (p=0.00) from 16.3± 3.57 to 23.0± 2.81. After nutrition education the knowledge increment

percent (KI%) was 47.5% among participants. There was a significant increase in energy intake (p= 0.00) from 1707 ± 253 to 1764 ± 176 post-intervention. Mean protein intake was increased from 46.8 ± 8.74 to 50.5 ± 7.90(P=0.00) and carbohydrate intake was increased from 252.1 ± 42.88g/day to 262.2 ± 23.58g/day (p=0.00), while fat intake was decreased from 48.0 ± 8.84 to 46.2 ± 7.04g/day, but not significantly (p=0.06). However, no statistical significant impact of nutrition education was seen on anthropometric measurements.

Conclusion: Nutrition and health education intervention was effective in improving the nutritional knowledge and nutrient intake of the early adolescent girls. It can be a sustainable approach to enhance the nutrition knowledge level and healthy dietary habits.

Key words: Nutrition education, Nutritional knowledge score, Knowledge Increment, anthropometric measurements, 24-hour dietary recall.

Introduction

Adolescence is a period of rapid growth and development. The nutritional status of adolescent girls, the future mothers, contributes significantly to the nutritional status of the community [1] This period is very crucial since these are the formative years in the life of an individual when major physical, psychological and behavioural changes take place and major nutritional deficiencies are found in this age group in India and other developing countries [2].

Under-nutrition and added micronutrient deficiencies among adolescents is a serious public health problem internationally; especially in developing countries [3].NFHS-4 (2015-2016) report suggest that there are total 22.9% women whose Body Mass Index (BMI) is below normal (BMI < 18.5 kg/m2)[4]. In micronutrient deficiencies among adolescent girls – Anemia is a silent but deteriorating health problem [5]. Anemia in adolescent girls in future attributes to high maternal mortality rate, high incidence of low birth weight babies, high perinatal mortality and fetal wastage [6].

In a developing country like India, poverty undoubtedly constitutes a major factor for malnutrition, but lack of awareness is also a factor, which needs to be considered [7]. Unhealthy eating practices that contribute to chronic disease are established early in life; young person's having unhealthy eating habits tend to maintain these habits as they age [8]. Thus, it is efficacious to teach persons healthy eating patterns when they are young. High risk eating behaviour and physiological risk factors are difficult to change once they are established during youth [9].

To inculcate these healthy habits schools can be the only place which can give them supportive environment. Thus habits build at this level can bring changes in attitudes and behaviours and mould them into healthy productive citizens of

tomorrow. The school going girls is in the state of growing up from the state of puberty to maturity [10]. Therefore, school can be the best setting for health programs and interventions technique is one of the most effective ways in reaching the children of that age[11].

Increasing trend of urbanization life, advertisements by TV and mass media, attractive packaging, and poor nutrition knowledge of parents are considered among the common reasons of increased junk food consumption. Through decreasing their appetite, extreme consumption of these worthless nutrients deprives the children from the opportunity of eating the highly nutritious food.

Nutrition education in schools can be an important tool that enables the children to learn at an early age the importance of healthy eating. It can give a unique opportunity to integrate the teaching of nutrition and the application of that knowledge to achieve a change in behaviour [12]. Nutritional knowledge can impact their dietary habits and improve the nutritional status. It can also can change the attitude of adolescents towards wrong practices of food consumption and improve the health. Nutritional knowledge can be one way to enhance their nutritional status and it can make them conscious about their increased nutritional requirements. [13].

Keeping this in view, the importance of adolescent phase in life and problems of adolescent girls related to nutrition, the present study has been formulated to assess nutrition awareness level of school going girls in the government school in Mumbai and also evaluate the acceptability and effectiveness of nutrition education regarding healthy nutrition and dietary habits of adolescent girls.

Methodology

The study protocol and design was approved by Intersystem Biomedica Ethics Committee (ISBEC). *Study design and subject:* This study was a cross sectional study conducted in two governemnt schools of Mumbai, Maharashtra. The two schools selected were Mahila mandal kanya vidyalaya, Kurla and Mula Mulinche Samarth Vidhyalaya in Santacruz East, Mumbai. The sample size of 100 adolescent girls of age 12-13 years from grade seventh and eighth was selected. Informed consent was obtained from principals of both the schools. Girls with a history of prolonged medical disorder within the past 12 months and any major systemic disease were excluded.

Data collection: The study was conducted in three phases. In **phase 1** the anthropometric measurements were taken which included height, weight & body mass index (BMI). Stretchable measuring tape was used to measure the height and

weighing scale was used to measure the weight of the participants using the WHO guidelines. BMI was calculated to measure weight status of participants. 24-hour dietary recall was taken to assess their macronutrient intake. A self-designed questionnaire was given to the participants which included questions related to their general information and dietary habits. To evaluate the level of present nutritional knowledge, another questionnaire was given to participants which included questions about balanced diet, food practices, junk food, physical activity, hygiene and importance of nutrients and the score was calculated. In **phase 2,** nutrition education was imparted to the participants by using charts, leaflets, posters and nutritional games. The education was imparted on the topics like balanced diet, importance of nutrients, hygiene, dietary habits, obesity, junk food and physical activity. In **phase 3**, again nutritional knowledge questionnaire was given to the participants. 24 hour dietary recall and anthropometric measurements (height and weight) were recorded to assess the change in their nutritional status.

Formula used to analyze knowledge increment per cent (KI %) using pre and post intervention scores was:

$$KI\ \% = \frac{Post\ intervention\ score - pre\ intervention\ score}{pre\ intervention\ score} \times 100$$

Statistical method

Statistical analysis was performed using SPPSS software for Windows version 20. All descriptive data was represented as mean ± SD and percentages. Paired T test was applied to analyse the significant difference in anthropometry, nutrient intake and after nutrition education. The frequency distribution was tabulated for various parameters used to test nutrition knowledge. $P < 0.05$ was considered to be statistically significant.

Results & Discussion

DIETARY HABITS

Data analysis of questionnaire revealed that out of 100 adolescent girls 43% were vegetarian and 57% were non-vegetarian. 56% girls were skipping their meals and 44% were not skipping their meals. About 80% of the girls were consuming junk food and only 20% were not consuming junk food.

Singh et al. 2014 reported that 26.6% adolescent girls skipped breakfast and 67.2% skipped lunch.[20]

Figure 1 depicts that all the food groups were not included by the participants in their daily diet which led to consumption of an unbalanced meal. Out of 100 participants less than 50% were consuming milk and milk products daily. 7%

of girls consumed proteins in the form of meat and poultry daily, and 56% consumed sometimes. With regards to consuming energy giving foods such as grains, 92% included it in their daily diet. Over 78% participants reported to consume vegetables daily. However, daily fruit consumption was reported by only 55% of the girls. With regards to intake of instant foods such as biscuits, chips and candies 55% reported to consume daily and 85% of girls consumed fried foods sometimes.

Similarly in the study by Rao et al. 2007 it was shown that consumption of fast food was much more whereas, consumption of vegetables, green leafy vegetables and fruits were moderate.[14]

Kumar & Mishra. 2019 found inadequate intake of milk and fruits in adolescent girls.[22] Das et al. 2016 found increased intake of fried and junk food in adolescent girls. Similar results were found by Puri et al, 2008.[21][17]
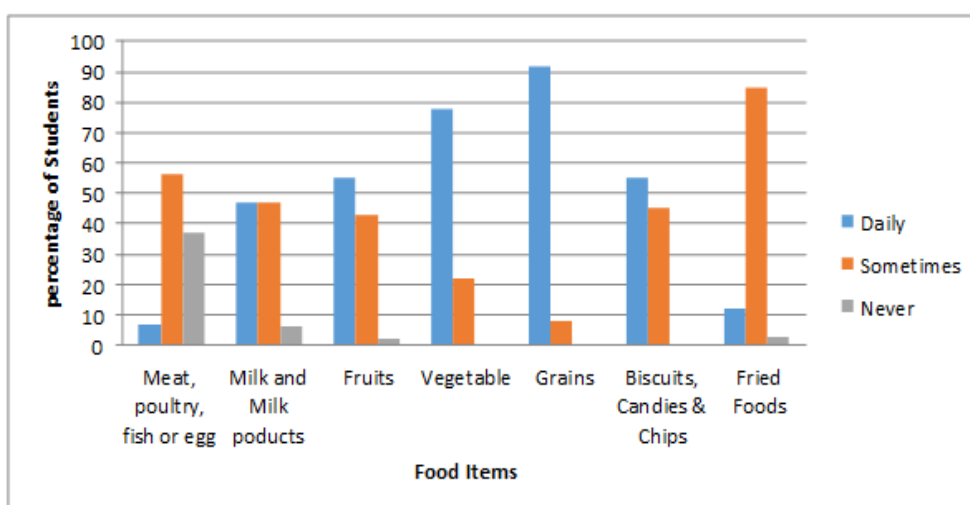
Figure 1: Different food groups consumed by the participants

NUTRITION EDUCATION

Impact of nutrition education on Anthropometric measurements

As seen in table 1 mean height of the participants was same, pre and post intervention i.e 144.4 ± 7.32 cm, but mean weight and BMI was increased from 37.3 ± 8.60 kg to 37.4 ± 7.73 kg and from 17.7 ± 3.23 kg/m^2 to 17.8 ± 2.82 kg/m^2, respectively. However, there was no significant difference in height (p =0.32), weight (p =0.37) and BMI (p =0.36) after imparting nutrition education.

Table 1: Anthropometric measurements of the participants

Anthropometric measurements	Pre intervention	Post intervention	t-value	Significance (p)
	Mean and SD			
Height (cm)	144.4 ± 7.32	144.4 ± 7.32	-1.00	0.32
Weight (kg)	37.3 ± 8.60	37.4 ± 7.73	-0.895	0.37
body mass index (kg/m^2)	17.7 ± 3.23	17.8 ± 2.82	-0.91	0.36

Impact of nutrition education on nutritional knowledge

This study also indicates the impact of nutrition education on the increment of nutritional knowledge, nutrient intake and anthropometric measurements. Figure 2 indicates the mean pre and post nutrition knowledge scores. The pre-test score was 16.3± 3.57 which was increased to 23.0± 2.81 in post-test and there was a significant improvement in the knowledge (p =0.00).

Several studies suggest positive improvement in nutritional knowledge score after imparting the nutrition education. Singh et al. 2013 reported that average score increased in the post-test as compared to pre-test.[15] Similar findings were observed in study by Vijayapushpam et al. 2010 regarding overall nutrition knowledge score of the student after the nutrition education intervention.[16] Choudhary et al. 2008 reported an improvement in the pre and post scores which indicated significant gain in nutritional knowledge and change in attitude for most of the students.[18]
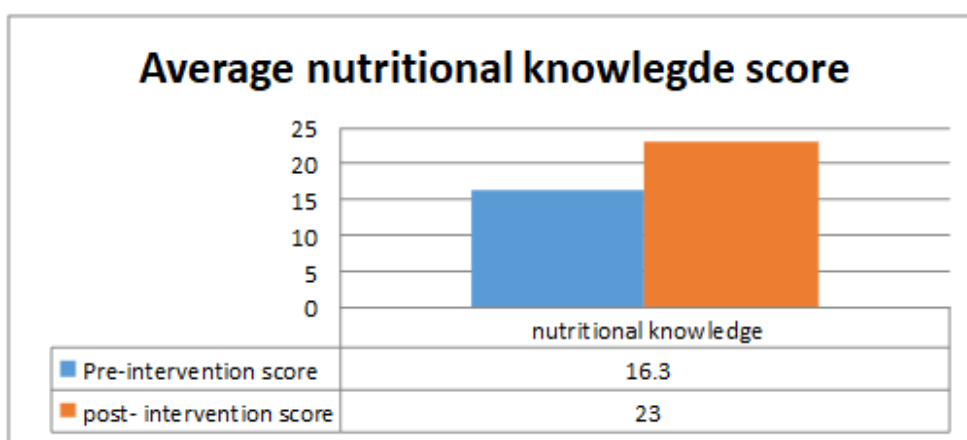
Figure 2: Pre and Post nutritional knowledge score of the participants (t value = -16.98, p = 0.00)

There was 47.5% average knowledge increment (KI%) after imparting nutrition education. This knowledge increment was also influenced by the regularity of participants in nutrition education sessions.

Singh et al (2013) reported similar findings in their study that after imparting nutrition education knowledge increment was 24%.[15]

Level of nutritional knowledge was monitored using pre-designed questionnaire before and after imparting nutrition education. Post intervention there was tremendous increase in the percentage of participants who answered correctly (table 2). Participants who answered question regarding balanced diet was increased five times i.e from 16% to 77%. Pre-intervention, less than 50% participants knew about the servings of vegetables and fruits which were increased to 69 and 72% participants respectively. 59% participants were aware about healthy evening snacks which increased to 89%. Post intervention 98% participant were aware that outdoor games are more beneficial than indoor games for their health. 32% girls knew about the energy giving foods before nutrition education was given which escalated to 65%. Knowledge regarding function of protein was retained by 64% participants which is almost 11 times more than the pre-intervention. Only 46% students were aware about the importance of calcium which rose to 79% post intervention. They were also made aware about the sources and functions of other micronutrients. Water intake required as per the participant's age was known by 67% participants after the nutrition education.

Puri et al. 2008 also reported that health education resulted in increase in awareness about balanced diet.[17] Findings from Vijayapushpam et al.2010 suggested that baseline knowledge about the basics on energy and protein was negligible; however, after the intervention, the percentage of students who answered these questions correctly doubled.[16] Results from the study of Saibaba et al. 2002 also suggested that after intervention most of the girls could correctly identify the foods rich in iron and calcium and could list the energy and protein rich recipes/food articles.[19] Choudhary et al (2008) is also in agreement with above findings.[18]

Table 2: Pre & Post Intervention nutritional knowledge of the participants

Nutrition Topic's		Pre-intervention	Post intervention
		Percentage of students who answered correctly (%)	
I. Basic nutrition knowledge			
Balanced diet	Definition of balanced diet	16	77
	Composition of healthy meal	89	99
	Plate concept	49	85
Food Practices	Serving of fruits per day	42	72
	servings of vegetables per day	37	69
	Importance of small frequent meals	48	86
Junk Food	Harmful effects of junk food	23	46
	Unhealthy drink	94	94
	Healthy snacks	59	89
II. Physical Activity & Hygiene			
Physical Activity	Importance of exercise	98	97
	Benefits of outdoor games	81	98
Hygiene	Awareness about washing hands before eating	100	100
	Awareness about washing hands after using toilet	100	100
III. Importance of Nutrients			
Energy	Energy giving foods	32	65
Protein	Awareness about Protein	77	96
	Rich sources of Protein	61	95
	Functions of Protein	6	64
Fat	Healthy source of fat	9	47
Vitamin A	Importance and sources	71	97
Calcium	Importance in health	46	78
Water	Daily requirement of water	55	67

Impact of nutrition education on nutrient intake

24 hour recall was used to assess the nutrient intake of the participants. Table 3 indicates the nutrient intake before and after imparting the nutrition education. The mean energy intake of participants was increased from 1707 ± 253kcal/day to 1764 ± 176kcal/day after imparting the nutrition education. According to table 3, significant improvement in the energy, protein and carbohydrate intake was seen (p<0.00) but no significant difference was seen in the fat intake (p=0.06). Mean protein and carbohydrate intake was increased from 46.8 ± 8.74g/day to 50.5± 7.90g/day and 252.1± 42.88g/day to 262.2±23.58g/day respectively while fat intake was decreased from 48.0± 8.84g/day to 46.2± 7.04g/day. Paired t test showed that the improvement was significant in percent energy from protein and carbohydrates.

Puri et al. 2008 found that half of the adolescents were consuming calories less than 1500 kcal/per day in the pre intervention phase which was increased in the post intervention phase.[17] Arora and Kochar (2017) also reported a marginal increase in energy and protein intake after imparting nutrition education in the adolescent girls.[13]

Table 3: Evaluation of Pre & Post Intervention nutrient Intake

Nutrient Intake		Intervention		t value	Significance (p)
		Pre-assessment	Post-assessment		
Energy	Kcal	1707 ± 253	1764 ± 176	-4.43	0.00
Carbohydrate	Grams	252.1± 42.88	262.2±23.58	-3.04	0.00
	Percentage	58.9 ± 3.97	59.6 ± 3.60	-1.17	0.24
Protein	Grams	46.8± 8.74	50.5± 7.90	-7.11	0.00
	Percentage	10.9 ± 1.15	11.4 ± 1.19	-3.64	0.00
Fats	Grams	48.0± 8.84	46.2± 7.04	1.88	0.06
	Percentage	25.5± 4.23	23.6± 2.81	4.04	0.00

Conclusion

The present study indicated that nutrition education intervention through charts, posters, group discussion, nutrition games was effective in improving the nutritional knowledge and nutrient intake of the early adolescent girls. Girls in this age group often lack in basic health information or they have poor or less nutritional knowledge and health awareness or some taboos. As a result, their eating patterns are quite erratic and they are more vulnerable to the effects of malnutrition. If

nutrition education is given in proper way then they can learn more in a positive way. Thus, nutrition education is an appropriate, effective and sustainable approach to enhance the knowledge level and healthy dietary practices.

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IMPLEMENTATION OF NCTE CURRICULUM 2014 TO THE SECONDARY TEACHER EDUCATION INSTITUTES OF THE DISTRICT OF CACHAR IN ASSAM: A CRITICAL STUDY

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ABSTRACT

The failure and success of a programme depends on the curriculum that has been transacted and similarly the quality of a programme depends on the quality of a curriculum. Curriculum is the indispensable success factor for every programme and also true for teacher education programme. Development of an appropriate curriculum for long run is an investment for individual, society and national development. The various commissions and committees have recommended on the curriculum aspects of secondary teacher education programme in India. All the subsequent change in the secondary teacher education programme is the modification of recommendation of NPE (1986) and the recommendation of Kothari commission (1964-66). The Govt. of India has introduced uniform two year secondary teacher education programme since July 2015 by the verdict of Supreme Court of India to ensure optimum professionalism among the student teachers. Concept of curriculum development and curriculum transaction is dynamic. Accordingly in 2014 NCTE has proposed a two year model secondary teacher education curriculum to practice. Two year secondary teacher education curriculum is going through a stage of revision and it is to be rejuvenated. Special initiatives should be assured for the judicious practice of twenty weeks secondary teacher education programme. It is assumed that the uniform curriculum ensures the quality and standard of secondary teacher education programme.

Key Words: NCTE 2014 model curriculum, teacher education programme, professional programme, student teacher

Introduction:

There is the necessity of a comprehensive teacher education curriculum based on the diverse cultural, linguistic and geography of the country and keeping pace with the changing knowledge structure. The government of India has taken necessary support from National Council of Teacher Education (NCTE) to formulate the

comprehensive teacher education curriculum.   In   1978   the   comprehensive teacher education curriculum report came with the publication "Teacher Education Curriculum: A Framework" by the National Council of Teacher Education (NCTE) under the umbrella of National Council of Educational Research and Training (NCERT). The National Curriculum Framework for Teacher Education (1978) has dual significance because it has proposed the curriculum structure for different stages of education from pre-primary to secondary and proposal for introducing semester system in the curriculum. In between the Government of India has conducted seminars at Jammu and Baroda University to find the provisions of incorporating the recommendations of National Education Policy (1986) of teacher education the recommendations made by the National Committee for Curriculum Development in Education 1990 (UGC cell). Another significant attempt has been taken in 1988 to bring qualitative improvement and professionalize teacher education curriculum and it was initiated to implement the back drops of NPE (1986). The National Curriculum Framework for Teacher Education 1988 was made to accommodate the expansion of knowledge and technology in Teacher Education Programme. National Council of Teacher Education (NCTE) came as a statutory body in the year 1993 by an act of Parliament. In the year 1998 NCTE has brought "Curriculum Framework for Quality Teacher Education" to address and reflect the impacts of globalization and privatization. Simply curriculum framework 1998 was made to find out the balance between international demand and realities of National life. Then the NCTE developed the curriculum framework in 2009 in accordance with the national curriculum framework 2005 (NCF 2005) and subsequently the same curriculum was revised in 2014 and implemented in 2015.

Whether the universities of India are ready to accept the curriculum changes of the recommendations from time to time and to what extent? Little change in the curriculum and syllabus is sufficient enough to achieve the desired goal of quality teacher education. The university department or the affiliated teacher education institutions have changed their physical infrastructure for the effective implementations of the curriculum. Otherwise all the curriculum reforms made so far will be in vain. So periodical revision and refinement of curriculum and syllabus must be carried out to achieve the goals of teacher education and compete with professional world.

Therefore, a thorough inquiry is required about the practice of the teacher education curriculum developed by NCTE in 2014. The present study will be conducted with a view to answering certain question relating to the practice of the above mentioned curriculum in the secondary teacher education institutes of the

district Cachar in Assam guided by 2014 NCTE model curriculum with the following objective:

To examine the curriculum prescribed and practiced for secondary teacher education institutes of the district of Cachar in Assam with respect to objectives, structure and content guided by 2014 NCTE model curriculum

Research Methodology:

The researcher has gone through the Secondary teacher education curricula outline developed by Assam University as the secondary teacher education institutes of the district of Cachar under the affiliation of Assam University. Assam University has specified the objectives of individual papers along with specified activities for completion and the required time frame for completion. The researcher has attempted to carry out a comparative analysis of the course outlined of Assam University and two year NCTE model curriculum for secondary teacher education programme. It is a qualitative study based on content analysis.

Sample:

There are three secondary teacher education institutes in the district of Cachar in Assam up to April 2020. The three secondary teacher education institutes (B.Ed.) are under the affiliation of Assam University. So, the researcher has discussed the curriculum of Assam University regarding the implementation of 2014 NCTE two year secondary teacher education curriculum. The researcher has analysed the

    a. Two years Secondary teacher education curriculum of Assam University

    b. Two year 2014 NCTE model curriculum of secondary teacher education programme

Result and Analysis:

The model curriculum framework for the NCTE 2014 two year secondary teacher education programme (B.Ed.) have been discussed yearwise and semesterwise. According to the 2014 NCTE guideline the minimum stipulated full marks for the entire two year programme is 1300. NCTE has kept the provision of introducing more number of courses in addition to the prescribed model curriculum framework. Accordingly the Assam university has developed the two year secondary teacher education curriculum with the optimum full marks of 2000.

ANNUAL DISTRIBUTION OF THE COURSES

(according to Two year NCTE model curriculum)

First Year

Course Code	Course Title	Marks
Course 1	Childhood and Growing Up	100
Course 2	Contemporary India and Education	100
Course 3	Learning and Teaching	100
Course 4	Language across the Curriculum (1/2)	50
Course 5	Understanding Disciplines and Subjects (1/2)	50
Course 6	Gender, School and Society (1/2)	50
Course 7a	Pedagogy of a School Subject-Part I (1/2)	50
Course EPC 1	Reading and Reflecting on Texts (1/2)	50
Course EPC 2	Drama and Art in Education (1/2)	50
Course EPC 3	Critical Understanding of ICT (1/2)	50
		Total 650

Second Year

Course Code	Course Title	Marks
Course 7b	Pedagogy of a School Subject-Part II (1/2)	50
Course 8	Knowledge and Curriculum	100
Course 9	Assessment for Learning	100
Course 10	Creating an Inclusive School (1/2)	50
Course 11	Optional Course * (1/2)	50
Course EPC 4	Understanding the Self (1/2)	50
School Internship		250
		Total 650

Optional Courses *(Any one among the following courses)

Vocational education, Work education, Guidance and counseling, Peace education, Health and Physical education, Art Education

Course Structure for the NCTE Two-Year B.Ed. Programme
Semester wise Distribution of the Courses
Semester 1

Course Code	Course Title	Marks
Course 1	Childhood and Growing Up	100
Course 2	Contemporary India and Education	100
Course 4	Language across the Curriculum (1/2)	50
Course 5	Understanding Disciplines and Subjects(1/2)	50
Course EPC1	Reading and Reflecting on Texts (1/2)	50
Engagement with the Field: Tasks and Assignment for the Courses 1,2,4&5		
		Total 350

Semester 2

Course Code	Course Title	Marks
Course 3	Learning and Teaching	100
Course 7a	Pedagogy of a School Subject-Part I (1/2)	50
Course 8a	Knowledge and Curriculum -Part I (1/2)	50
Course 9	Assessment for Learning	100
Course EPC2	Drama and Art in Education (1/2)	50
Engagement with the Field: Tasks and Assignment for the Courses 3,7a,8a&9		
		Total 350

Semester 3

Course Code	Course Title	Marks
Course 7b	Pedagogy of a School Subject-Part II (1/2)	50
School Internship		250
		Total 300

Semester 4

Course Code	Course Title	Marks
Course 6	Gender, School and Society (1/2)	50
Course 8b	Knowledge and Curriculum -Part II (1/2)	50
Course 10	Creating an Inclusive School (1/2)	50
Course 11	Optional Course * (1/2)	50
Course EPC3	Critical Understanding of ICT (1/2)	50
Course EPC4	Understanding the Self (1/2)	50
Engagement with the Field: Tasks and Assignment for the Courses 6,8b,10&11		
		Total 300

The Assam University has developed the two year secondary teacher education curriculum semester wise and the semester wise distribution of the courses has been discussed below:

Assam University

First Semester

Paper Code	Name of Paper	Marks in External Exam	Marks in Internal Exam	Marks in Practical	Total
B.ED-101	Developmental psychology in Educational perspective	70	30		100
B.ED -102	Contemporary India and education	70	30		100
B.ED -103	Philosophical perspectives in education	70	30		100
B.ED-104	School administration and management	70	30		100
B.ED -105	Pedagogy of instruction	35	15		50
B.ED -106	Internship	35	15	35	50
Total		**315**	**150**	**35**	**500**

Second Semester

Paper Code	Name of Paper	Marks in External Exam	Marks in Internal Exam	Marks in Practical	Total
B.ED-201	Sociological perspectives of education	70	30		100
B.ED -202	School, society and Gender	70	30		100
B.ED -203	Curriculum development	70	30		100
B.ED-204	Learning and learner	70	30		100
B.ED -205	ICT in Education	35	15		50
B.ED -206	Yoga and health education	35	15		50
Total		**315**	**150**	**35**	**500**

Third Semester

Paper Code	Name of Paper	Marks in External Exam	Marks in Internal Exam	Marks in Practical	Total
B.ED-301	Assessment of learning and introduction to research method	70	30		100
B.ED -302	*Optional courses	70	30		100
B.ED -303	Inclusive education	35	15		50
B.ED-304	Sustainable development of education	35	15		50
B.ED -305	Pedagogical knowledge of school subject-I	70	30		100
B.ED -306	Pedagogical knowledge of school subject-II	70	30		100
Total		**315**	**150**	**35**	**500**

*302. 1. Vocational education

302.2. Guidance and counseling

302.3. History and development of Indian Education

302.4. Human rights and citizenship education

302.5. Peace and value education

302.6. Adult and population education

302.7. Environmental education

302.8. Open and distance education

302.9. Physical education

302.10. Art Education

** PEDAGOGICAL COURSES (any two)

**305 & 306. English, Bengali, Hindi, Assamese, Manipuri, Sanskrit, History, Geography, Social Science, Education, Philosophy, Physical Science, Life science, Commerce, Economics, Mathematics, Arts, Music, Civics , Computer Sciences

Fourth Semester

Paper Code	Name of Paper	Marks in External Exam	Marks in Internal Exam	Marks in Practical	Total
B.ED-401	Preparation for school experience programme	70	30	70	100
B.ED -402	Initiatory school experience	35	15	35	50
B.ED -403	Developing the research competencies	35	15	35	50
B.ED-404	Internship (Optional subject I)	105	45	105	150
B.ED -405	Internship (Optional subject I)	105	45	105	150
Total		**350**	**150**	**350**	**500**

The two year secondary teacher education (B.Ed.) programme is going through a transition stage of renovation and refinement. NCTE has conducted several meetings and seminars to sensitize the awareness among the secondary teacher education institutes and the teacher educators about the changed perspectives of two year secondary teacher education curriculum. It is to be mentioned that the two secondary teacher education institutes of the district of Cachar in Assam are under the affiliation of Assam University. The two secondary teacher education institutes follow the prescribed curriculum of Assam University, and the Assam University follows the 2014 NCTE two year secondary teacher education model curriculum strictly. It is noticed that there is a gap between specified objectives of a course and its related course contents i.e., the course contents is not upto the mark to achieve the specified objectives. This type of shortcomings is associated with least number of courses/papers. There are some commendable innovations for developing the course contents of the entire curriculum. It is assumed that the curriculum prescribed and practiced in the secondary teacher education institutes of the district Cachar in Assam follow the 2014 NCTE guidelines with respect to objective, structure and course content. It is expected that the developed two year secondary teacher education curriculum will be able to cater the dreams of the present and future student teachers of the country by the innovate practice of 2014 NCTE curriculum.

The prescribed papers and contents of the two secondary teacher education institutes of Cachar in Assam under the affiliation of Assam University are analyzed against the standard norms suggested by NCTE gazette notification 2014. There are six courses in the title 'Perspective in Education'. Assam University has kept

Philosophical perspective in education and sociological perspective in education in the head 'Perspective in Education' in addition to six courses suggested by two year model curriculum.

The NCTE regulations has given priority on the two foundation courses 'Childhood and Growing Up' and 'Learning and Teaching' because an understanding of different socio political context construct several childhood within children's live context i.e., family, school, community and neighborhood. The course 'Learning and Teaching' reflects on the new dimension of teaching learning and it is the measure of how much the student teacher has deviated from their own experience. So the course content of 'Learning and Teaching' has to be developed keeping in mind the nature of learners, their socio economic conditions, cognitive process and learning from inside and outside of the classroom. It is expected that the course content of 'Learning and Teaching' should be applied in nature and it is not the repetition of different course to be taught in several universities. The review of the courses on the head 'Learning and Teaching' prescribed by Assam University (B.ED-204) has shown the course content has little scope to satisfy the need of the paper. All the three universities have prescribed only one paper on 'Contemporary India and Education'. 'Gender, School and Society' and 'Inclusive School' are two important core papers in the head 'Perspective of Education'. There are lots of scope for creating awareness among the student teachers for the diverse needs of the learners and to provide them pedagogical skills to deal the diverse classrooms and ensure social justice and equality. Assam University has framed the course and the course content accordingly to satisfy the need of the student teachers following the 2014 NCTE model curriculum. 'Knowledge and Curriculum' is also an important core paper for 'Perspective of Education'. Assam University (B.ED-203) has prescribed the course contents of 'Knowledge and Curriculum'. It is assumed that the course content of 'Knowledge and Curriculum' will focus on social and epistemological bases of education. After going through the courses the student teacher will be able to critically analyze the various samples of textbooks, children's literature and teachers' handbook. The four 'ism' Naturalism, Pragmatism, Idealism and realism dominate in the paper Philosophical Perspective of Education. Similarly the growth and development, classical conditioning, operant conditioning, personality, intelligence and mental health dominate the paper 'Childhood and Growing Up' as the traditional one present in the pre revised one year B.Ed. curriculum. It is noticed that the Assam University (B.Ed-204) has prescribed learning theories along with constructivism theory of Vygotsky in the paper 'Learning and Learner' which is one of the basic principle of revised two year B.Ed. curriculum.

According to the Assam State Government recruitment rule for Trained Graduate Teacher (TGT) or Post Graduate Teacher (PGT) requires the student teacher must have to complete two method subjects in the B.Ed. level. Therefore Assam University under the state of Assam has proposed pedagogy of two school subjects in the two year B.Ed. curriculum. The Assam University has developed the pedagogy of two school subjects in the third semester with the paper code (B.ED.-305 and B.ED.-306) with 200 full marks. In this context it is to be mentioned that the three Assam University has kept compulsory optional course from their autonomy in addition to pedagogy of two school subjects. One important significant departure in the 2014 NCTE two year model curriculum is the introduction of the paper 'Assessment for Learning'. Assam University has introduced the course (B.ED-301) by the title 'Assessment of learning and introduction to research method' but the contents are not completely relevant with the objective of the course 'Assessment for Learning'. 'Language across the Curriculum' and 'Understanding Discipline and Subjects' are two courses that confused the curriculum experts and University expert also. So Assam University has completely ignored the two courses.

Another significant departure of 2014 NCTE two year B.Ed. curriculum is the introduction of some courses to enhance the professional capacity of the student teachers. Secondary teacher education programme is a completely professional course. It is assumed that these courses will enhance the potentiality and capability of the student teachers towards complete professionalism. Assam University has introduced the professional courses 'Drama and Arts in Education' and 'Critical Understanding of ICT' to enhance the professional capacity of the student teachers. From the institutional autonomy the Assam University has introduced some extra enhancing professional courses like action research, case study and psychological testing.

After a close analysis of the two year B.Ed. syllabus of Assam University, it is observed that the present two year secondary teacher education programme is through a stage of renovation and refinement. It is to be mentioned that in maximum cases the Assam University has completely followed the 2014 NCTE two year model curriculum guideline but somewhere it lacks from constructivist concern which is highlighted in the 2014 NCTE model curriculum. The syllabus of all the subjects of the Assam University is appeared to be the outcome of the systematic efforts of the syllabus committee. It is to be mentioned that the courses of studies are in consonance with the prescribed model curriculum of NCTE 2014.

Conclusion:

There is innovation in the model curriculum construction but there is reluctance in the curriculum implementation in the grass root level. The present two year secondary teacher education curriculum has shown the pathway to transact the theories in to practical to strengthen the school education. The diluted internship programme should be monitored properly through suitable mechanism and creating close co-ordination between secondary teacher education institutes and the practice teaching schools. The internship programme will strengthen the secondary teacher education programme and ensure complete professionalism among the student teachers. All the stake holders should ensure course of actions rather than the visions of 2014 NCTE model curriculum. The secondary teacher education institutes of the district of Cachar in Assam are the pioneer to cater greater professionalism among the student teachers for the qualitative expansion of school education in Assam

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SELF CONCEPT OF VISUALLY IMPAIRED ADOLESCENTS OF DARJEELING DISTRICT

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ABSTRACT

Self-concept is generally thought of as an individual's perceptions about his/her unique characteristics. Social interaction plays a vital role in shaping our self concept. It involves an amalgamation of both social identity as well as personal identity. Formation of self concept is dependent on a number of factors guiding the society. Visually impaired adolescents generally lack self confidence which leads to formation of poor self-concept. This is largely due to their impairment. Added to their impairment gender and demography stands in the way to formation of positive self concept.

The present study is an attempt to assess the self-concept of visually impaired adolescents of Darjeeling district of West Bengal. The objectives of the present study are to study the level of self-concept of visually impaired adolescents of Darjeeling district; to compare self-concept of visually impaired adolescents of Darjeeling district in relation to their gender and demography. Through purposive sampling technique 22 samples were chosen for the present study. Cross sectional survey method was used and data was collected through Dr. Raj Kumar Sarswat's Self-concept questionnaire. The result of the study showed that most of the (40.91) visually impaired adolescents has below average self-concept. Findings of the study also revealed that there exist no significance difference of self-concept between male & female visually impaired adolescents and visually impaired adolescents belonging to rural and urban area of Darjeeling district.

Key words: Self Concept, Visually Impairment, Adolescent.

Introduction:

Self-concept is the way people think about themselves. Self-concept is not inherited; rather it develops in a person based on his/her interaction with environment. A person's identity, self-esteem, body image and role in society are always influenced

by the person's own mental image about him/herself. Self-concept always shapes us and defines who we are? The judgment we make and the concept we build are dependent on it. It is a critical factor which influences the personality of an individual. Self-concept is one's attitude towards self (Lowe, 1961). It is an organized configuration of perceptions of the self which are admissible to awareness (Rogers, 1951). Self-concept is an organized configuration, of perceptions beliefs, feelings, attitudes and values which the individual views as a part of characteristic of himself (Paderson, 1965).

Several earlier studies have found that Visually Impaired adolescents have low self-esteem, compared to those children who have perfect vision. This is reflected in their lack of self-confidence and poor peer relationships, which indirectly affects their mental health. Along-side there are evidences that self-concept impact areas such as motivation and effort. Thus self-concept has significant relevance within educational psychology. It is, therefore, an area in which greater understanding and development is required.

Review of related literature

Indian studies:

Sharma, S.K. (2002) conducted **a comparative study of self-concept and self-esteem of blind students studying in integrated and special school settings.** It was concluded that the students from integrated setting did not differ significantly from their counter parts in special school setting on total self concept. However on social and temperamental dimensions of self concept the two groups differed significantly. On self esteem no significant difference was found between the two groups of blind students. Boys and girls in the two settings were also found to be not significantly different.

Neelam (1997) conducted **A study of creative potential of visually impaired students in relation to their self-concept and locus of control.** Students studying in government schools with high socio-economic status and positive self concept were found to be more fluent, more flexible in their responses as compared to those studying in private schools, while no significant relationship was found between self concept, originality factor of creativity and type of school.

Reddy,G.L. and Rajguru, S. (1994) conducted **An investigation of the self-concept of blind and visually impaired children in Tamil Nadu.** A significant difference was found between the mean of totally blind and low vision children with regard to their self-concept scores. Totally blind children have higher self-concept than the low-vision children. The self-concept of visually impaired was

positively correlated with their achievement. The socio-economic status of visually impaired children had least impact on their self-concept.

Foreign studies:

Lifshitz et al. (2007) examined **self-concept, adjustment to blindness, and quality of friendship among adolescents with visual impairment.** The findings of the study reported a similar self-concept profile for sighted adolescents and adolescents with visual impairment, although the scores of the visually impaired participants were higher in all domains.

Dorothy, S. and Kielly (1994) studied **Self-concept of visually impaired adolescents: A comparative study of educational placement in public and residential schools.** No significant difference was found regarding the impact of educational placement on self-concept and relationship between learning medium and self-concept among visually impaired youth.

Obaikor,F.E. and Stile,S.W. (1990) compared **the self-concepts of visually impaired and normally sighted middle school children.** The results of the study revealed that visually impaired students scored higher than normally sighted children on 5 of the 12 SSAI subscales, refuting the notion that visually impaired children have poorer self-concepts than normally sighted children.

Statement of the problem

In India, very few studies have been conducted on self concept of the visually impaired. Studies on self concept of the visually impaired of one area differs 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, "**Self Concept of Visually Impaired Adolescents of Darjeeling District.**"

Delimitation of the study

1. The study was conducted only on Visually Impaired Adolescents of age 13-18 years.
2. The sample size was limited only to 22 visually impaired students of Darjeeling district.
3. The study was delimited to measurement of self-concept only.

Objective of the study

The objectives of the present study are to:

- study the level of self-concept of visually impaired adolescents of Darjeeling district,

- compare self-concept of visually impaired adolescents of Darjeeling district in relation to their gender, and

- contrast self-concept of visually impaired adolescents of Darjeeling district in relation to their demography

Research question

- What are the levels of self-concept of visually impaired adolescents of Darjeeling district?

Research hypothesis

- There is no significance difference of self-concept between visually impaired adolescents male and female of Darjeeling district.

- There is no significance difference of self-concept between visually impaired adolescents from rural and urban area of Darjeeling district.

Methodology

The present study was conducted through cross sectional survey framework.

Population and Sample

Population: All the visually impaired adolescents of Darjeeling district of West Bengal were considered as population of the study.

Sample: Through purposive sampling technique 22 visually impaired adolescents were chosen as sample for the present study.

Distribution of sample according to different variable in percentage

Variable		total	Percentage
Gender	**Male**	**13**	**59.09**
	Female	**9**	**40.90**
Demography	**Rural**	**11**	**50**
	Urban	**11**	**50**

Tools

In the present study Self-concept questionnaire by Dr. Raj Kumar Saraswat was used to collect data. There are 48 items in it. Against each item there are five responses. Reliability of the inventory was found by test-retest method and it was found to be .91 for the total self-concept measure. The content and construct validity was establish for the tool. The self-concept questionnaire was standardized on 1000 students of 20 higher secondary school, ranging from 14-18 years of both the sexes.

Data analysis and its interpretation

Objective 1: To study the level of self-concept of visually impaired adolescents of Darjeeling district.

Research question: What is the level of self-concept of visually impaired adolescents of Darjeeling district?

Sl. No.	Self-concept category	percentage
1	High Self-concept	0
2	Above Average Self-concept	9.09
3	Average Self-concept	18.18
4	Below Average Self-concept	40.91
5	Low Self-concept	31.82

Table 1. showing level of self-concept of Visually Impaired Adolescents.

It was found that only 9.09% visually impaired adolescents had Above Average Self-Concept (none of them have high self-concept). 18.18% visually impaired adolescents had Average Self-Concept. It was also found that 40.91% visually impaired adolescents had Below Average Self-Concept and 31.82% visually impaired adolescents had Low Self-Concept.

Over all it can be infered from the above table that most of the Visually Impaired Adolescents have Below Average Self-Concept.

This is shown below in the figure-
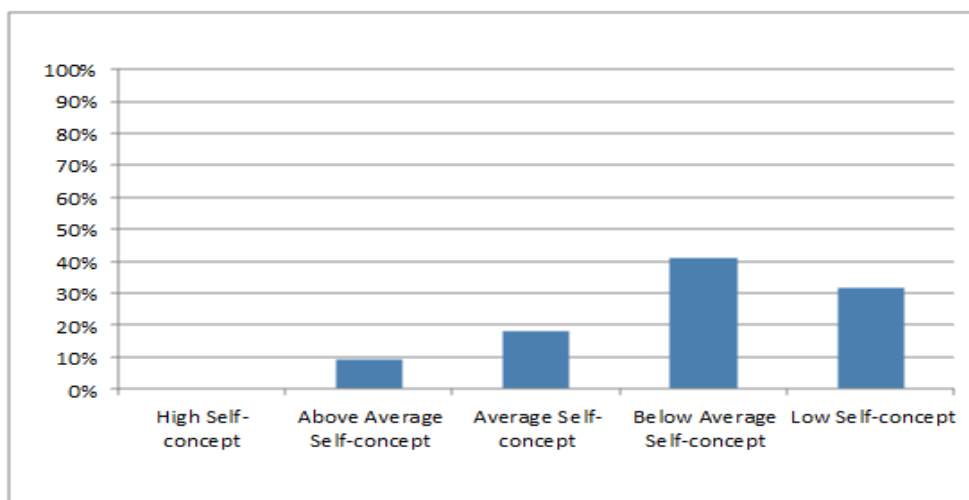
Figure 1. Showing Level of Self Concept of Visually Impaired Adolescents

Objective 2: To compare self-concept of visually impaired adolescents of Darjeeling district in relation to their gender.

Ho$_1$: There is no significance difference of self-concept between visually impaired adolescents male and female of Darjeeling district.

Sl. No.	Self-concept category	Gender (in percentage)	
		Male	**Female**
1.	High Self-concept	0	0
2.	Above Average Self-concept	15.38	0
3.	Average Self-concept	15.38	22.22
4.	Below Average Self-concept	38.46	44.44
5.	Low Self-concept	30.77	33.33

Table 2- showing percentage of self-concept between visually impaired adolescents male and female based on raw score.

It was found that only 15.38% visually impaired adolescents males had Above Average Self-Concept (none of them have high self-concept). 15.38% visually impaired adolescents males had Average Self-Concept. It was also found that 38.46% visually impaired adolescents males had Below Average Self-Concept and 30.77% visually impaired adolescents males had Low Self-Concept. Whereas 22.22% visually impaired adolescents females had Average Self-Concept (none of them had high self-concept and above average self-concept). It was also found that 44.44% visually impaired adolescents females had Below Average Self-Concept and 33.33% visually impaired adolescents females had Low Self-Concept.

Over all it can be infered fromthe above table that most of the Visually Impaired adolescents irrespective of their gender had Below Average Self-Concept.
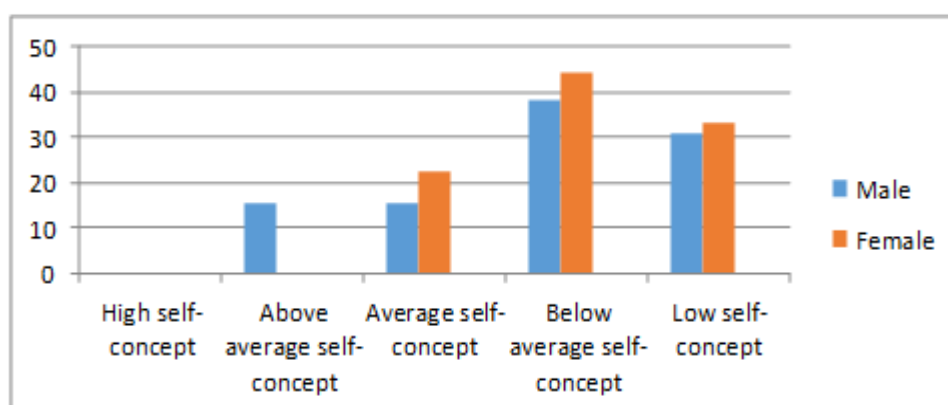
Figure 2- Showing Percentage of Self-Concept Between Visually Impaired Adolescents Male Aad Female Based On Raw Score

Sex	N	Mean	SD	t-value	Critical value	
Male	13	85.46	42.09	0.54	0.01	0.05
Female	9	76.66	24.56		2.84	2.09

Table 3: Self-concept mean scores and standard deviations along with t-value for visually impaired adolescents male and females.

By observing table 3 it can be said that the obtained t-value is 0.54, which is quite lower than the value require at the.01 (2.84) and .05 (2.09) level of significance. Thus there exists no significance difference between Male and Female visually impaired adolescents and Hypothesis 1 "There is no significance difference of self-concept between visually impaired adolescents male and female of Darjeeling district." stands not rejected.

Objective 3: To compare self-concept of visually impaired adolescents of Darjeeling district in relation to their demography.

Ho2: There is no significance difference of self-concept between visually impaired adolescents from rural and urban area of Darjeeling district.

Sl. No.	Self-concept category	Demography (in percentage)	
		Rural	Urban
1.	High Self-concept	0	0
2.	Above Average Self-concept	0	18.18
3.	Average Self-concept	27.27	9.09
4.	Below Average Self-concept	36.36	45.45
5.	Low Self-concept	36.36	27.27

Table 4- showing percentage of self-concept between visually impaired adolescents from rural and urban area based on raw score.

It was found that only 27.27% visually impaired adolescents from rural area had Average Self-Concept (none of them had high self-concept and above average self-concept). It was also found that 36.36% visually impaired adolescents from rural area had Below Average Self-Concept and another 36.36% visually impaired adolescents from rural area had Low Self-Concept. Whereas 18.18% visually impaired adolescents of urban area had Above Average Self-Concept (none of them have high self-concept). 9.09% visually impaired adolescents from urban area had Average Self-Concept. It was also found that 45.45% visually impaired adolescents of urban area had Below Average Self-Concept and 27.27% visually impaired adolescents from urban area had Low Self-Concept.

Over all it can be seen in the above table that most of the Visually Impaired adolescents who belong from rural area had Below Average Self-concept and Low Self-concept, whereas most of the visually impaired adolescents belonging to urban area had Below Average Self-Concept.
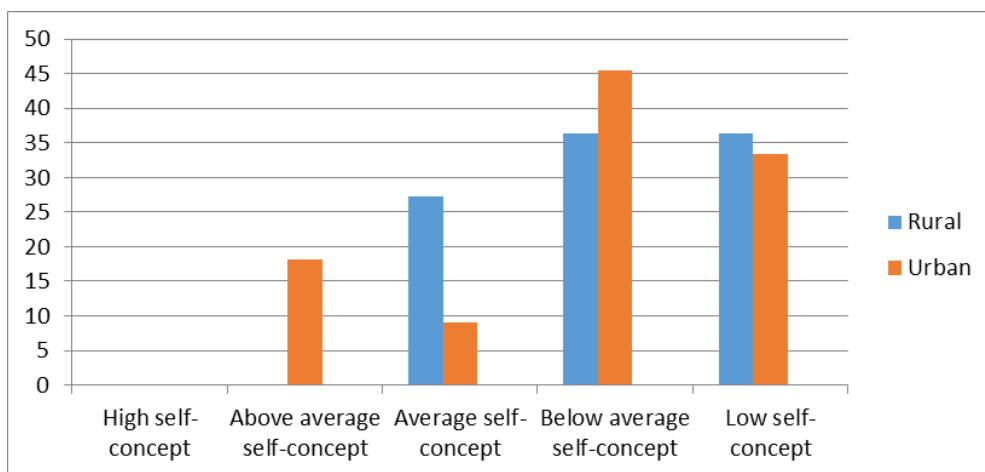
Figure 3- - showing percentage of self-concept between visually impaired adolescents from rural and urban area based on raw score

Demography	N	Mean	SD	t-value	Critical value	
Rural	11	77.54	29.24	-0.53	0.01	0.05
Urban	11	86.18	41.62		2.84	2.09

Table 5- Self-concept mean scores and standard deviations along with t-value for visually impaired adolescents from rural area and urban area.

By observing table 5 it can be said that the obtained t-value is -0.53, which is quite less than the value require at the.01 (2.84) and .05 (2.09) level of significance. Thus there exists no significance difference between visually impaired adolescents from urban area and rural area and hence Hypothesis 2 **"**There is no significance difference of self-concept between visually impaired adolescents from rural and urban area of Darjeeling district" remains not rejected.

Result and Discussion

- With reference to objective 1 and research question it was found that most of the Visually Impaired Adolescents (40.91%) had Below Average Self-Concept.

- With the reference to objective 2 and hypothesis 1, (There is no significance difference of self-concept found between visually impaired adolescents

male and female of Darjeeling district) it was found that the null hypothesis stands not rejected. Thus both male and female visually impaired adolescents have similar level of self concept.

- With the reference to objective 2 and hypothesis 2, (There is no significance difference of self-concept found between visually impaired adolescents from rural and urban area of Darjeeling district) it was found that the null hypothesis stands not rejected. Thus visually impaired adolescents from rural and urban area of Darjeeling district have similar level of self-concept.

The result of the present study indicated that most of the visually impaired adolescents of Darjeeling district of West Bengal have below average self-concept. No significance difference was found between visually impaired adolescents male and female and visually impaired adolescents from rural & urban areas of Darjeeling respectively but there is mean difference in both the cases.

In the study conducted by **Sharma, S.K. (2002)**, there was no significant difference between the self-concept of visually impaired boys and girls. However, in the study of **Were et al. (2010),** gender differences existed in self-concept of visually impaired pupils of Kenya. Thus social influences change with demography which in turn plays an important role in the development of self concept.

Conclusion

From the above study it can be concluded that visual impaired adolescents of Darjeeling district of West Bengal have below average self concept which hampers their future development. Generally it has been found that in the Indian society the visual impaired children are either over protected or neglected by their parents. Both situations are detrimental for them. John Turner point out that self concept is a resultant of both social identity as well as personal identity. Too much of protection or neglect, leads to formation of negative concept about the self. Moreover during the turmoil period of adolescent it is imperative that children are taught to shoulder responsibilities. Due to lack of such opportunities both the social as well as the personal self of these individuals remain immature. Parents and teachers must help and train the visual impaired adolescents to become self reliant. Society must be inclusive and treat these individuals as any other person of that age group. It is true that they have impairment but it is also true that they are differently abled. Teachers, policy makers, employers and other stake holders have to come together and revamp the curriculum and create more placements for them. They must be educated in such a manner that they contribute effectively to the human resource of the nation and become self reliant leading to blossoming of their self concept.

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A STUDY OF EFFECTIVENESS OF ICT INTEGRATION IN SECONDARY SCHOOL

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ABSTRACT

The information and communication technology (ICT) has been essential requirement for teaching and learning in the modern time of digital environment. Now a day ICT assist teachers to the global requirement to replace traditional teaching method with a technology based teaching and learning facilities. In the present study an attempt was made to study the teacher's attitude and belief toward effectiveness of ICT integration in secondary school. In this study descriptive survey method has been used. The population for the present study consists of secondary school teachers of government and private school of Gorakhpur district. Samples of 83 teachers were selected randomly for the study from both types of schools. Finding of the study suggested that ICT supported teaching makes learning effective with more updated materials and helps student to find related knowledge and information for their learning. It was also found that professional development training programs play a key role in enhancing quality teaching and hence student's quality learning.

Keywords: - ICT, Life-long learner, Attitude, Effectiveness of teaching and learning

Introduction: - ICT stands for **"Information and Communication technology"** and is defined as a diverse setoff technological tools and resource used to communicate, to create and to spread the information knowledge ideas etc. so that is accessible as many people as possible store and manage information more specifically, ICT can be defined as the use of all the conceivable digital Media in Managing and processing information. ICT as its main implies is the technological setups which are associated with humane interactive materials that enable the user to employ them for the variety of teaching learning process. ICT are extremely influencing every discipline of education. It affects every aspects of education from teaching learning to assessment and evaluation. It improves the effectiveness of education and plays a catalytic role in enhancing learning in classroom and beyond. It makes able the person to become a life-long learner. According to the European commission of education – "Life-long learner means that all learning activities undertaken throughout life with the Aim of improving knowledge, skill and

competences with in personal, civic, social and or employment related perspective. This include all form of learning formal (course and examination) Non-formal (without examination) and informal (without either course or examination)." Since knowledge is vital. It follows that the acquisition of knowledge must be life-long. Delors commission (1996) described learning throughout life as the "Heart beat of the society." The Education Commission 1964-66 States that in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people and that a sound program of professional education of teacher is essential for the quality improvement of education.

Since India is a developing country. It needs competent teacher to build up a strong foundation for its growth and development it is believed that the quality of nation depends on the quality of its citizen; quality of its citizen depends more than any other feature on the quality of their education. The quality of Education in turns depends to a great extend upon the quality of their teacher. The former president and chairman of the University Grant Commission Dr. S. Radhakrishnan rightly observed- "The teacher's place in the society is of vital importance. He acts as a pivot for the transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning." Teachers are therefore regarded as the custodian of the present as were as the future.

Gone are the days when teacher taught traditionally, the condition have changed and the situation have improved, many agency of education have come, several media have emerged, and variety of technology are being used for education and individuals are exposed to such learning In modern Era teachings have been replaced by the term teaching-learning process. Now a day in the process of teaching learning there are variety of technological setup that would enable the teacher to make learning effective through technology. So to fulfill these aspects of teaching-learning process it is essential for a teacher to able to use such Media or technology simply called ICT. ICT in education means that technology based teaching and learning processes which are associated with utilization of learning technology in school. Due to fact that teachers as well as students are familiar with technology and having ability to use such technology so that they will learn better within technology based environment. The issue of ICT integration in school especially in the classroom is vital. This is because the use of technology in education contributes a lot in the pedagogical aspect in which the application of ICT will lead to effective learning with the help and support from ICT elements and component.

Beside the teaching-learning process and professional development of teacher to became life-long learners. ICT is more effective in education because to provide the reliable information to anyone at anywhere any time. Moreover ICT can universalize education in true sense. In our country with large population and diverse social, economic and geographical condition where it is challenging to provide education for all i.e. Universalization of Education ICT is the break through that make a true sense of education for all. According to *NCF, 2005*- ICT is an important tool for bridging social divides. ICT should be used in such a way that it became an opportunity equalizer by providing information and communication and computing resource in remote areas."

Background of the study:-

The application of ICT is creating significant change in the teaching learning process. The traditional approach in teaching has stressed on content for decades course material were designed around text book teacher taught the content through lecture method and the activities were designed to enforce the content through lecture method and the activities were designed to enforce the content knowledge. (Angadi G. R., 2014). Now a day, teachers need to create relevant and intriguing learning experience for their student. Technology provides a significant role in making education inclusive since it has the potential to improve educational performance of student, further more utilization of ICT facilitate learner centered approach rather than conventional teacher-centered pedagogy. The present day curricula promote aptitude and performance of the learner emphasizing on the application of the information rather than factual knowledge. ICT facilitate the dissemination of knowledge based on the contemporary curricula. (Oliver R., 2000). This concluded that incorporation ICT in teaching learning process helps both teacher and student. Since it has the potential to impart quality education of it is used effectively.

It is a well-accepted fact that the effective usage of ICT in the classroom is correlated to positive academic outcomes including higher test score, better attitude toward school and better understanding of abstract concept. (National policy on ICT in school education)

The major barrier in the use of ICT is their technical problem due to the fact that teacher kept technology outside from their teaching tactics. UNESCO, 2005 reported that teacher, professor technical and administrative staff must be given training that enable them to integrate them to new information and communication technology into their teaching programs. The launch of technical skill of

maintaining the functionality of computer confused teacher to integrate ICT in the classroom. Many teachers lack the knowledge of how to properly incorporate technology in the classroom (Doering, Huffman and Hughes, 2003). In most of the school, technical difficulties sought to become a major problem and a source of frustration for student and teacher and causes interruption in teaching and learning process. It there is a lack of technical assistance and no repair on it teacher is not able to use the computer temporarily (Jamieson- Proctor et.al….2003). The effect is that teacher will discourage from using computer because of fear of equipment failure since they are not given any assistance on the issue.

In addition to teacher's readiness and skills in using ICT are playing essential role in the use of ICT in education. Teachers need sufficient ICT, skill to implement the technology and to have high confident level to use ICT in a classroom setting. Beside teacher require insight into the pedagogical role of ICT, in order to use it meaningfully in their instructional problem (Hennessy, 2005). Thus the teacher who have gone through ICT course are more effective in teaching by using technology tools as compare to those who have no experiences in such training.

Computer and technology are still perceived as a threat and in security for many teachers everywhere in the world despite the latest advances such as specialized website, blogs, Wikipedia, language teaching methodology and journals. Many teachers still launch interest, strong will to learn and a challenging attitude toward teaching through computers. Most time the reasons are the lack of time for out of school training in combination with the natural difficulties incorporating new working schemata within their own classroom? As a consequence computer should no longer be little more than a way of typewrite send message and when lucky to browse out information on net. (Johnson and Eisenberg, 2006). Therefore one major concern that is commonly shown by both teacher and education based is how to motivate and instruct teacher to integrate computer and ICT into their classroom (laborda J. G. and Royo, T. M., 2007).

Nachimathu and Vijayakumari, 2007 studied on "Modern ICT trends in teaching technology." They pointed out most of the teacher educator are not able to use the media technology due to lack of training. He suggested that the teacher have to be equipped with the skill and abilities from time to time to handle the latest technology as the quality and competence of teacher affect instruction with a strong impact on student learning. Aryataha, 2007 Studied on relationship between computerization and organizational effectiveness." he found that the availability of computer hardware and software should be accompanied with training of the user

and constant technical support without this even though high quality hardware and software are available they even though high quality hardware and software are available they could be wasted or remain unutilized by the user. Bahr, 2009 in his study on "Technological barrier to learning" found that the complex ICT environment may adversely impact on student learning. Learning is enhanced when integrating pedagogies are employed to soften the something high –load information environment of ICT, further a framework for ICT in education needs to consider the professional capacities of teacher in their different abilities to effectively design and integrate technology for learning.

Afshari et. al…, 2009 studied on "factor affecting teacher in the use of ICT policy for education. They states that school should work to convince ICT staff on how ICT integration in classroom is very important. Further he states that ministry of education should encourage school to purchase highly reliable technology, improve system for checking and maintain ICTs in the classroom. This could done by creating new approaches including staff training to guarantee that extremely rapid response are made to break down they reported that with information technology support teacher are able to access school network, internet computer, computer peripherals and all the technology which are involve in smart classroom. they also reported that beginner of computer use, teacher need technical training support to assist them in teaching learning process when they face constrain, whereas for competent teacher they are eager to share their expertise and provide technology support to their colleges. Thus the lack of technical knowledge of maintaining the functionality of computer confused teacher to integrate ICT in the classroom. They found the effective use of ICT by teacher depends not only on their attitudes but also on the training they have received teacher competence presuppose, positive attitude to ICT, understanding of educational potential of ICT ability to use ICT effectively in the curriculum and ability to manage ICT use in the classroom.

Rosnaini and Ismail 2010 conducted a study to examine the "Impact of training and experiences in using ICT on In-service teacher basic ICT literacy." He found that majority of the teacher have moderate basic ICT knowledge and skill and perceived ICT positively formal ICT training and ICT experiences influence the teacher knowledge skills and attitudes. Therefore the teacher especially older ones and normally with more teaching experiences need to be identified and provided with specially designed training programs in various form of ICT course and workshop.

Objectives of the study:-

The objectives of the present study were as follows-

1. To study the Teacher's attitude toward ICT Integration in Teaching.
2. To study the Teacher's beliefs toward effectiveness of ICT integration for student's learning.
3. To study the effective element in ICT integration in teaching and learning in government and private school.

Hypotheses of the study:-

The present study is based on the following hypotheses:-

1. There is no significant difference between Teacher's attitude toward ICT integration in teaching on the basis of genders (male and female).
2. There is no significant difference between teacher's beliefs toward effectiveness of ICT integration for students learning on the basis of school types (Gov. and private).
3. There is no significant difference between the effective elements is ICT integration in teaching and learning in government and private school.

Delimitation of the Research:-

This study is limited to the secondary level school teachers of government and private school of Gorakhpur district thus the total sample comprises 83 teachers from both type of institutions.

Method of the Research:-

The present research was designed to know how much teacher of government and private school of at secondary level have understanding the effectiveness of ICT integration in Teaching and learning process for this study, the teacher of government and private school of secondary level who were well known and familiar with ICT were given Questionnaire. The researcher intend to not only to find out the present condition as they stand but also to help and guide the present condition as they stand but also to help and guide the learning process by finding out the effective element of ICT integration according to government and private secondary school teachers. On the basis of objectives and nature of the problem this study has been completed through descriptive survey Method and the quantitative analysis was done to analyze the data obtained from the entire respondent. As the survey method of research was used to answer the questions that have been raised to solve the problem which have been observed to assess needs and set goals.

Population and Sampling:-

The population for the present study consists of secondary school teacher who were teaching in various government and private school in Gorakhpur district. The sample of teacher 43 from private school and 42 from government school selected and the questionnaire were distributed to these respondents by simple random sampling method regardless of gender and their teaching experiences.

Tools of data Collection:-

A survey questionnaire with a total of 35 item comprised in 3 sections was used as tools for the study to analyze the effectiveness of ICT integration in teaching and learning in secondary school. Section A of the tools consist of 15 items that looks into the teacher's attitude toward ICT integration in teaching, section B of the tools comes with 10 items that study the teacher's belief toward effectiveness of ICT integration for student in learning while section C of the questionnaire comes with 10 items that covers the effective element of ICT integration in Teaching-learning process .The questionnaire used for this study was adopted and modified by the researcher from the original questionnaire designed by Gulbahar and Gueven (2008) which was suitable for this study.

Procedure of data collection:-

A total of 83 questionnaire were distributed among secondary school teacher of 5 government and 4 private school within the area of the study and asked them to read the statement given and choose their answers based on 5-likert scale range from strongly disagree, disagree, undecided (Neither agree Nor disagree), Agree and strongly agree. An average response of time to complete the questionnaire was approximately 20 to 25 minute. The data was collected from the respondent of various secondary schools within 2 week through random distribution.

Scoring:-

For scoring 5 point likert scale is used where Marks for Each response is separately allotted as follows- 1=strongly disagree, 2=disagree, 3=undecided, 4=agree and 5=strongly agree. Items wise analysis was done in form of frequency and percentage of answer given and also mean and standard deviation of each item was calculated. The data was represented inform of table.

Analysis and Interpretation of data:-

1. Teacher's attitude toward ICT integration in teaching.

The result obtained from the table 1 that would want to examine teacher attitude toward ICT integration in teaching shows that most teacher are familiar with advantage and applicability of ICT in teaching.

Teacher familiarity and ability to handling ICT also obtained from data with the highest shared mean of 4.32. which shows that most teacher feel confident in learning new computer skill with the new skill most of them are agreed that ICT supported teaching makes learning more effective with the shared mean of 4.26. In this context they also believed that the use of ICT help teachers to improve teaching with more updated materials with mean of 4.24. It is undoubtedly that teaching resource and materials provided online are more updated and teacher prepare to it in order to obtained optimum learning outcomes. Thus the ability of learning new computer skills makes able them to teach easily by using ICT. most teacher realize that it is easier to teach by using ICT with the shared mean of 4.21 and agreed that they are well aware about the great opportunities that ICT offer for effective teaching with sharing mean of 4.00.

Next from the data, it was found that the use of ICT help teacher to prepare teaching resource and materials that enable the students to be more active and engaging in the lesson prepared by the teacher by using ICT with equal mean shared of 3.96. The teaching resourced as material so obtained make confident teachers to use the ICT to improve the quality of teaching. The above condition shows that teachers kept positive attitudes toward the use of ICT in teaching and learning where ICT is requisite teaching aids needed by teacher to ensure the effectiveness of both teaching and learning process.

Table:-1   Teacher's attitude toward ICT integration in teaching

S.N.	ITEMS	STRONGY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGY AGREE	MEAN	S.D
		Frequency and Percentage (%)						
1.	I feel confident learning new computer skills.	0	2 (2.4%)	3 (3.6%)	44 (53.0%)	34 (41.0%)	4.32	0.66
2.	I find it easier to teach by using ICT	0	2 (2.4%)	7 (8.4%)	45 (54.2%)	29 (34.9%)	4.21	0.69
3.	I am aware of the great opportunities that ICT offers for effective teaching.	0	4 (4.8%)	10 (12.0%)	51 (61.4%)	18 (21.6%)	4.00	0.73
4.	I think that ICT supported teaching makes learning more effective.	0	2 (2.4%)	2 (2.4%)	51 (61.4%)	28 (33.8%)	4.26	0.62
5.	The use of ICT helps teachers to improve teaching with more updated materials.	1 (1.2%)	2 (2.4%)	5 (6.0%)	43 (51.8%)	32 (38.6%)	4.24	0.77
6.	I think the use of ICT improves the quality of teaching.	1 (1.2%)	8 (9.6%)	14 (16.9%)	39 (47.0%)	21 (25.3%)	3.85	0.94

7.	I think the use of ICT helps to prepare teaching resources and materials.	0	2 (2.4%)	13 (15.7%)	54 (65.0%)	14 (16.9%)	0.96	0.65
8.	The use of ICT enables the students' to be more active and engaging in the lesson.	2 (2.4%)	10 (12.0%)	14 (16.9%)	42 (50.6%)	15 (18.1%)	3.96	0.97
9.	I have more cater to stud if ICT is teaching. time to ents' need used in	2 (2.4%)	16 (19.3%)	17 (20.5%)	39 (47.0%)	9 (10.8%)	3.44	0.99
10.	I can still effective without the ICT. have an teaching use of	1 (1.2%)	21 (25.3%)	26 (31.3%)	28 (33.8%)	7 (8.4%)	3.22	0.96
11.	I think the use of ICT in teaching is a waste of time.	18 (21.7%)	50 (60.2%)	8 (9.6%)	7 (8.4%)	0	2.04	0.80
12.	I ant confident that my students' learn best without the help of ICT.	9 (10.8%)	30 (36.1%)	19 (22.9%)	24 (28.9%)	1 (1.2%)	2.73	1.03
13.	The classroom management is out of control if ICT is used in teaching.	14 (16.9%)	42 (50.6%)	18 (21.7%)	7 (8.4%)	2 (2.4%)	2.28	0.92
14.	Students' pay less attention when ICT is used in teaching.	12 (14.5%)	49 (59.0%)	11 (13.3%)	10 (12.0%)	1 (1.2%)	2.26	0.89
15.	Students' makes no effort for their lesson if ICT is used in teaching.	6 (7.2%)	42 (50.6%)	15 (18.1%)	16 (19.3%)	4 (4.8%)	2.63	1.02

Beside this most of the teacher find himself in undecided situation when asked them to have you more time to cater to student's need if ICT is used in teaching with mean of 3.44 they still have in paradoxical situation with the question I can still have an effective teaching without the use of ICT with mean sharing of 3.22 followed by I am confident that my student learn best without the help of ICT with mean 2.73. An analogy to this result shows that there is an intrinsic barrier which lay down the acceptability of ICT integration in secondary school.

On other hand most teacher disagree that student make no effect for their lesson when ICT is used in teaching with recorded mean of 2.63 also disagree with the question classroom management is out of control when ICT is used in teaching with mean shared of 2.28 most teachers disagreed that students pay less attention when ICT is used in teaching with mean of 2.26. This insisted teacher to fell that the use of ICT is a waste of time with total mean share of 2.04, which indicates less acceptance of ICT integration among teacher due to student's attitude who have

being dependent on ICT optimum learning and not taking responsibility for their own independent learning which cause frustration and disappointing the teacher.

Teacher's belief toward effectiveness of ICT integration for student learning:-

From the data provided in table 2 about Teacher beliefs toward effectiveness of ICT integration for student learning it is well known that technology is the better teaching resources that provided relevant knowledge and information for student learning. It also obtained from the data that the use of ICT helps to find related knowledge and information for learning with the highest mean of 4.17 and also believes that the use of ICT promotes active and engaging lesson for student best learning experiences with mean sharing of 4.00. In the previous section (Table-1) most teachers also agreed that the use of ICT enables student more active and engaging in the lesson for their optimum learning experiences. This situation lead teachers to make creative and imaginative with mean of 3.85 and increases student confidence to participate actively in the class with the mean share of 3.71. in above context most teachers agreed that with the use of ICT enables student learn more effectively as well as express their ideas and thoughts better with equal mean sharing of 3.65. They also agreed that the use of ICT helps to broaden student's knowledge paradigm with mean of 3.62.

Table:-2 Teacher's beliefs toward effectiveness of ICT integration for student learning

S.N.	ITEMS	STRONGY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGY AGREE	MEAN	S.D
		Frequency and Percentage (%)						
1.	ICT allows students' to be more creative and imaginative.	1 (1.2%)	4 (4.8%)	12 (14.5%)	52 (62.6%)	14 (16.9%)	3.89	0.78
2.	The use of ICT helps students to find related knowledge and information for learning.	0	2 (2.4%)	8 (9.6%)	47 (50.6%)	26 (31.4%)	4.17	0.69
3.	The use of ICT encourages students to communicate more with their classmates.	4 (4.8%)	16 (7.2%)	11 (13.3%)	42 (50.6%)	10 (12.0%)	3.45	1.07
4.	The use of ICT increases students' confidence to participate actively in the class.	1 (1.2%)	12 (14.5%)	15 (18.1%)	37 (44.6%)	18 (21.6%)	3.71	1.00
5.	I think students learn more effectively with the use	2 (2.4%)	12 (14.5%)	12 (14.5%)	44 (53.0%)	13 (15.7%)	3.65	0.99

	of ICT							
6.	I think the use of ICT helps to broaden students' knowledge paradigm.	3 (3.6%)	5 (6.0%)	22 (26.5%)	43 (51.8%)	10 (12.0%)	3.62	0.90
7.	I think the use of ICT helps to improve students' ability specifically in reading, writing.	10 (12.0%)	14 (16.9%)	16 (19.3%)	38 (45.8%)	5 (6.0%)	3.17	1.15
8.	The students' are more behaved and under control with the use of ICT.	5 (6.0%)	22 (26.5%)	22 (26.5%)	24 (28.9%)	10 (12.0%)	3.14	1.12
9.	The use of ICT enables students' to express their ideas and thoughts better.	1 (1.2%)	14 (16.9%)	10 (12.0%)	46 (55.4%)	12 (14.5%)	3.65	0.96
10.	The use of ICT promotes active and engaging lesson for students' best learning experience.	0	4 (4.8%)	14 (16.9%)	43 (51.8%)	22 (26.5%)	4.00	0.79

Beside, most educator remains in undecided situation when asked them to about behavior pattern of student with the use of ICT in learning most teachers undecided with question raised that the use of ICT encourage student to communicate more with their classmates with mean share of 3.45. They do not justify that the use of ICT helps to improve student's ability specifically in reading writing with mean of 3.17.

They still have undecided with the situation that student's are more behaved and under control with the use of ICT with mean of 3.14. This may able to conclude that student may indiscipline when ICT is used in teaching as teacher was not in the centre of learning process.

Effective element in ICT integration in teaching and learning in Government and Private school:-

The data obtained from table 3 shows that teacher have an opportunities and freedom to design their own teaching with the helps they received from ICT with mean sharing of 3.85.most teacher accepted that ICT facility in my school are wall functioning and can be used with a total mean of 3.69. most secondary school of our research areas provided computer lab and teachers are accepted that they bring their student in computer lab where student watches educational videos with mean of 3.67.and also accepted that technical supports are provided if they faced difficulties as well as there are enough training and profession development provided for teacher to use ICT in teaching with the mean shared of 3.59 and 3.54 respectively.

Table:-3 Effective element of ICT integration in teaching and learning in government and private school

	ITEMS	STRONGY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGY AGREE	MEAN	S.D
		Frequency and Percentage (%)						
1.	The ICT facilities in my school are well-functioning and can be used.	3 (3.6%)	12 (14.5%)	9 (10.8%)	43 (51.8%)	16 (19.3%)	3.69	1.05
2.	The technical supports are provided if teachers are faced with difficulties.	1 (1.2%)	14 (16.9%)	13 (15.7%)	45 (54.2%)	10 (12.0%)	3.59	0.94
3.	Little access to ICT prevents me from using it in teaching.	3 (3.6%)	14 (16.9%)	22 (26.5%)	37 (44.5%)	7 (8.5%)	3.37	0.98
4.	Lack of supports from the school top management discourages me from using ICT.	5 (6.0%)	33 (39.8%)	17 (20.5%)	22 (26.5%)	6 (7.2%)	2.89	1.08
5.	Teaching time are not enough for me to use the ICT for teaching and teaming purposes.	2 (2.4%)	25 (30.1%)	20 (24.1%)	30 (36.2%)	6 (7.2%)	3.15	1.01
6.	There is enough training and professional development provided for teachers about ICT use in teaching.	5 (6.0%)	9 (10.8%)	14 (16.9%)	46 (55.4%)	9 (10.8%)	3.54	1.02
7.	All la tools in my school go to waste and less used by teachers.	10 (12.0%)	38 (45.8%)	14 (16.9%)	19 (22.9%)	2 (2.4%)	2.57	1.04
8.	Teachers are given more time to learn and be comfortable with the use of ICT in teaching.	3 (3.6%)	16 (19.3%)	8 (9.6%)	53 (63.9%)	3 (3.6%)	3.44	0.96
9.	There is computer lab in my school in which I can bring students there to watch educational videos.	4 (4.8%)	13 (15.7%)	7 (8.4%)	42 (50.6%)	17 (20.5%)	3.66	1.11
10.	Teachers' are given the freedom to design their own teaching with the helps from the ICT.	2 (2.4%)	6 (7.2%)	8 (9.6%)	53 (63.9%)	14 (16.9%)	3.85	0.87

With the acceptance of freedom to designs their own teaching by using the ICT as they have received. Most teacher undecided with that teacher are given more time to

learn and to be comfortable with the use of ICT in teaching with mean score of 3.44. ICT provided in the school are not enough for accessibility as ICT provided in the school are not enough to demands meet due to this most teacher undecided with little access to ICT prevent me from using it in teaching with recorded mean of 3.37. They still undecided with time that teaching time are not enough for me to use ICT for teaching and learning purposes with mean of 3.15.in the above context, most teacher are undecided that lack of support from school top management discourage me from using ICT with mean of 2.89.

Since ICT facility are completely provided and well functioning and can be used most teacher disagreed that all ICT tools in my school go to waste and less used by teacher with mean of 2.47.

Hypothesis Testing:-

In this study, the CR test is used to test the hypothesis developed by the researcher. The test is used to compare the mean difference between two groups.

H01:-There is no significance difference between male and female teacher's attitude toward ICT integration in teaching.

Table: -04 CR-tests between male and female teacher's attitude toward ICT integration in teaching.

Type of school	N	M	SD	DF	CR value
Male teacher	30	52.97	5.44	81	5.19
Female teacher	53	46.42	5.70	81	

Table-4 depicts that calculate CR-value for male and female teachers attitude toward ICT integration in learning was 5.19 which was more than table value of CR (1.96) at 0.05 level of significance. Hence the difference between mean was significant at 0.05 level. Thus the null hypothesis ($H_0 1$) is rejected and research hypothesis (H_1) was accepted. So it might be concluded that there was significant difference between male teachers and female teacher's attitude toward ICT integration in teaching. Male teachers keeps more positive attitude toward ICT integration in teaching than female teachers.

H02:-There is no significant difference between teacher's beliefs toward effectiveness of ICT integration for students learning with the type of school (Gov. and private)

Table: -05 CR-tests between teacher's beliefs toward effectiveness of ICT integration for students learning with the type of school (Gov. and private)

Type of school	N	M	SD	DF	CR value
Government school	41	35.37	5.99	81	2.23
Private school	42	38.09	5.11	81	

Table-5 depicts that calculated CR-value of teacher's beliefs toward effectiveness of ICT integration for students learning was 2.23 which was more than table value of CR (1.96) at0.05 level of significance. Hence the difference between mean was significant at 0.05 level. Thus the null hypothesis ($H_0 2$) is rejected and research hypothesis (H_2) was accepted. So it might be concluded that there was significant difference between government secondary school teachers and private secondary school teacher's belief toward effectiveness of ICT integration for student learning. Private secondary school teacher's belief toward effectiveness of ICT integration for student learning was more positive than government secondary school teachers.

H03:-There is no significant difference between the effective elements in ICT integration in teaching and learning in government and private school.

Table: -06 CR-tests between the effective elements in ICT integration in teaching and learning in government and private school.

Type of school	N	M	SD	DF	CR value
Government school	41	32.51	4.25	81	1.85
Private school	42	34.40	5.02	81	

Table-6 depicts that calculated CR-value of effective element in ICT integration in teaching and learning in government and private secondary school was 1.85 which was less than table value of CR (1.96). Hence the difference between mean was insignificant at 0.05 level. Thus the null hypothesis ($H_0 3$) is accepted and research hypothesis (H_3) was rejected. So it might be concluded that there is no significant difference between effective element in ICT integration in teaching and learning in government and private secondary school.

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FUNCTIONING OF INDIAN PARLIAMENTARY DEMOCRACY & ITS HAZARDS : A CRITICAL ANALYSIS

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ABSTRACT

The struggle for national independence was over and the two hundred years of British colonial rule ended by complete transfer of political power to Indian hands by the Indian independence Act 1947. On that day a new struggle was started to establish a perfect parliamentary democracy based upon the ideals of justice, liberty, equality & fraternity. The preamble of Indian constitution declares that the source of all power was vested upon the hands of the people of India. We are proud that majority of the Indian people are participating in such largest democratic election festival in every five years under Indian constitution system but it has to face more hazards & challenges- like inequalities in different sectors, unemployment, illiteracy, huge population, communalism, casteism, terrorism, poverty, corruption, untouchability etc. Now it is very much required to takes some effective steps strengthening Indian democracy based on the four pillars like Legislature, Executive, judiciary and the press However the parliament has enacted many laws through different bills for regulating those hazards, but strict implementation of those laws are very much required to protect corruption, terrorism, communalism, domestic violence through strong& impartial judicial system. In this paper the author has attempted to analysis suitable measures & also suggested to remove the hazards facing the parliamentary democracy.

INTRODUCTION:

The struggle for independence was over and the two hundred years of British rule ended by complete transfer of political power to Indian hands by the Independence Act 1947. On that day a real struggle was started to establish a perfect effective parliamentary democracy based on four pillars of the legislature, the executive, the judiciary & the press. But unfortunately all the four pillars are not functioning properly for which the Indian democracy suffering from different hazards. Democracy is a system of Government in which majority of the people takes part in decision making process directly or indirectly. In Parliamentary democracy political power cannot be inherited. The majority of the people exercised their voting rights and formed a democratic Government through a system of representation. We are proud that majority of the Indian people are participating in such largest democratic

election festival in every five years under Indian constitution system but it has to face more hazards & challenges- like inequalities in different sectors, unemployment, illiteracy, huge population, communalism, casteism, terrorism, poverty, corruption, untouchability. The parliament has enacted many laws through different bills for regulating those hazards, but strict implementation of those laws are very much required to protect corruption, terrorism, communalism, domestic violence through strong& impartial judicial system.

Objectives of the study:

- Assessment of achievement of Indian Parliamentary Democracy
- To identify the vital hazards & challenges frequently faced by Indian democracy
- To suggest some measures strengthening Indian democracy based on the four pillars like Legislature, Executive, judiciary and the press.
- To analysis the necessity for active participation of common man i.e. fifth pillar in Indian democracy.
- Conclusion

Assessment of achievement of Indian Parliamentary Democracy

India is the largest democracy in the world. Democracy is a system of Government in which the people exercise their voting right directly and elect suitable representatives from major people to form Governing body, such as Parliament. Moreover adult franchise is also a great achievement of Indian parliamentary democracy. The Indian Parliamentary democracy is of the people, by the people & for the people. It gives its citizens the right to vote irrespective of caste, class, religion and gender. Indian Democracy is based on three tire system-the Panchayat system is the best pillar of democratic system wherein one third Women's participation is a major breakthrough towards ensuring women's access which constitutes local bodies. The successful achievement for **one third women's participation** has been enacted by way of **73 &74** Amendments (1992) to the Indian constitution.

In India, there is a federal form of Government which means there is a government at the centre and at the state. The Central government is responsible to the Parliament, and the state governments are responsible towards their respective legislative assemblies, that is Indian democracy is also known as responsible government. Since Independence Parliamentary democracy has been functioning as a responsible democracy. The three pillars of democracy are interdependent-the

legislative, the executive and the judiciary, they are functioning in proper and perfect way and also to ensure the rights of the common peoples. The primary function of parliament is to make laws for governance of the country .It has supreme powers to make laws and control over the financial matters. The revenues of the both centre & states has been benefited with the implementation of GST policy i.e. one rate for one commodity throughout the country.

However Parliament is also armed with multifunction powers like to regulate different investigations agency like **INA, CBI, ED for prevention of corruption, terrorist activities within the countries by virtue of its executive order, conflict solving and preserving national peace & integration, Law making and social development, supervising different administrative work** etc. The Parliament exercise control over the executive through different methods like asking questions, moving call attention, adjournment motions, and also by appointing various committees such as Public accounts committee, estimate committee, Government assurance committee, the committee on subordinate legislation etc. In this way Indian parliamentary democracy established a system of governance, a sound legal system and also formed a democratic socialistic society in where free and fair periodic election are held for all political offices from the Panchayats to President.

- **To identify the vital hazards & challenges frequently faced by Indian democracy**

India is the largest democracy in the world. In the last more than 6 decades it has worked successfully well to some extent. But in modern time Indian parliamentary democracy has to face many hazards &challenges like widespread poverty, illiteracy, unemployment which debars for the smooth functioning of democracy. There are various challenges that the country faces in terms of fulfilment of expectations of different sections of society. Various types of challenges   are **Unemployment, Illiteracy, poverty, corruption, Terrorism, Social &economic inequalities, casteism & gender discrimination, communalism, population explosion, regionalism, role of anti-social elements, use of money & muscle power during elections** etc.

The main challenges of Indian democracy discussed in brief;

Unemployment in India: Democracy is not limited to political democracy. Unemployment is the grave concern for the functioning of democracy in India. Matriculate to post graduate students are unemployed till now in India as there is no tie up between the economic structure and the educational structure. For the purpose of removing such hazards vocational

training course has been introduced for unemployed youth instead of theory based education. Number of industrial training institute are very much insufficient due to non implementation of the scheme properly by the competent authority. Now a days the election manifesto reflecting irrelevant promise to solve the unemployment problems for their political game.

Illiteracy: Eradication of illiteracy is the prerequisite for successful functioning of democracy. It makes people very conscious about their rights &duties. But it is a matter of grave concern that more then sixty percent of Indian citizen specially women in lower caste are still illiterate for which they are being deprived from social benefits. Lack of proper awareness most of the people are very much ignorant about their powers, democratic rights except voting rights. They are being deprived from the different welfare schemes formulated by the Government from time to time lack of awareness in this regard. Therefore common illiterate people are being used by the political parties for their own interest. Although the Government and other non governmental organisations are trying their best to spread education in all sectors, but these attempts are not sufficient for such a vast population in India. Modern training is also necessary both for men and women to make them fit and up to date for imparting practical knowledge about the various barriers of their empowerment of the present society.

Poverty: Multidimensional poverty is found in all developing countries of the world, but it is very acute in India. National Green Tribunal chairman Justice said that the India has achieved economic growth but it is not sufficient to meet the aspirations of all people. Therefore two-thirds of the people of India are below poverty line. It may be mentioned here that the formulation of twenty point programme by the then PM Mrs Gandhi for eradication of poverty (**Garabi Hatao**) became unsuccessful due to lack of proper implementation which was marked as political slogan subsequently. The majority of Indian people lives below poverty line. Poverty is just like a disease to which many other hazards like various crime, unsocial activities etc are associated. People who are belonged to below poverty line, most of them lives in unhealthy conditions, as a result they are suffering from many disease. High population growth rate of India is one of the main reasons of poverty. Many anti poverty schemes are adopted by the Indian parliament like **Swarnajayanti Gram Swarozgar Yojna, Sampoorna Gramin Rojgar Yojona (SGRY), National Rural Employment Guarantee Scheme (NREGS), Development of Women and Children in Rural**

Areas (DWCRA),National Housing Bank Voluntary Deposit Scheme, Garib Kalyan yojona. Though Indian parliament has taken so many initiatives in different times but most of the common people was not aware of all these schemes due to adequate education and consciousness. Schedule caste, Schedule tribes, Dalits are still poor in spite of many welfare schemes taken by parliament . The main reason for partly failure of welfare schemes like **House for all, Education for all, Medical facilities like sasthya sathi, Aushman Bharat** are due to non eradication of illiteracy and also increase of corrupt practices for the personal gain of so called political leaders.

Corruption: Corruption is most common disease in Indian democracy. Corruption in India is one of the major setbacks for developing in India. It spreads from top to bottom level of all sectors and as a result the poor innocent people victimize in every sphere of their life. The upper section of officers, most of the politicians are misusing their powers due to extreme greediness and self interest. It is well known that all political parties takes help of the muscle power to achieve their goal in periodic election. The system of democracy is now changing into the dictatorship of muscle man. These muscle men are always trying to influence the common people by their ill power like life threatening, offering money in almost all the tires of the election process. Money plays a significant role in elections in Indian democracy. In the name of offering jobs by taking money from the unemployed youths is an another hazards of Indian democracy. Illegal use of money for purchasing votes from the illiterate voters is now the habitual practice of most of the political leaders are frustrating the election procedure. The participation of mussel man with the criminal background of the election process are creating unhealthy democracy. The unholy alliance of the politicians with the bureaucrats is also a source of corruption. The unscrupulous businessman takes advantages for running their illegal business which helps to generate black money and the politicians use the said black money to gain their vote bank.

Casteism and communalism: Major portion of the voters specially in **Goboloy** give weight to the caste and religion of the candidate. The public representatives are also selected by the political parties on the basis of caste and religion and it is needless to mention that those representatives work for the welfare of those community only. Exploitation of minorities in different castes, sectors and religions for dirty political gain are also hazards of parliamentary democracy.

To suggest some measures   strengthening Indian democracy based on the four pillars like Legislature, Executive, judiciary and the press.

The India is the biggest democratic country in the world. Though the Indian democracy has completed 71 years of age, it has to face various challenges which are very much responsible for true functioning of democracy. Due to higher illiteracy rate among the Indian citizens, the active participation of those people without knowledge of true value of democracy in the formation and functioning of Government are not running smoothly. A major portion of the politicians are very much greedy for increasing of their personal wealth by way of hooks and crooks. We are also observed that the ministers both in centre and state are directly involved in corruptions and different scams like Sharoda, Naroda ,evasion of huge taxes by generating black money which are being used to mould public opinion for their vote bank. The Parliament must enforce for strict implementation of the existing law of our country to prevent communalism, separatism, castism, terrorism for promotion of healthy democracy. The politicians those who are elected in the parliament should act fairly and must not adopt any unfair means for their personal gain. They should also try for supreme sacrifice in the interest of the public. In the nineteenth century most of the politicians achieved people's respect for their supreme sacrifice. But now a days the rarest of the rare politicians do not follows the principle of honesty for which the peoples/ voters look at them in jaundice eyes.

To remove such corrupt practices of the politicians, the illiterate persons should provided proper education for exercising their genuine vote to proper persons. Now a days we observed very much the false promise in election manifesto to mould the public opinion and even in the ruling party are in habit of exercising undue influence by using government machineries. It is hereby suggested that the election commissioner should be strict with their iron hands to prevent such practices and also must not hesitate to cancel the registration of those political parties involved such type of corruption for their personal gain. The apex court of India has also recently viewed in the PIL for taking strong measures against such corrupted politicians for promotion of healthy democracy.

The practice of publishing favourable articles in lieu of money is one of the most undesirable factor in Indian media. Such articles are generally backed by politicians, businessman, celebrities in the name and style as ambassador in different illegal organisation like **Chit Fund** have brought deserter in many poor families compelling them suicide. The existing legal provision like CPA, IPC, etc. should be strictly implemented to prevent fake news   and   spurious advertisement in the leading news papers. The system of exit poll by different media should be

totally banned for smooth running of fair election in Indian democracy. It is also the duty of the media to publish true facts for proper awareness of the people.

Government should bear election expenditure for the registered political parties to check the inflation as well as corrupt practice for purchasing votes of illiterate masses.

The mode of behaviour of public representatives should be very polite to solve the major problems like eradication of illiteracy, starvation, employment, sanitation etc specially to poor people. After independence Indian democracy started with a dream to fight against poverty and inequality through democratic process. But slowly the atmosphere changed, there may be more reservation for SC,ST and Dalits, but no substantial progress of Indian citizens. So it is very urgent to take necessary steps for the development of all citizens irrespective of class, caste and religion. The parliamentarians must respect the true spirit of constitution and they should not take the laws in their own.

The judiciary acts as one of the three pillars that uphold democracy. The fundamental rights guaranteed by the Indian constitution and protected by the judiciary. It plays a vital role in the entire democratic structure. The role of Indian judiciary has become more evident in the last few years because many scams, corruption and illegal activities came to light that involved bureaucrats, ministers and many influential political leaders. In this situation judiciary plays an important role to check and prevent these scandals by way of strict legal system .It also acts as a watch dog for any evil practices that takes place in democracy. So it is more vital issue that the judiciary should be vested more power and freedom to protect the rights of the citizens as well as wide superintendence power over the wrong activities of the legislative and executive.

- **To analysis the necessity for active participation of common man i.e. fifth pillar in Indian democracy.**

Common people's participation in decision making process may enable the healthy democracy. For its successful working, the participation of the people is must. In modern democratic societies, associations and groups plays an important role in the development of civil society and strengthening the democratic system. The cornerstone of democracy is the active participation of the major people in administration. Without active participation of citizens, no democracy can succeed. Increasing people's involvement to improve governance is one of the fundamental requirements in the development of democratic systems. It is more important to create a good environment for citizen's participation. When citizen participation

programs are implemented effectively, more citizens are brought into the decision making process, which means government can ultimately be more responsive to community needs. Political consciousness is one of the most important ingredients for people's participation. The formal education is not always necessary for political maturity. Citizen needs political maturity to elect right candidates and the party which will work for progress and safety of every citizen of the country. Government and non government organisation including educational institutions may play vital role in this regard. Citizen's participation has always vital impact on the development of the country as economically as socially. But unfortunately most of the people did not go for voting. People are often passive about voting because of an underline assumption that a choice would not make a difference but it's this passivity that fails to bring about a change. So involvement of the people is very low at this point. If we want to see more successful democracy, then people's participation in decision making process must be increased by way of economic development of the society. Citizen participation is not only good for improving their life only, but it can serve the government and non government organisations, public consultations and other groups in society much more.

Conclusion:

From the above discussions it can be finally concluded that the Indian democracy has to face a lot of hazards and so many challenges like crimilization in politics, using black money during election time, rigging, booth jam, casteism, communalism. We are sorry to observe that the present system Indian democracy has generated some unscrupulous politicians was very much interested for maximization of their personal gain by hooks or by crooks. They don't care for any public criticisms, scams for want of sufficient proof against them in the court of law. It is needless to mention that in spite of specific directions of apex court, our country has failed to set up strong supervisory body to investigate such corruptions of the politicians. However the enactment of Lokpal and Lokayukta of the Central and the State are very good significant of healthy democracy. It is an act to make provisions for the appointment and functions of Lakpal and Lakayukta for the investigation of administrative actions by or on behalf of the government. But the loopholes of this provisions that it is only recommending authority instead of having power of awarding any punishment to the corrupted politicians.

Since the voting right is the constitutional rights it has to be exercise very carefully to select right candidates and it is also very important because the entire country's socio political situation for the next five years depends on it. Voting right in a democratic country is very much important, it covers better governance, better candidature and a better situation in a country. A voters should possess political

consciousness to express their final verdict and to choose their candidate wisely and actually electing their representatives at the grass root level. The author believe the democratic country like India needs voters with rational minds. Since **the people's vote is the people's voice**, so the citizen should exercise their voting right for actually electing their future. The founder of the Indian constitution emphasised for selection of right candidates by the people but lack of political maturity of the most of the people caused the Indian democracy at stake. So the people having political maturity and proper education and also active participation of such citizens in politics can provide healthy democracy of our country.

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ENVIRONMENT AND RURAL LIVELIHOOD PATTERN: A CASE STUDY OF CANNING BLOCK IN WEST BENGAL

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ABSTRACT

In most of the developing countries, the livelihood of a rural household is indeed linked to environmental resources since the income from agriculture and other sources might not suffice. Environmental resources afford a variety of life-supporting ecosystem services to rural households such as timber, non-timber forest products and fish. Extraction of environmental resources in rural areas is often considered an important source of income and a means of livelihood. The study is conducted at Deuli Mouza of Canning II C.D. Block in South 24 Parganas. The area is a low lying plain. The objective of the study is to analyse the environmental dependence for livelihood of rural households of Deuli Mouza. This attempt is purely based on primary data collection. The total numbers of sampled households are 100. The sample population of the study area is 534, among which 289 are males and 245 are females. The educational level is very poor as most people i.e. 31% have V-VIII level of education. The percentage of working population to total sampled population is also very poor i.e. only 32%. Here the percentage of female workers is very low i.e. 12% of the total working population. Amongst the working population 42% of the people are engaged in the primary sector of the economy. The maximum number of people is engaged in fisheries. The main livelihood of the study area is fishing which is dependent on the tidal flow of the Matla river water.

Key Words: Livelihood, ecosystem, environment, resource, fishing.

1. Introduction:

The relationship between man and his environment has been discussed by geographers in their theories of environmental determinism. Determinists believe that environment controls man's mode of life, his occupation, settlement, behaviour etc. Man's way of life, actions and the levels of development are determined by his physical environment. In general rural livelihoods have conventionally been dominated by animal husbandry with pasturing to feed the animals combined with crop cultivation. Human beings have inherently attempted to adjust to their physical environment. To perform a basic human activity rural people interact with the environment. Villages are the basic unit of rural social economic activity where people both live and produce. Therefore to understand the human–environment

relationship, rural livelihood should be studied at the village level. Rural livelihoods vary from place to place according to the geographical location. In most of the developing countries since the income from agriculture and other secondary, tertiary activity might not sufficient in some rural areas, environmental resources provide the livelihood of rural households. Livelihoods are still primarily an expression of the material relationship between environments, people and their social institutions Environmental resources afford a variety of life-supporting ecosystem services to rural households such as timber, non-timber forest products and fish. Extraction of environmental resources in rural areas is often considered an important source of income and a means of livelihood. However the livelihood opportunities of the people are closely linked to environmental sustainability. Deprived, excluded and poor communities of the rural area depend on environmental resources for survival but sometimes they fall victim to environmental disasters. Thus the importance of harmony between people and nature.

Human beings have inherently attempted to adjust to their physical environment. These adjustments are also possible due to cultural and technological achievements. In this era of technology human beings have moved from the stage of necessity to a stage of freedom. Rapid industrialization and urbanization coupled with environmental deterioration caused by excessive human activities have transformed rural livelihoods from a traditionally single and fixed farm-pastoral pattern to a more diversified and flexible pattern accompanied by inefficient land use, ecological degradation.

2. Location of the Study area:

The study is conducted at Deuli Mouza of Canning II Block in South 24 parganas. This Mouza is located at north-east part of the Block. The Geographical extension of the study area is from $22^0 26'30''$N to $22^0 27'30''$ and $88^0 42'$E to $88^0 42'30''$E. The district comprises five subdivisions: Alipore Sadar, Baruipur, Canning, Diamond Harbour, and Kakdwip. Alipore is the district headquarters. There are thirty-three police stations, twenty-nine development blocks, seven municipalities and 312 gram panchayats in the district.   The study falls in the Sundarban area. The Sunderbans area is covered by thirteen CD blocks, viz. Sagar, Namkhana, Kakdwip, Patharpratima, Kultali, Mathurapur–I, Mathurapur–II, Jaynagar–I, Jaynagar–II, Canning–I, Canning–II, Basanti and Gosaba.The district contains thirty-seven islands. Canning subdivision consists of four community development blocks, with no urban areas. The C.D. Blocks of Canning subdidvisions are namely Basanti -with thirteen gram panchayats, Canning–I with ten gram panchayats,

Canning–IIcommunity development block consists of rural areas only with nine gram panchayats. It is located 38 km from Alipore, the district headquarters, Gosaba - with fourteen gram panchayats.

Canning II CD Block is bounded by Bhangar I CD Block in the north, Sandeshkhali I, Sandeshkhali II and Hingalganj CD Blocks in North 24 Parganas district in the east, Basanti CD Block in the south, and Canning I, Baruipur and Sonarpur CD Blocks in the west. Carrying the memory of an abandoned port, the town is dependent to some extent on the changing fortunes of the Matla River. It is a major centre for the supply of fish to Kolkata.

According to Census 2011 the location code or village code of Deuli village is 333826. Deuli village is located in Canning II Tehsil of South Twenty Four Parganas district in West Bengal, India. It is situated 18.9km away from sub-district headquarter Canning and 58.6km away from district headquarter Alipore. As per 2009 statistics, Deuli is the gram panchayat of Deuli village.

The total geographical area of village is 101.51 hectares. Deuli has a total population of 2,753 people. There are about 561 houses in Deuli village. Canning is the nearest town to Deuli which is approximately 40km away.
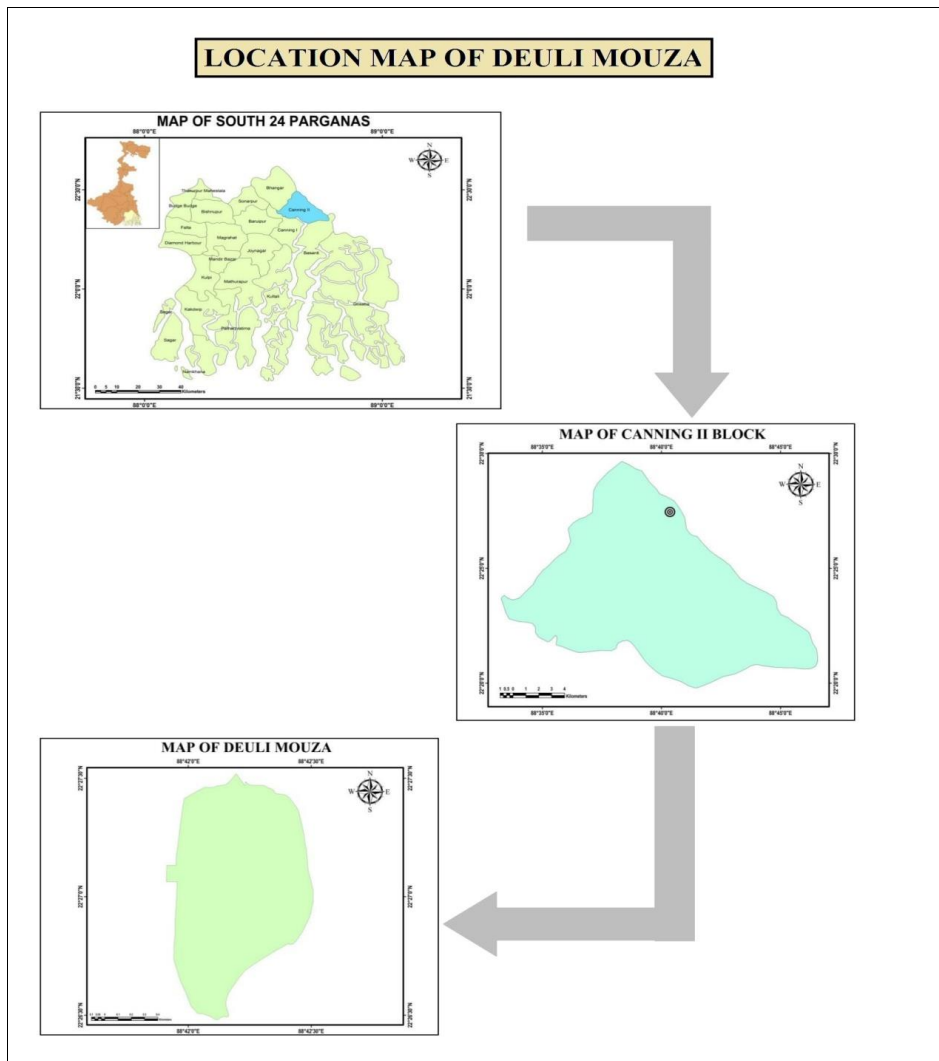
Fig. No. 1

The area is a low lying plain; a network of estuaries, tidal rivers, and creeks intersected by numerous channels, it encloses flat, marshy islands covered with dense forests. Tidal saline water from the Bay of Bengal alternatively drowns and exposes the islands twice a day throughout the year. One of the channels namely Matla River is situated in this study area. The water channel is delinked from water sources from the upland rivers. The tidal nature of the rivers, free tidal flushing spill areas has been interrupted by untimely reclamation of the land. An acute drainage problem has occurred due to the sedimentation of the river bed by the tidal rivers.

Mouza Map Of Deuli Mouza In South 24 Parganas District, West Bengal
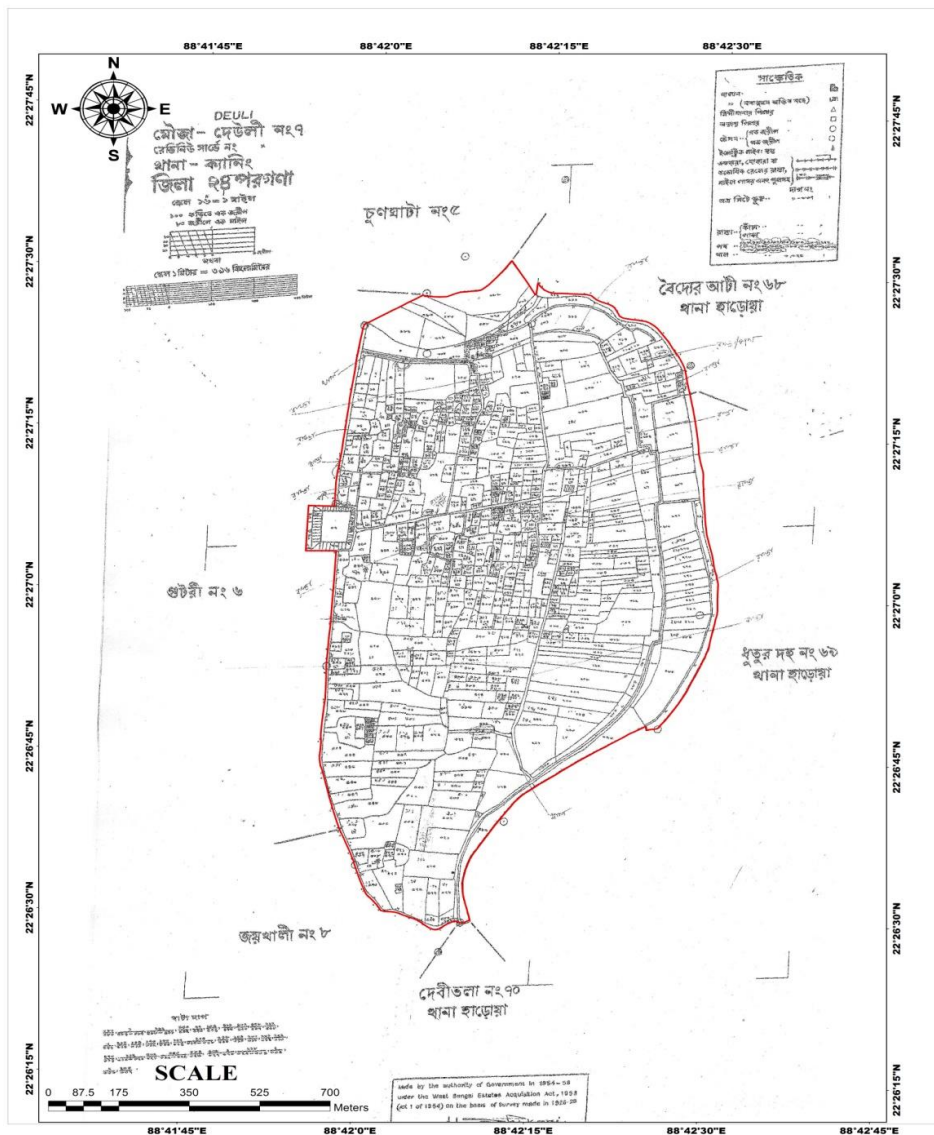
Fig. No.2

Satellite Image Of Deuli Mouza In South 24 Parganas District, West Bengal

Fig. No.3

3. Objective:

This study contributes to human–environment systems with a relationship between rural livelihoods and the environment on a village scale. It explores the rural livelihood–environment nexus. The objective of the study is to analyse the environmental dependence of rural households of Deuli Mouza.

4. Methodology:

This attempt is purely based on primary data collection. The total numbers of surveyed households are 100. Thus the sample population of the study area are 534, among which 289 are males and 245 are females.

On the basis of that data diagrams are made and analysis is done accordingly. To understand the land use of the study area satellite image is extracted from Google earth.

4. Results and Findings:

4.1 Age and sex composition are biological characteristics of the population and have significant bearings on the demographic process. Physical capacity and mental maturity depend on age. The age structure determines the availability of labour force in a population.   From table   no. 1 &   fig. no. 4 it is seen that among the sampled population number of females is lower (245) than the males(289). So the sex ratio is 847 females per 1000 males which should be increased. Sex ratio is a significant social indicator to determine the extent of prevailing equity between males and females in a society at a given point of time. In the developing world in general there is a gender bias i.e. a smaller number of females compared to males. In India also the ratio is unfavourable to women. From table no. 2   it can be said that   below 5 years of age number of males are 25 whereas number of females are only 14 which may have considerable link with neglect of the girl child resulting in higher mortality at younger ages.

Table No.1

Sex wise distribution of Total Population of Deuli Mouza		
Population	in number	in %
Male	289	54.12
Female	245	45.88
Total	534	100
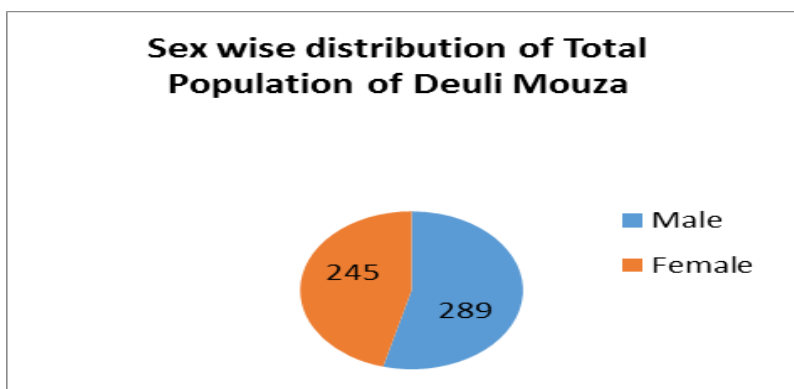
Fig.no.-4

Table no. 2 - Age and sex wise distribution of population

Age and sex wise distribution of population					
Age groups	<5	5-14	15-34	35-64	65<
Male	25	42	99	115	8
Female	14	41	101	81	8

Age and sex wise distribution of population
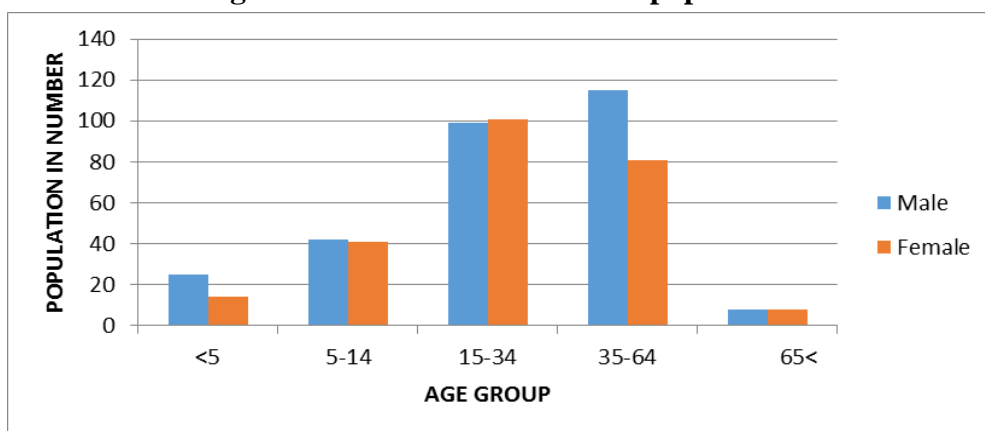
Fig no.5

It is noticed from table no. 2 and fig. no 5 that increasing age is associated with an increasing share of population except in the aged group. Numbers of aged population in 65< age group are lowest followed by the numbers of children in <5 age group. It is good that the numbers of working population are higher than the aged and young people. From the table no. 3 it is found that the dependency ratio of the study area is low i.e. only 35%. This is helpful for economic development of the society.

Table No. 3- Age and sex wise distribution of surveyed population and the dependency ratio

Age group	0-14	15-64	65<
Male	67	214	8
Female	55	182	8
Total	122	396	16
Dependency Ratio	34.84%		

Table No. 4 Sex wise literate and illiterate distribution of surveyed population and literacy rate

	Literate	Illiterate	Total	literacy rate
Total	394	140	534	73%
Male	205	84	289	70%
Female	189	56	245	77%

Sex wise literate and illiterate distribution of surveyed population
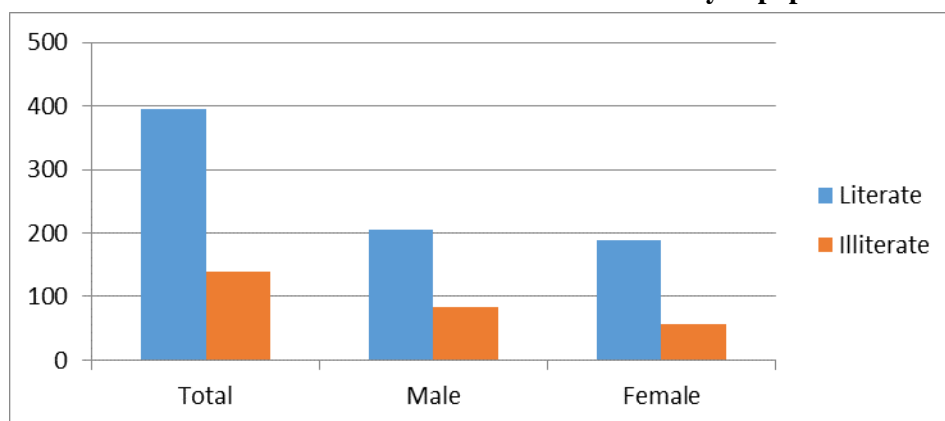
Fig no.6

4.2 Education brings personal capabilities which widen one's choices and opportunities for leading a civilized life. Educational attainments can make perceptible linkages with the health and hygiene of the population. From table no. 4 and fig. no.6 it is found that the literate outnumber illiterates in case of both males and females. The average literacy rate is good i.e. 73% . It may be the effects of UNESCO who had set 2015 as the deadline for attaining 'education for all'. Another interesting observation is that the female literacy rate is higher (77%) than males (70%) . This is because the growing awareness of female education and initiative taken by the Govt and other agencies in giving more opportunities to the

girl child to take formal education in schools. Specifically it must be mentioned that the adoption of kanyasree prokalpo of the West Bengal state govt.

Table No. 5 - Sex wise educational level of the surveyed population

Educational Level	I-IV	V-VIII	IX-X	XI-XII	B.A.	Total
Male	49	70	40	27	19	205
Female	41	58	55	22	13	189

Sex wise educational level of the surveyed population
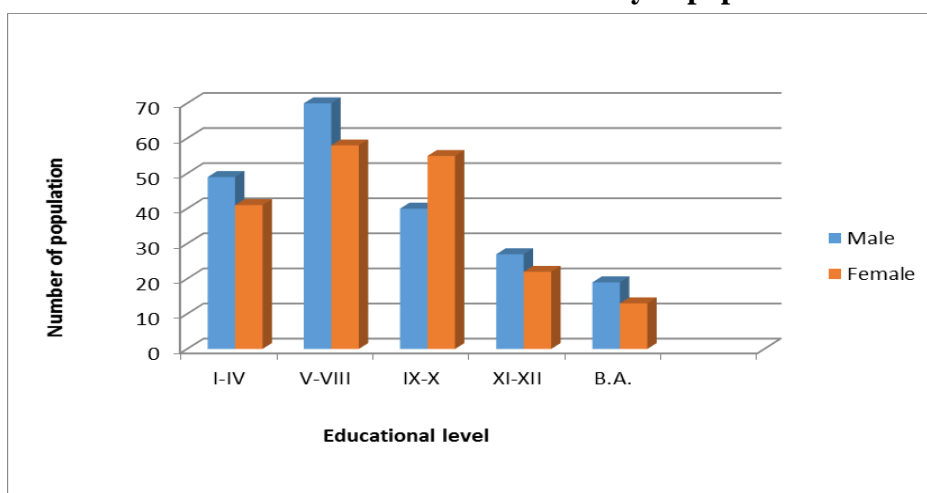
Fig no.7

From table no.5 and fig. no. 7 it is observed that the levels of education of male and females of the study area is not so good as the numbers decrease towards higher levels of educational attainment. This is because the study area is located remotely and the higher education centres are located away from the village which affects the accessibility of higher studies negatively.

4.3 Marital status builds the base for studying other demographic phenomena such as marriage and divorce rates and changes in family structure. Government and private sector planning and policies are largely determined by the age, sex and marital status profiles of certain populations. There is a growing interest in how the types and quality of social ties influence our mortality, morbidity, and health lifestyle one form of social relationships that has near unanimous support for being health enhancing is marriage. Healthier persons are more likely to get married and stay married. The marital status is influenced by many factors, such as the social and economic situation, customs and habits, religious beliefs, profession, and educational and cultural levels in the countryside, because of the poor geographical

and economic condition, men suffer from their marriage status. From fig. no. 8 it can be seen that the percentage of married (56%) is higher than the unmarried and others which reflects the healthy social ties.

Table No. 6 - Marital Status of the study area

	Married	Unmarried	widow	widower	Total
Total	300	210	23	1	534
Male	150	138	0	1	289
female	150	72	23	0	245

Marital Status of the study area

Fig no.8

Sex wise distribution of marital status
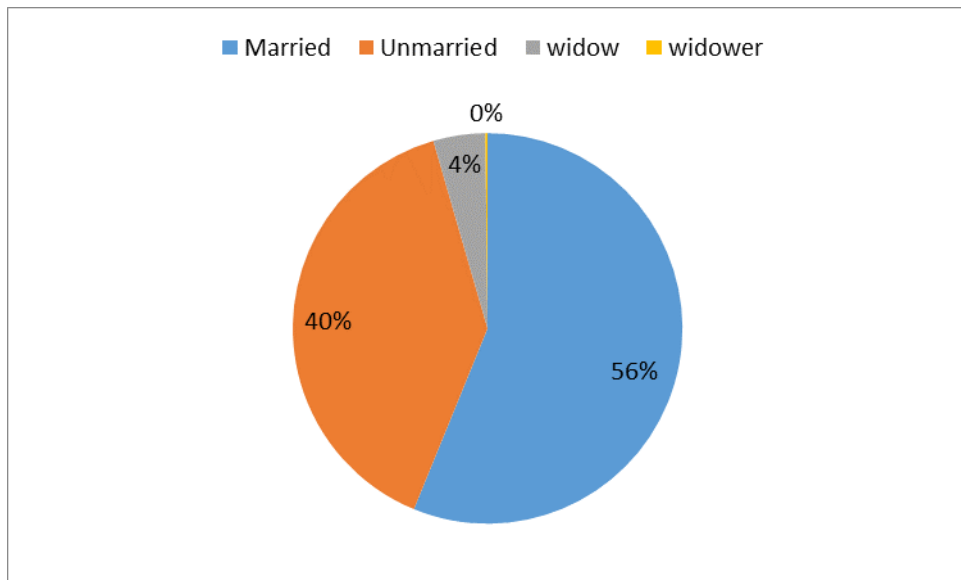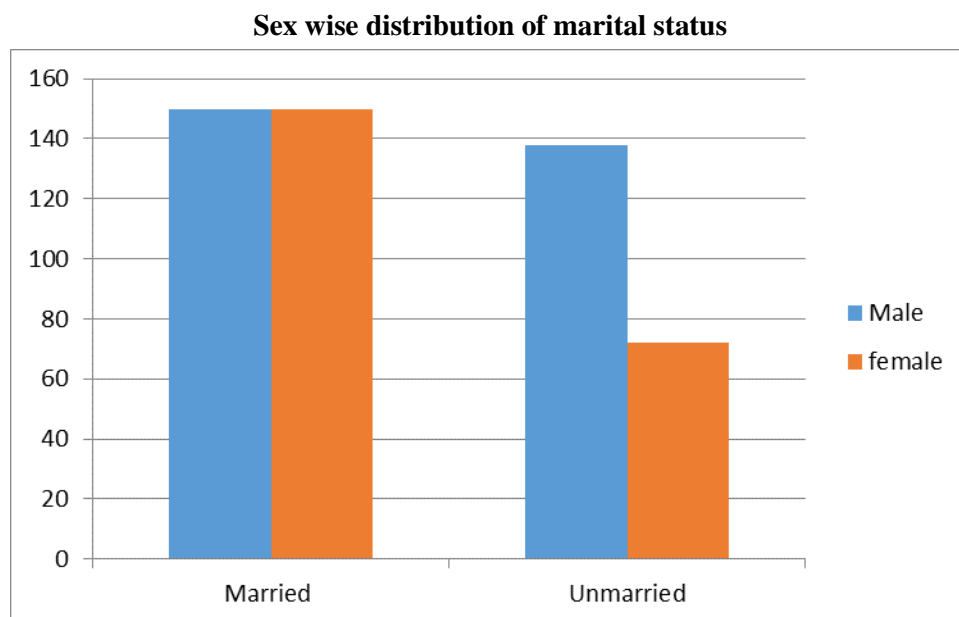
Fig no.9

4.4 The economically active population determine the economic and social development of a nation. Through an analysis of labour force of an area several attempts can be done to interpret social welfare of that area. Economically active population is equivalent to workers. The crude work force participation rate indicates the size of the workforce in proportion to the size of total population. Likewise Male and female work force participation rate can be calculated.

Table No. 6 - Sex wise distribution of workers

	Total Male population	Male workers	% of M.W. To total Population	Total Female population	Female workers	% of F.W. To total population
Workers	289	148	51.21	245	20	8.16
Total Population	534					
Total workers	168					
%of workers to total population	31.46					

Table No. 7 - Sex wise distribution of workers and non- workers

	Workers	Non-Workers
Total	168	366
Male	148	141
Female	20	225

Sex wise distribution of workers
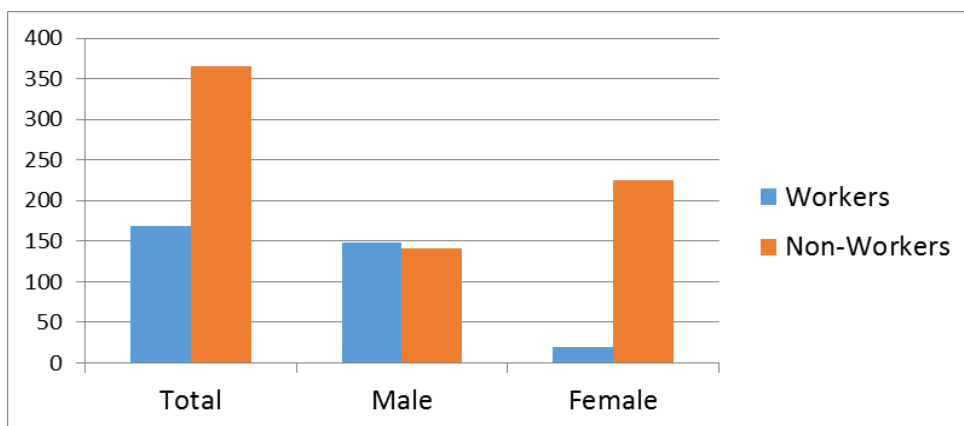
Fig no.10

From the table no. 6 it is observed that the percentage of workers to the total population is low (31.46%). Male work participation rate is 51.21% whereas female work participation rate is 8.16% in respect to total population. The gap between male and female workers is very high. From the fig. no. 11 it is found that male workers are significant in number (148 persons) whereas female workers are fewer in number(20 persons).
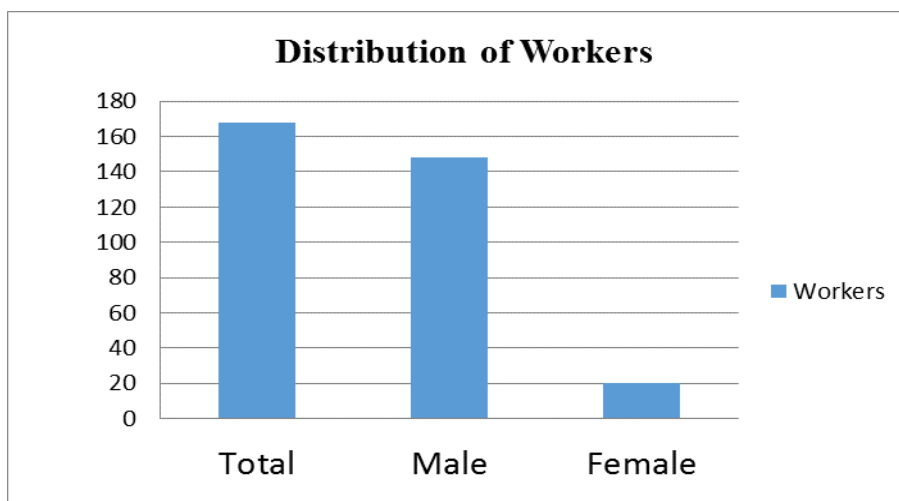
Fig no.11

There are a very small number of females contributing to the economy of the family. Male workers are more in number as they are the prime earning member of the family. It may be that the local environment based occupation favours male workers. The means of livelihood available in the study area are fishing, agriculture, fishing related activity, forest based activity.
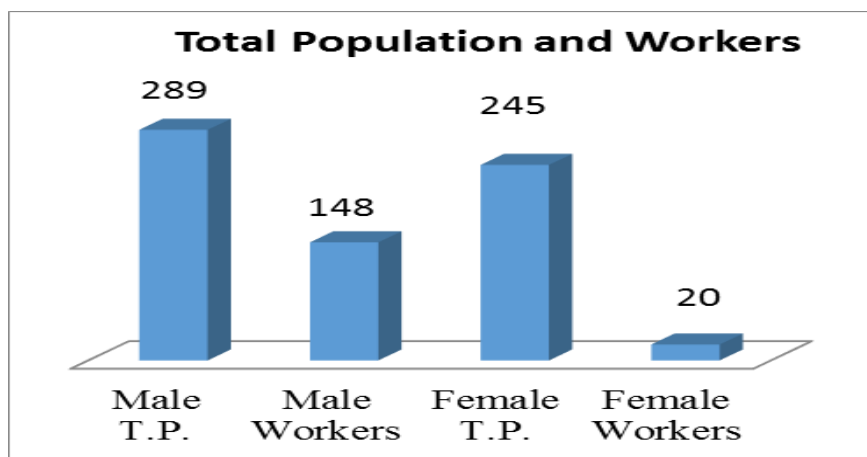
Fig no.12

Table No. 8 - Number of persons involved in different types of occupation

Type of Occupation	Primary	Secondary	Tertiary
No. of persons	119	40	9
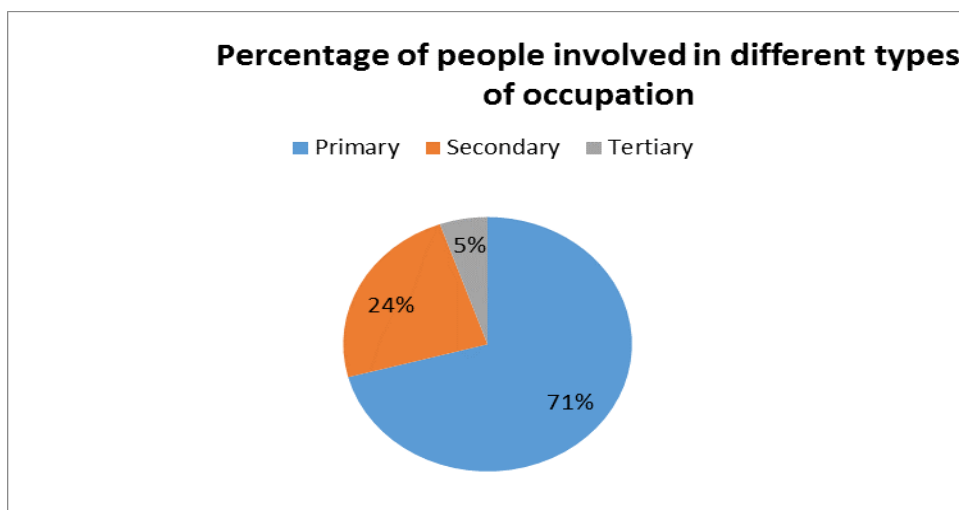
Fig no.13

Table No. 9 -Distribution of different types of Occupation

Types of occupation	Agriculture	Labour	Fisheries	construction work	Other Business	Primary Teacher	Service	Total
No. of persons	27	34	58	15	25	3	6	168
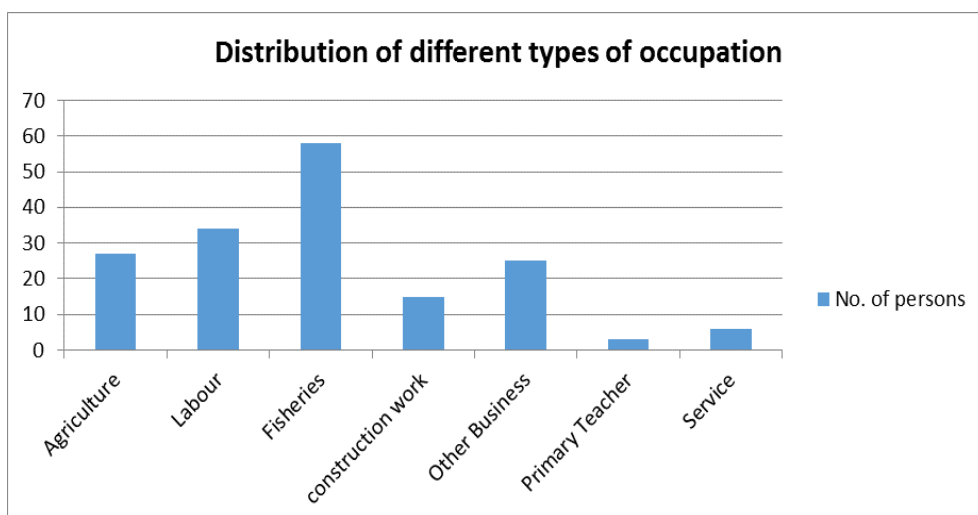
Fig no.14

4.5 As the study area offers plentiful natural resources, precious tropical - fresh and marine fishes and other aquatic organisms the majority of workers i.e. 71% are engaged in primary occupation whereas 24% are engaged in secondary and very few i.e. 5% are engaged in tertiary sectors of economy.(table no.8 and fig.no.13) .As the location of the study area near the confluence of the rivers to the ocean the main occupation of the villagers are fisheries.(Table no. 9 and fig.no.14) As more people are engaged in primary and secondary occupations and few are in the tertiary occupations the socio economic condition of most of the villagers is not so good. Fisheries provide a distinct source of employment and income for the people particularly for small and marginal farmers. Animal husbandry in the region could not be developed much owing to an acute shortage of fodder.

4.6 As most of the people are engaged in primary occupation the levels of income are very low. The monthly income of most of the households is in the range of Rs. 5001-7000 and 9001<. (Table no.10 and fig. no. 15)It can be said that the economic condition of the inhabitants of the study area is poor. It may be the reflection of the uncertainty of nature. Gainful employment opportunity should be increased.

Table No. 10 - Monthly income of Households

Monthly income in Rs.	<1000	1001-3000	3001-5000	5001-7000	7001-9000	9001<	Total Number of Households
No. of HH	7	18	22	25	12	16	100
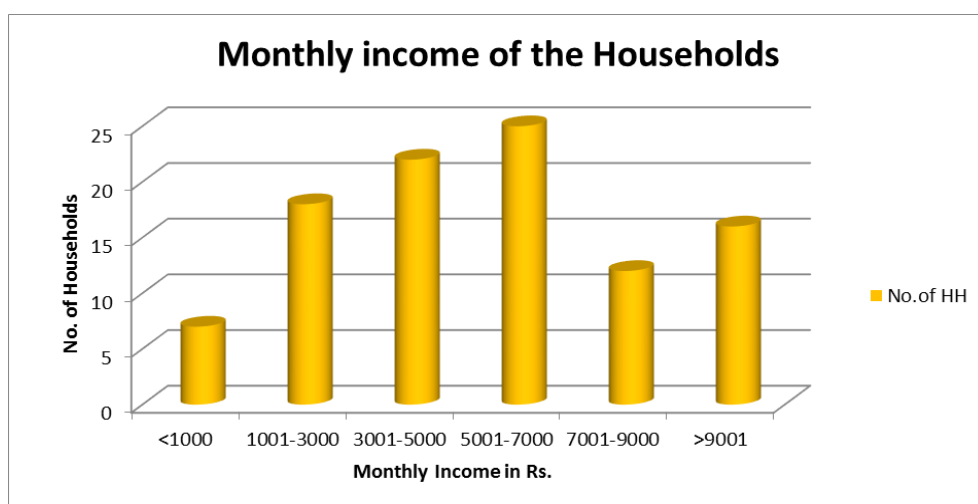
Fig no.15 - Monthly income of the households

Table No. 11 - Monthly expenditure of the households

Expenditure in Rs.	<1000	1001-3000	3001-5000	5001-7000	7001-9000	>9001	Total Number of Households
No. of Households	3	29	31	20	7	10	100
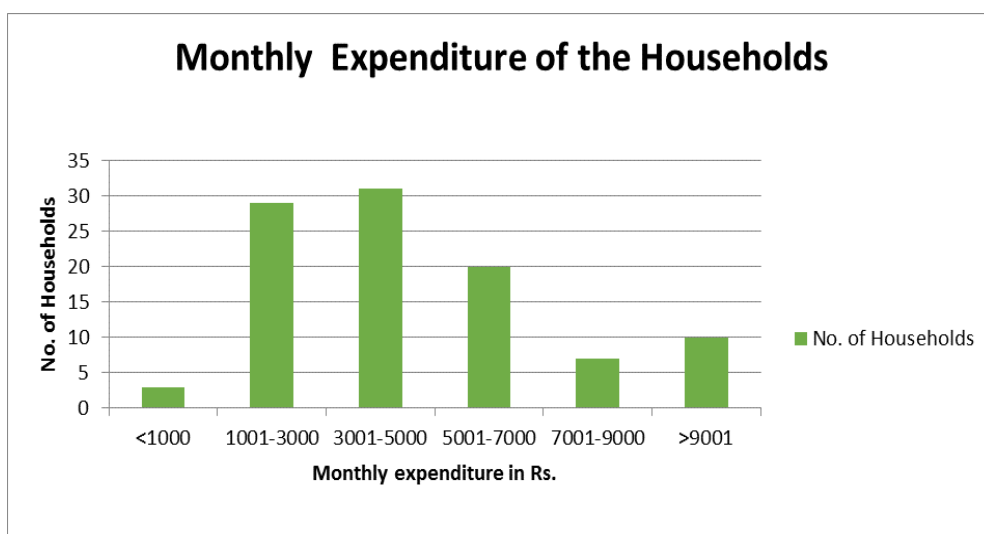
Fig no.16 – Monthly expenditure of the households

4.7 Expenditure always depends on the income level of the people. The people of the study area are used to live a simple life. As the income of the most of the households is low the majority of the households monthly expenditure is very low i.e. Rs. 3001-5000. Due to variable natural conditions most of the households want to save their earnings.

4.8 Housing condition has gained substantial momentum since 1961 census. Houses are classified by materials used for construction of walls and roof. When a house is made of brick it is called a pucca house and when a house is made of mud it is called a kutcha house. The majority of the houses are brick built, some people are living in mud house and fewer are living in a mixed house that is made up of both mud and brick. More brick built house where a second floor have first than the kutcha houses. This is definitely a reflection of the Central Govt initiative under Indira Awas Jojna.
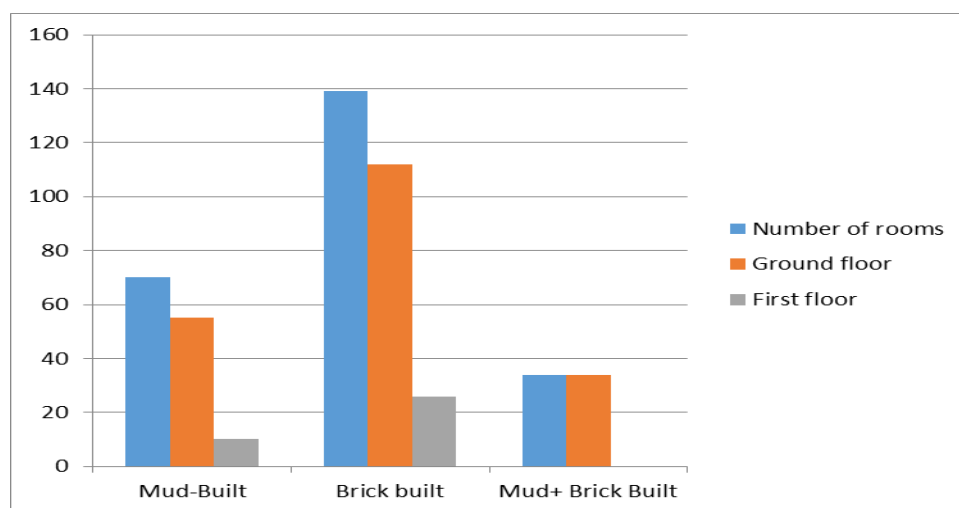
Fig no.17 - Types of Houses

Conclusion and Suggestion:

Environment undoubtedly offers plenty of livelihood opportunities to human beings. It definitely meets the primary economic activity. Rural Livelihood activities support the rural family economically at a subsistence level. It is a means of living to survive in the environment. The Educational level is very poor as most people i.e. 32% have V-VIII level of education. The working population is also very poor only 31% of the sampled population. Here the percentage of female workers is very low i.e. 8% of the total population. 71% of the people are engaged in the primary sector of the economy. Most of the working population of the study area are fisherman engaged in activities related to fishing. However fishing is very dependent on the tidal flow of the Matla river water. Due to lack of adequate infrastructure tourism could not be developed as another economic activity but the possibility for development in this sector is very high. Village Industries in the region are limited and there is vast scope for development. Bee keeping is steadily rising. Inspite of technological modernization and development we cannot deny the effect of determinism. Man is still a puppet in the hands of nature. Thus the rural folk of Deuli Mouza of Canning Block –II,South 24 Parganas are still earning the majority of their livelihood by primary activity like fishing. The people of the study area face tremendous loss of life and property because of the area's proneness and vulnerability to natural hazards viz. tropical cyclones, regular tidal ingression and flood, coastal erosion, increasing salinity both in soil and water. These natural hazards along with human intrusion adversely affect the economic development of the area.

The Sundarban Development Board was setup in 7th March, 1973 and the Department of Sundarban Affairs was setup on 24th Jan., 1974. This department is giving more stress on improving the connectivity of remote areas of the Sundarbans with district and State Highways. Drainage infrastructure is being developed through reclamation of drainage – cum –irrigation canals, re-excavation of derelict canals. To raise crop production during rabi – kharif season high quality seeds and manure are being distributed. To reduce drop-out amongst students' infrastructure is being developed for the academic institutions especially for the girls' schools and distribution of bicycles to girl students to increase their mobility to facilitate their study. Various training programmes are organised for the farmers and fishermen to apply new technologies and skill development programmes are also planned for unemployed youths to ensure gainful livelihood. To conserve the environment and retain the biodiversity, awareness is generated amongst the people of the study area to participate in social forestry programme through plantation.

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DIGITAL DISSEMINATION: CRITIQUING THE PANDEMIC-INDUCED DIGITAL REVOLUTION IN E-LEARNING

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ABSTRACT

This paper foregrounds the idea that Covid-19 has hyper-accelerated the already operative digitalisation of education that was until recently recognised as a formal, elite, urban and selective pursuit. The perils of social stratification, manifest by the 'digital divide', remains a potential critique of this universal consequence. However, the mounting diffusion of this digital revolution in e-learning, decisively pandemic-induced, has compelled online exchanges of knowledge, data and information on a homogenised plane that needs critical attention, at both pedagogical and material levels. This paper particularly analyses the nature of this digital dissemination of knowledge in the Indian context (in particular, the State of West Bengal) and concludes with the understanding that a holistic and collective implementation of e-learning, across all sections of the society, through premeditated State intervention, can be a welcome boon for all.

Keywords: Digital learning, digital divide, online education, e-learning, pandemic

Introduction:

The Covid-19 international lockdown has enforced a certain compulsion across human heterogeneities of age, sex, race, caste and gender to embrace multiple platforms of the e-learning spectrum. The pre-Covid situation, though technologically progressive hadn't made it obligatory to resort to web-based modalities of knowledge and data exchange in the form of e-lectures, webinars and e-share of resources. It has not only facilitated the open access educational revolution but also deconstructed much of the apathy, phobia and ignorance associated with web-based imparting of knowledge and information. Although class disparities have raised the problem of the infamous 'digital divide', major push-ups in facilitating e-classes have been promoted in a very short period of time, thereby testifying to the age-old adage that necessity is indeed the mother of all invention. Perhaps because of the universal lockdown, this silent revolution has got by and large unnoticed – the fact that there has been, within a very short period of time, a paradigm shift in educational modalities. The pandemic, after an initial shock, has made everyone cognizant of the fact that, like the West, time has come for India to embrace the digital revolution on a macrocosmic scale. Naturally, starting from

playschools and prep-crèches to higher education class conducting and conferencing, there has been a major embracement of e-learning.

Analysis:

With android-based cell phone companies slashing prices continuously, technology-aided handsets have already reached the average student base for quite some time now. At the primary, secondary and higher secondary levels of school education, a huge chuck of the BPL community still have no access to the internet. The promotion of e-classes is said to severely marginalise the poor. The 'Bharat Padhe Online' campaign has been intensifying with a push for a shift to virtual learning to address the disruption in schooling due to the epidemic. The week long 'Abhiyan' was spearheaded by Union Minister for HRD Shri Ramesh Pokhriyal 'Nishank', for crowdsourcing of ideas "to promote innovation in the online education ecosystem in India" (Team Scoo News, N.Pag). Leading Indian educationists have expressed their worrying concern of using e-learning portals and direct online classroom teaching as the sole alternative to physical classroom teaching. Everyone agrees to the fact that the pandemic induced lockdown has relegated the primacy and urgency attributed to education, to the backburner. Academic calendars are rendered defunct and deadlines manifest as uncertain. To top this all, there is the problem of cutting off a sizeable section of children from ultra-rural and marginalised communities, for whom all kinds of modern gadgets that are no longer luxuries but necessities, are still a faraway dream. There is also the problem of priority and accessibility. In many lower middle class families, there is only one phone available for everyone and there are many families that can't afford multiple top up packs. In case of families with more than one child, there is a competition, which again is settled depending on a prioritisation that becomes subjective. Internet connectivity is a major problem in remote areas. Hence, the urge to universalise e-learning does not appear to be a practical possibility in the immediate scenario.

Quite obviously, questions are being raised whether we are going to invent something new in education during the war-like situation caused by the pandemic (War time inventions to combat crisis). Innovations in techno-futurism and novel pedagogical approaches were in the offing much before the Novel Corona Virus induced pandemic gained ground. Many of the path-breaking innovations that were coming up in the Edutech industry was not gaining mileage across all sections of the society because of a habitual reluctance to embrace the digital revolution, obstinacy to go by traditional and tangible one to one correspondence and a grudge against on-screen modes of class co-ordination. All such doubts have been cast aside, for the time being. The post-pandemic milieu hasn't implied that e-learning will be the sole

mode of knowledge facilitation and exchange. On the contrary, it has shown that during quarantine and other natural disasters, when the normal physical classroom teaching will be suspended, online classes will serve as a continuum. In other words, e-learning will be remedial, supplementary, non-disruptive facilitation of covering the syllabi and e-classrooms will follow all protocols of the regular classroom – teacher or co-ordinator's instruction, time durations, discipline and punctuality, student feedback and QNA sessions at the end, serving to cater to the prerequisites of regular classroom teaching throughout the calendar year. The post-pandemic era is one of radical upheavals and overhaul of traditional and time tested methods of imparting education reality and all stakeholders to this will necessarily have to upskill themselves to meet and face up to the requisite challenges.

Among the various crises that the pandemic has brought in, the century-old chalk-talk teaching method also started to fall apart in its basic dimensions to cater to the enthusiastic and inquisitive minds of a developing nation like India. The policy makers and stakeholders had to resort to something feasible and manageable to tackle the ever-diversifying trajectories of the education system. According to Aruna Sankaranarayanan, "Twenty-five years ago, in a pre-liberalised economy, the vistas of childhood differed significantly from today's landscape" (*The Hindu*, N. Pag). Since smart boards, PPT presentations and laptops are making inroads into the classroom, the realisation that is being increasingly felt is that "Teachers cannot rely on plain chalk-and-talk anymore but have to keep pace with a generation raised on a multimedia diet" (Ibid). The Central Government is planning to launch PM E-Vidya, a programme for multi-mode access to digital education, which will include the existing Diksha portal for online content. Besides, there would be one enmarked TV channel for Classes 1 to XII, exclusive uses of radio and community radio for education purposes, announced the Union Finance Minister, Nirmala Sitharaman. Regional states like West Bengal have started commendable initiatives like "Online Banglar Shiksha Classroom" on its Banglar Shiksha Portal. The Portal opines that to materialise its motto of 'Education First' and "to streamline all education related processes and data management modules into a single digital symbiotic ecosystem", it will go a long way in "making data universally accessible across all geographical grids" (Banglar Shiksha, N. Pag). Under this online classroom program, pre-primary to higher secondary students can access activity tasks and the necessary e-learning videos. The state has also chosen one of its most popular news channel, ABP Ananda for airing the school educational programs because of its diversified reach. Again, the Maharashtra CM, Udhav Thackeray has sounded the same note and said that the schools of Maharashtra need to accommodate more students through online

and digital classrooms. In states like Kerala, due to the sudden outbreak of the pandemic, all the teachers were trained with new methods and teaching technologies to help students continue their education without any disruption.

It goes without saying that the process of democratising a vaccine or an alternate medical remedy for Covid-19, even if successful in the labs, will be a long drawn out process. The post-lockdown phase is going to be the most challenging, as it will not be a complete pandemic-free milieu but simultaneously one where normal correspondence in social, cultural and commercial exchanges will skyrocket, despite the authoritarian restrictions imposed. For the sake of the entire teaching and learning community all over the subcontinent, self-imposed cautionary restrictions will have to be imposed. Out of every hundred students of any given classroom, a given average of thirty students might not be able to initially avail the official opportunities offered. Despite a sizeable majority of students attending, this would be no excuse that the balance remainder are not been meted out the scope to receive the education imparted. Despite the multiple methodological modifications introduced, attendance would be irregular, if the afore-said debilitations persist. This is where the concept of 'blended learning' would come handy and prove instrumental. Blended learning, i.e. the scientific admixture of electronic and face-to-face learning, is workable at all levels – be it small charter schools or universities and research institutes. The assemblage of direct training, virtual classroom teaching, webinars, providing study links, e-simulations, online assessments, and one-on-one coaching is the best holistic approach to combat a crisis of such gargantuan proportions.

Infographic blended learning is the most workable all-inclusive modality of education in future. According to Ebba Ossiannilsson, the terminological scope of blended learning connotes "the many possible combinations of instruction, information and interaction that can occur in the classroom context or the physical co-presence of various forms of technical (generally online and digital) mediation" (24). Imparting online open access to distance learning or the traditional independent study have potential inherent drawbacks. The inter-related processes of accessing materials, collating and curating them, reviewing and reflecting on them becomes difficult unless, figuratively speaking, the best of worlds are made available to the learner. Blended learning facilitates online furnishing of educational content, without sacrificing on the live interactive and instructional touch of personalised learning that traditional 'brick and mortar' methodologies of education habitually provide. Blended learning is especially useful for continuing tutorials, supplementing classes for those who have to curtail classes for administrative duties

and additional charges. It is also in sync with the idea of keeping duty hours flexible and being serviceable to students, when they need it the most. One also notes that at all levels of education, there are students from deprived backgrounds who cannot make it to regular classroom schedules at all times because they work in part-time shifts to supplement their parental incomes, such as farming, the bidi-industry et al. The new forays in e-learning becomes instrumental in ensuring that they do not miss out on the regular updation of their learning. Blended learning ensures that the completion of the syllabi does not become a haphazard business or a shoddy affair, that learning becomes a personalised business, that student engagement becomes concentrated, that extended time is available beyond stipulated lecture hours, that sequential routine slots do not clash with one another, that online tests become more efficacious than staple and cumbersome first hand examinations, that effective educators don't get inconvenienced to teach students physically based in inaccessible areas, or for that matter, the educational institute does not enjoy locational advantage, that working conditions that are often not up to the mark in Third World set-ups do not create a debilitation, that the fervour remains strong in learners, guardians and teachers to come forward in narrowing the digital divide by aspiring seriously to decrease disadvantage by contributing to fund device costs and adopting learning apps for monitoring student progress. In fact, in pre-Covid times, many guardians believed that children should stay away from mobile gadgets. But now they have accepted and are accepting in increasing numbers that online education is a veritable reality that will have to be embraced, better sooner than later.

However, all said and done, it must be candidly accepted that although Covid-19 has forced the entire educational systems of the world (India being no exception) to embrace digital learning, the subcontinental educational ecosystem is grossly under-prepared to meet the challenges. The post-lockdown phase has clearly shown that making e-learning universal was never a practical goal for the governments, both at the Centre and the States, although many initiatives have been theoretically taken up in pen and paper. To make e-learning conducive for the reach of all and sundry, the foremost pre-requisites are computers, laptops, palmtops and smartphones to reach every literate household, governmental programmes to facilitate e-literacy. With mandatory shutdowns and social distancing norms to carry on for quite some time now, the task of engaging the upwards of around two hundred and sixty million students in India, is proving to be a daunting affair. When shortages of fundamental needs, such as that of food, clothing, water and shelter are assuming alarming proportions, it is many that the very idea of activating e-learning

for all, is too much to ask for. But very soon it is understood that education is the mainstay of future employment and resourcefulness and that it cannot be side-lined as a tertiary engagement. Countries that ignored the lockdown and reopened the educational institutions in haste, paid a heavy penalty, often with the lives of small children put at stake. All these clearly establish the fact that e-learning has to be imbibed and the digitalisation of education embraced as a necessary facet for the post-pandemic era.

In fact, the true flipped classroom mode of teaching is fast becoming a reality to reckon with and it wouldn't be an exaggeration to state that Covid-19 has set the ball rolling for teachers to promote their skills or perish in this new educational scenario. As such, teachers are equipping and empowering themselves with multiple tools in the domain of digital, integrated and inclusive teaching. In general, this pandemic has been a rude reminder to everyone – be it faculty, learner or guardian, that everyone must update their e-skills to successfully navigate an unpredictable future. This highlights the statistic that even if a vaccine or allied cure for Covid-19 be found, which hopefully would be, given the intensive research allotted towards it, there is no guarantee that subsequent pandemics, epidemics, ecological catastrophes or other apocalyptic challenges will not beset the human race. Rather, there is enough reason why humanity will have to steer against dystopian happenings, forcing quarantine and home seclusion. Even if normalcy is luckily obtained, the increasing depletion of fossil fuels, our increasing carbon footprint, and our relentless need for optimum utilisation of time, would obligate us all to make e-learning (in terms of its most adaptable options), our viable modal vehicle of educational exchange and communication for the future.

In the very pandemic present, we are observing that online teaching has highlighted some potential benefits. Online learning has been shown to increase retention of information. It is less cumbersome to organise online classes, compared to the physical mode of classes, where incumbents have to travel long distances to their institutions or stay away from their homes – oftentimes in non-academic friendly environments. Even in regular times, renting for messes, tenancy, domestic set-ups, transport etc. cut a big hole in the pocket for non-earners or students dependent on limited pocket money or subsistence from parents and guardians. Online classes have slotted schedules, just like regular classroom teaching, and so students from needy families or those who need to subsidise their educational expenses through part-time employment, will not be hindered in any way. Whether it be agricultural engagements for students from farming backgrounds, or short-term internships, or vocational pursuits, or working as delivery-agents in urban and semi-

metropolitan areas for companies like Zomato, et al, education and employment can be counterbalanced. Besides, any unforeseen disruption of the regular teaching mode, depends on e-learning

Keeping all these in mind, we have observed that several governmental and private forums have emerged, to facilitate e-learning. Online learning portals such as SWAYAM or E-Pathshala and the integration of traditional distance education programmes via the internet have taken centre-stage. Platforms to expedite e-learning, like Edu Brisk have stepped up to the cause. The IEP (Individual Education Programme) mode has taken up the cause of disseminating the idea of virtual classrooms seriously. Other than Zoom, Google Hangouts, Google Meet, Skype, Skype Lite, et al, have promoted the idea of the 'free app' mode user friendly and accessible to everyone as companion pieces in their smartphones. Continuous monitoring and technological upgradation has facilitated security breach concerns and other snags that were on and off complaints. Portals like BYJU'S and Unacademy have witnessed steep increases in student enrolment and participation.

The West Bengal State Government has announced virtual classes for students of Class IX to XII, facilitating doubt clearance provisions through stipulated contact numbers and email IDs, to make sessions lively, interactive and meaningful. In particular, the ABP Ananda channel goes live, enabling students to sit before TV screens and carry on with their lessons. This would also stand in good stead to bolster students' interest and enthusiasm during the lockdown to maintain their studies unhindered.

Conclusion:

In conclusion, one notes that e-learning cannot and should not be hastily implemented. The 'All India Save Education Committee' protested and opposed against NEP 2019, with the accusation that online teaching is discriminatory against poor students. Moreover there are sensitive areas of the country like J&K that have witnessed an internet standstill of around two hundred and fifty five days. Proper 4G internet connection is vital for the smooth conduction of e-learning. This has led to the trending of the Twitter handle #noonlineclasses that has turned out to be very responsive. Although it is all right for Ivy Leagues and Oxbridge institutions to go fully online, the situation gets tricky in countries like India where economic divides are very pronounced. The Economic Times carried out a survey that impoverished children from Kerala's fishing community faced severe disruption in their studies for the sheer lack of gadgets, internet connectivity, mobile towers and even electricity, although these are places frequented by tourists and ministers. The

Primary and Secondary Education Minister of Karnataka S Suresh Kumar strictly warned all private kindergarten schools of the State that penal action will be taken against them for making online classes compulsory for small kids during the lockdown. But there are many parents who state that in the absence of tutorial guidance and mentor support during the lockdown, portals like gharpeshiksha.com are proving handy as substitutive online tuition classes. This proves that e-learning, in itself, is profoundly beneficial to all levels of education but it should not be implemented in haste or made compulsory without taking into account those from the backward sections of our society. It should not become a pretext for ruthless privatisation and corporatisation of education. Rather, it should be promoted as an egalitarian, open access and non-exploitative platform for the dissemination of ideas, information and knowledge.

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IMPACT OF POVERTY ON CHILD LABOUR AND LITERACY RATE IN INDIA

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ABSTRACT

Many children are forced to work at young ages due to many family factors such as unemployment, poverty, and lack of parental education. Vast majority of child labour is found in rural settings and informal unban economy**.** According to 2011 Census, the child workers (1.01 cr.) constitute 4 % of the age group 5-14 years in India. Child labour may be defined as the exploitation of children through any form of work that exploits children of their childhood, impedes with their ability to attend regular school, and causes to mentally, physically, socially or morally harmful. So, the present study has tried to focus on impact poverty on child labour and literacy rate in India on the basis of secondary data available from official sources. The study shows that there is a negative correlation between child labour and literacy rate but positive correlation with poverty rate.

Introduction:

Many children are forced to work at young ages due to many family factors such as unemployment, poverty, and lack of parental education. This is often the major causes of high rate of child labour in India**.** Vast majority of child labour is found in rural settings and informal unban economy. Children are predominantly employed by their parents rather than factories. Poverty and lack of schools are considered as the primary cause of child labour (Johan, 2009). More than 42.7 million children in India are out of school (2011 Census) .According to Economic Survey 2013-14 and Census 2011, there are 12.6 million working children in the age group 5-14 years in India in 2001 and it estimated 10.1 million in 2011. Child labour may be defined as the exploitation of children through any form of work that exploits children of their childhood, impedes with their ability to attend regular school, and causes to mentally, physically, socially or morally harmful. It is conceived as when a child is forced to leave school or combine schooling and work or when they are getting sick

from the kind of work that they do. Child labour is a spreading problem throughout the world, especially in developing countries. Africa and Asia together account for over 90% of the total child employment (ILO, 2006).According to World Bank report, the incidence of child labour in the world decreased from 25 % to 10 % between 1960 to 2003(Charles, 2004). There are also involved in staff harvesting, sugarcane cutting, selling merchandize and fishing activities Child labour is a serious concern because large number of children is trapped in highly exploitative and abuse employment relations such as domestic work and bonded labour. Much of the recent concern over child labour that has a detrimental effect on human capital formation. Ray (2002) provides evidence on the trade off between child labour and child schooling. The level of student's involvement in child labour is significantly dependent on the socio-economic status of their parents. There is a significant relationship between child labour and academic performance in the area of study as compared to their counter parts who do not engaged in such activities (Okpechi, 2014). In this backdrop, the present study has tried to focus on impact of poverty on child labour and literacy rate in India on the basis of secondary data available from official sources and others. State -wise details of working children in the age group 5-14 years as per census 2001 and 2011 taking into account of literacy rate and poverty rate have been explained properly.

Objectives of the study:

  ➢ To explore the impact of literacy rate on no. of working children in the age group 5-14 years   according to state-wise in India as per Census and 2001 and 2011.

  ➢ To find out the relationship between poverty rate and on no. of working children in the age group 5-14 years   according to state-wise in India as per Census 2011.

Methodology of the study:

The present study has been conducted on the basis of secondary data available from official sources with descriptive statistics. State wise details of working children in the age group 5-14 years as per census 2001 and 2011 taking into account of literacy rate and poverty rate have been analysed with the help of different figures and correlation.

Results and Analysis:

Table-1: Total Population and Child population in India according to Census 2011(In Crores)

	Total			Rural			Urban		
	Persons	males	Females	Persons	Males	Females	Persons	Males	Females
Total Population	121.9	62.33	58.76	83.37	42.78	40.60	37.71	19.55	18.16
0-6 years	16.45	8.58	7.88	12.13	6.31	5.82	4.32	2.27	2.05
0-14 years	37.24	19.44	17.81	27.36	14.23	13.12	9.88	5.20	4.68

Source: Office of Registrar General of India

Table-1 shows that according to Census, 2011, India has 13. 59 %(16.45 Cr) of its population in the age group 0-6 years and 30.76 %(37.24 Cr) in the age group 0-14 years out of total population of 121.1 crore. It is found that 48 % of the child population in the age group 0-14 years is female. 74 % of the children (0-6 years) live in rural areas whereas rural population estimates 69% of the total population of India

Figure-1: Trends in Number of Child workers (in Crores) in different Census in India
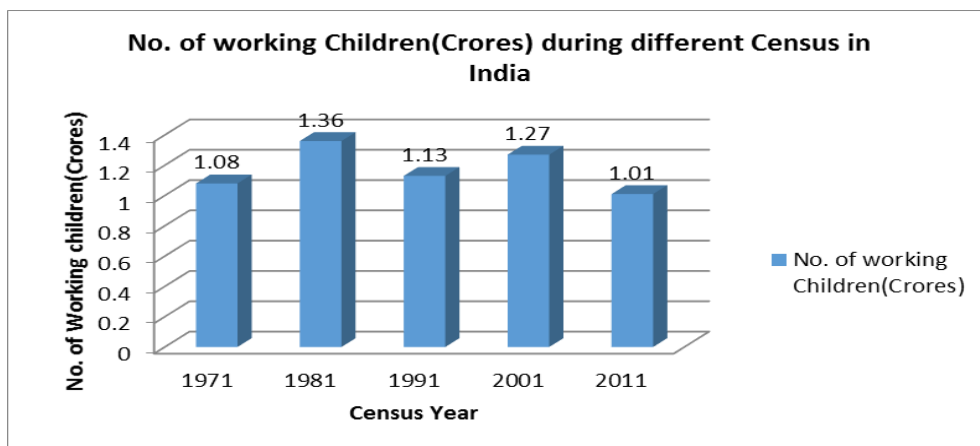
Source: Office of Registrar General of India

Figure-1 reveals a fluctuating trend in the number of child workers during the last decades according to Census reports from 1971 to 2011. The number of working children in the age group of 5-14 years estimated as 1.27 crore in 2001 taking into account of 5% of total children in the age group 5-14 years whereas in 2011 , the child workers (1.01 cr) estimated 4 % of the age group 5-14 years. Census 2011

focused that 1.01 crore working children in the age group of 5-14 years as compared to the child population of 25.96 crore in the same age group.

Figure-2: Proportion of Child Workers by age group in India (2011 Census)
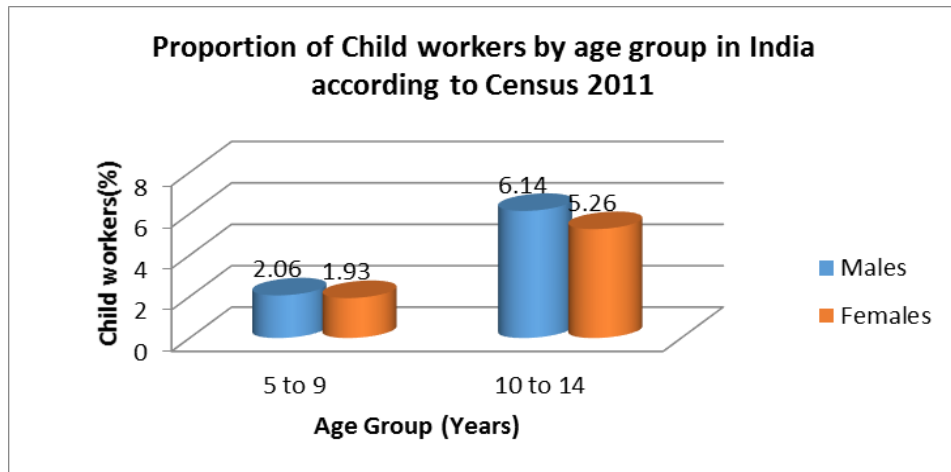
Source: Census-2011

Figure-2 reveals that 3.99 % of the children aged 5-9 years and 11.4% of the children aged 10-14 years are working according to Census 2011 in India. Proportion of child workers (Males) exceeds the child workers (Females) for both the age groups. In 2011, among the child workers, 75 % belonged to the age group 10-14 years as compared to 25% from the age group 5-9 years.

Figure-3: State-wise Working Children in the age group 5-14 years as per Census 2001 and 2011 in India
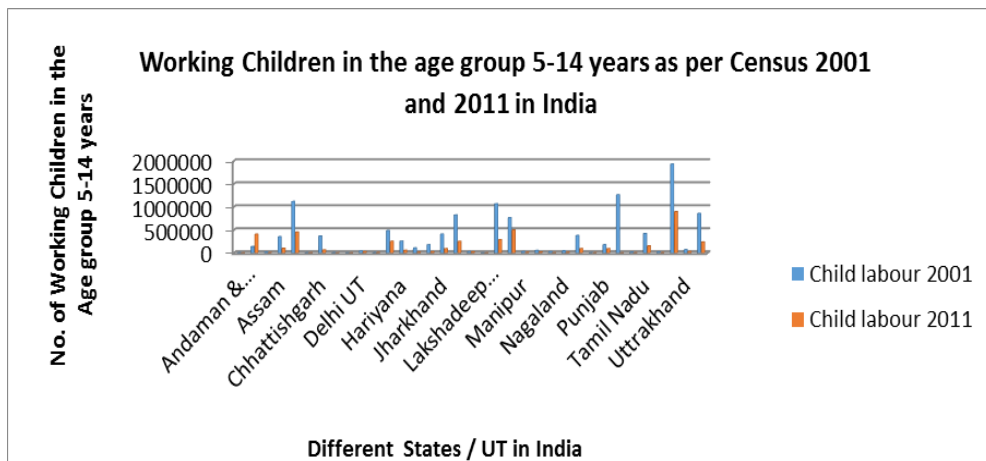
Source: Working Children Census 2001 and 2011

Figure-3 exhibits state-wise distribution of working children in the age group 5-14 years as per Census 2001and 2011. Among the Indian States, Goa estimated lower distribution of working children (4138) and Uttar Pradesh took into account of highest no. of working children having 19,27997 , followed by Andra Pradesh(13,63339),   Rajasthan(12,62570),Bihar(11,17500),   Madhya Pradesh(10,65259) and West Bengal(857087) respectively according to 2001 Census. Similarly, it was found lower distribution of working children for the same age group in Sikim (2704) as compared to the highest incidence of working children in the state of Uttar Pradresh(8,96301), followed by Maharashtra(496916), Bihar(451590), Arunachal Pradresh(404851) , Rajasthan(2523338) and West Bengal(234275) respectively. We can deduce from this diagram that state-wise no.of working children declined from 2001 Census to 2011 census and same result was found in the case of all India figure during the same period.

Figure-4: State-wise Literacy Rate as per Census 2001 and 2011 in India
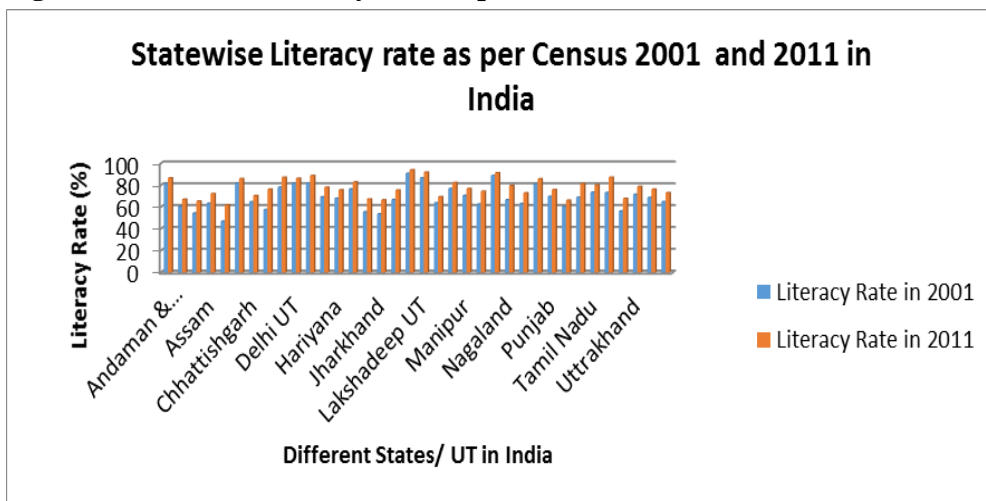
Source: Economic Survey 2013-14, office of the Registrar General, 2012, India

Figure -4 exhibits state -wise literacy rate as per Census 2001 and 2011 in India. Among the Indian states, Kerala estimated highest literacy rate (90.86 %), followed by Mizoram (88.80 %), Maharashtra (76.88 %) , Himachal Pradesh(76.48 %), Tamil Nadu (73.45%), Uttrakhand (71.62%),Gujarat(69.14%), West Bengal(68.64%) , Chhattisgarsh (64.66 %),Odisha (63.08 %), Rajasthan (60.41 %) and Uttar Pradesh (56. 27 %) as compared to lowest literacy rate in Bihar(47.0 %) followed by Jharkhand(53.52 %) and Arunachal Pradesh(54.34 %) in 2001. 2011 Census reported highest literacy in Kerala(94.0 %), followed by Mizoram(91. 3 %),Maharashtra(82.3 %),Himachal Pradesh(82.8 %), Tamil Nadu(80.1 %),

Uttrakhand(78.8%),Gujarat(78.0%),West Bengal(76.3%), Chhattisgarsh(70.3 %),Odisha(72.9 %),Rajasthan(66.1 %) and Uttar Pradesh(67.7%) as compared to lowest literacy rate in Bihar(61.8 %) followed by Jharkhand(66.4%) and Arunachal Pradesh(65.4 %) in 2011. Literacy rate in India was found 64.83 % in 2001 and 74.04 % in 2011 respectively.

Figure-5: State- wise Literacy Rate and Poverty Rate as per Census 2001 and RBI Report 2011 in India
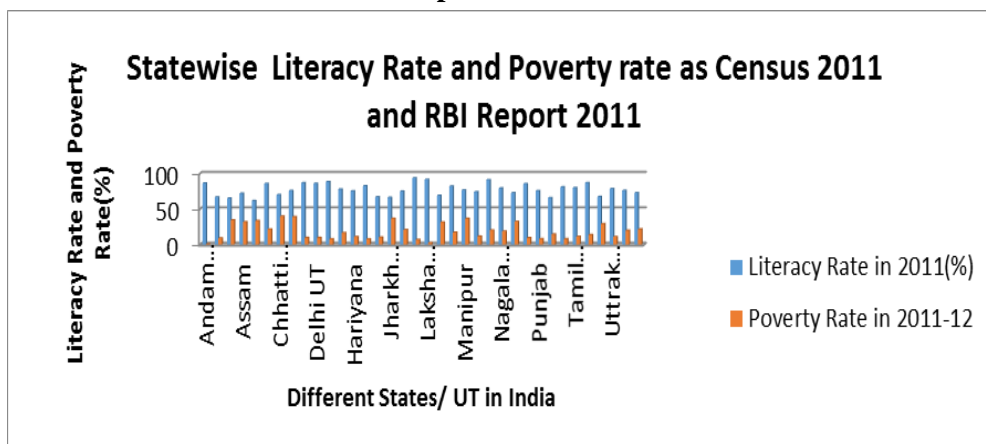
Source: Hand book of Statistics on Indian states: Reserve Bank of India 2016-17

Figure-5 shows state-wise literacy rate and poverty rate as census 2011 and RBI report 2011. It was found from the diagram that states having higher literacy rate produced lower no. child labour to some extent. 2011 Census measured higher literacy in Kerala(94.0 %), followed by Mizoram (91.3%), Maharashtra (82.3%), Himachal Pradesh (82.8%), Tamil Nadu (80.1%), Uttrakhand (78.8%), Gujarat (78.0%), West Bengal (76.3%), Chhattisgarsh (70.3 %), Odisha (72.9 %), Rajasthan (66.1 %) and Uttar Pradesh(67.7%) as compared to lower poverty rate in Kerala(7.05%) followed by Mizoram(20.40%) , Maharashtra(17.35%). Himachal Pradesh(8.06%), Tamil Nadu(11.28 %),Uttarkhand(11.26 %), Gujarat(16.63 %), West Bengal(19.98 %), Chattisgarsh(39.93 %), Odisha (32.59 %),,Rajasthan(14.71 %) and Uttar Pradesh(29.43 %).

Table-2: States with high incidence of child labour

States	Numbers(in Million)	Percentage
Uttar Pradesh	2.18	21.5
Bihar	1.09	10.7
Rajasthan	0.85	8.4
Maharashtra	0.73	7.2
Madhya Pradesh	0.70	6.9
total	5.55	54.7

Source: Census 2011

Table-2 shows that there are 10.1 million working children in the age group of 5-14 years according to Census 2011.Among Indian states, Uttar Pradesh, Bihar, Rajasthan, Maharashtra and Madhya Pradesh as states with high incidence of child labour in the age group (5-14) years constitute nearly 57 % of total working children in India.

Table-3: Distribution of working children by type of work in 2011

Area of Work	Percentage	Numbers(in Millions)
Cultivators	26.0	2.63
Agricultural Labourers	32.9	3.33
Household industry workers	5.2	0.52
Other Workers(Workers other than cultivators, agricultural labourers or workers in household industries	35.8	3.62

Source: Census-2011

Table -3 highlights the distribution of working children by type of work in 2011. Working children are engaged in every sector of economy like cultivations, agricultural labourers, household industry workers and other workers. Working children in India according to 2011 census are found as cultivators taking into consideration of 26.0 %, agricultural labourers (32.9%), household industry workers (5.2 %) and others works (35.8 %) respectively. Among the developing countries, India has the highest number of child labourers under the age of 14 years giving an account of 12.7 million and 1.01 million according to 2001 Census and 2011 Census respectively.

Figure-6: State-wise (EAG) Distribution of Working Children according to 2001-2011

State -wise (EAG) distribution of Working Children in the age group(5-14) years during 2001-2011
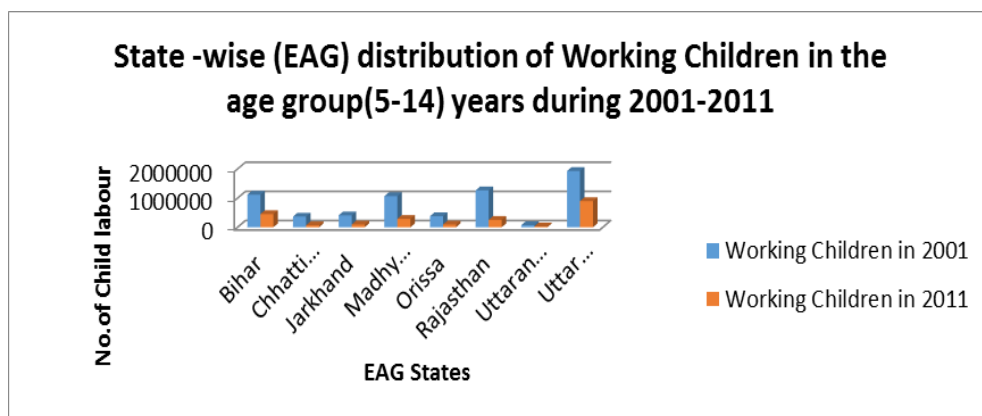
Source: Government of India, Ministry of Labour & Employment, 2015 and Working children, Census 2001 and 2011

Figure -6 shows distribution of working children during 2001-2011 in India, the eight socio-economically backward states of (i) Bihar, (ii) Chhattisgarh, (iii) Jharkhand, (iv) Madhya Pradesh, (v) Orissa, (vi) Rajasthan, (vii) Uttaranchal and (Viii) Uttar Pradesh referred to as the Empowered Action Group(EAG) states . The EAG states prevailed higher no. of child labour in 2011within the age group(5-14) years taking into account of Bihar(.45 million), Chhattisgarh(0.06 million),Jharkhand(0.09 Million),Madhya Pradesh(0.28 million), Orissa(0.09 Million), Uttaranchal(0.02 Million) and Uttar Pradesh(0.89 million). Child labour is exploitation of underage children in any form, forcing them to work illegally which harms them. Among the developing countries, India has the highest number of child labours approximately 12.7 million in 2001 and 10.1 million in 2011 respectively. So, Child labours in India declined to some extent during 2001 to 2011 due to expansion of education, higher literacy rate, reduction of poverty ratio and various programmes and protection taken by Govt. against child labours.

Table-4: Spearman's Correlation Coefficient among Poverty Rate, Child Labour and Literacy Rate (%) among Indian States according to Census 2011 and RBI Report 2011.

	PR	NCL	LR
PR Correlation Coefficient Sig(2-tailed N	1.00 36	.347* .038 36	-.589** .000 36
NCL	.347* .038 36	1.00 36	-.491** .002 36
LR	-.589** .000 36	-.491** .002 36	1.00 36

PR= Poverty Rate (%), CL= Child Labour, LR= Literacy Rate (%), ** Correlation is significant at the 0.01 level (2-tailed), *Correlation is significant at the 0.05 level (2-tailed).

Table-4 focuses that Spearman's Correlation Coefficient among Poverty Rate, Child Labour and Literacy Rate (%) among Indian States according to Census 2011 and RBI Report 2011. No. of Child labour is positively and significantly associated with poverty rate (.347*) but negatively and significantly correlated (-.491**) with literacy rate among the Indian states. The results also indicate that literacy is negatively and significantly associated (-.589 **) with poverty rate among India states during the same period. So, higher literacy rate attempts to reduce high incidence of poverty ratio and no. of working children within age group (5-14) years in India. Poverty is the prime reason compelling children to work at an early age. Child labours are drawn from the most socio-economically marginalised community's e.g minorities, scheduled castes (SCs) and Scheduled Tribes (STs). The low levels of education, skills and unemployment of adults taking into consideration of discrimination the children face in schools, force many children to work.

Important Schemes for well -being of children in India:

(1) Integrated Child Development Service Scheme ,(2) Integrated Child Protection Scheme, (3) National awards for child welfare, (4) National Child Awards for Exceptional Achievements, (5) Rajiv Gandhi Manav Seva Awards for service to children, (6) Balika Samriddhi Yajana, (7) Nutritional Programme For Adolescent Girls, (8) Early Childhood education for 3-6 age group children, (9) Welfare of working children in need of care and protection, (10) Child line services, (11)Rajiv

Gandhi National Creche scheme for children of working mothers , (12) UJJAWALA: A comprehensive Scheme for prevention of trafficking and Reuse, Rehabilitation and Re-integration of Victims of Trafficking and commercial sexual exploitation, (13) Sarva Shisha Abhiyan, (14) National and Rural Health Mission, (15) Rajiv Gandhi Scheme for empowerment of Adolescent Girls-SABALA, (16) Dhanalakshami- Conditional Cash Transfer for Girl Child with insurance cover, (18) National Commission for Protection of Child Rights(CSO, 2012)

Conclusion:

According to the 2013 edition of UNICEF's the state of the world's children, 12 % of children aged 5-14 in India are child workers. The percentage of children engaged in work activities decreases steadily with increasing education of parents (CSO, 2012).The National Policy on Child (1987) includes an action plan to solve the problem of child labour**.** Child labour is where children are deprived of their childhood because they are forced to work long hours for little or no money, deprived of education and in conditions harmful to their mental and physical development (ILO). If child labour will be banned and all children get proper education, world total income would be raised by nearly 22% over 20 years. The child labour (Protection and Regulation) Act of 1986 bans the employment of children up to age of 14 in hazardous occupations. The Supreme Court (1996) with a judgement directed the authorities to identify the working children and ensure their education in appropriate institutions. It also directed to render cooperation and rehabilitation to the children families. Major findings of the study may be highlighted as

  ➢ State-wise no. of working children in India declined from 2001 Census to 2011 census and same result was found in the case of all India figure during the same period.

  ➢ According to Census, 2011, India has 13. 59 %(16.45 Cr) of its population in the age group 0-6 years and 30.76 %(37.24 Cr) in the age group 0-14 years out of total population of 121.1 crore.

  ➢ In India there are 10.1 million working children between the age of 5-14 (Census, 2011)

  ➢ More than 42.7 million children in India are out of school(2011 Census)

  ➢ Census reports focused on a fluctuating trend in the number of child workers during the period from 1971 to 2011.

  ➢ In 2011, among the child workers, 75 % belonged to the age group 10-14 years as compared to 25% from the age group 5-9 years.

- ➢ Proportion of child workers (Males) exceeds the child workers (Females) for both the age groups.

- ➢ Among the Indian States, Goa estimated lower distribution of working children and Uttar Pradesh took into account of highest no. of working children in 2001 and 2011 respectively.

- ➢ 2011 Census reported highest literacy in Kerala(94.0 %), followed by Mizoram(91. 3 %),Maharashtra(82.3%),Himachal Pradesh(82.8%), Tamil Nadu(80.1%), Uttrakhand(78.8 %),Gujarat(78.0 %) , West Bengal(76.3 %) , Chhattisgarsh(70.3 %) and Odisha(72.9 %) as compared to lowest literacy rate in Bihar(61.8 %) followed by Jharkhand(66.4%) and Arunachal Pradesh(65.4 %) and Uttar Pradesh(67.7%) in 2011.

- ➢ Indian states having higher literacy rate produced lower no. child labour to some extent during 2001 -2011

- ➢ Among Indian states, Uttar Pradesh, Bihar, Rajasthan, Maharashtra and Madhya Pradesh showed high incidence of child labour in the age group (5-14) years and constituted nearly 54.22 % of total working children in India.

- ➢ Working children in India are engaged in every sector of economy like cultivations, agricultural labourers, household industry workers and other workers.

- ➢ Child labours in India declined to a large extent during 2001 to 2011 due to expansion of education, higher literacy rate, reduction of poverty ratio and various programmes and protection taken by Govt. against child labours.

- ➢ No. of Child labour is positively and significantly associated with poverty rate (.347*) but negatively and significantly correlated (-.491**) with literacy rate among the Indian states during 2001-2011

- ➢ Literacy is negatively and significantly associated (-.589 **) with poverty rate among India states during the same period.

- ➢ Higher literacy rate attempts to reduce high incidence of poverty ratio and no. of working children within age group (5-14) years in India.

- ➢ The low levels of education, income, skills and unemployment and lack of motivation of adults taking into consideration of discrimination the children face in schools, force many children to work.

- ➢ Banning child labour will help in boosting the economy of a country (ILO, 2006).

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DEMOCRATIC PATTERN AND DIGITAL CONDITION IN THE EDUCATION OF INDIA DURING THE NEW NORMAL FROM 2020

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ABSTRACT

Time is a big factor in the society and the social formations. The different components of a society are highly driven by the time. There is some positive and some negative things with the time. But the frame respects the social flow to make it complimentary. In this regard it will not be much wrong to say that the dimension of Education has also good relationship with time. It is felt in the new normal due to the Corona time that humans are making themselves much reluctant with the need of the time. They are making themselves according to the time. It can be better analysed with the Education pattern of this nation. From the historical age it has reliance upon the pattern of democracy in the Educational paradigm. Especially in the British period the Naturalistic way of Education by Rabindranath Tagore or the Nai Talim of Mahatma was the successful implementation of the democratic attitude. The students were in the central point of Education. It did help the complete living to be out from the control of the authorities of Educational institutions and the students could feel much attachment with the Education. Then this new time has again helped to realize the full way capacity of the mentioned and the Digital Education has clearly shown how the Democratic pattern can be enough effective. Here in this study this evolution will be discussed. It will clear a view to see the future of Indian Education by making it decentralized.

Keywords: Time, Social flow, Education, Democratic attitude

Introduction

"Education is not affair of 'telling' and being told, but an active and constructive process"

John Dewey

Society is a form of construction. It takes various things in it to be formed. From the very basic to the modernized various components can fulfil at the level of proper and formal. There are a lot of things which can be complimentary or supplementary to one another. Henceforth a dynamic force always prevails in the society which can make it more sound or tragic in appearance. With this phenomenon a society can take its own shape. Undoubtedly it is a never ending

process. It can never be subdued at the extent of suppressed. Humans have to follow them. The lives of individuals can be ignored under this great force. That can disrupt the opportunity and may make the living much complicated. Therefore the lives of humans have always tried to establish their own presence. Many revolutions have occurred with the aim of self establishing. From those learning has been made by the great thinkers to make the societies people motivated. The people should take the decisions and make destiny accordingly as per their thought. It is the ground theory of democracy according to which the newer time has been started its journey. People are trying to be happy with the democracy. It is well adjusted now with loopholes. People have chosen the democracy in their lives.

Education as a social component could not keep itself aloof from the democracy. Education rather has a need to make the people wish as truth. For this purpose it has to keep the democratic principles of Education in it. The basic of democracy like - for the people, of the people and by the people has somehow been changed with Education and now it has become very similar to as - for the pupil, of the pupil and by the pupil. The students have become the part and parcel of the modern Education. Many scholars and thinkers have thought in this direction. The traditional curriculums where teachers were the main have been started to obsolete. The society has happily agreed to it. It has become the need of the time to value the students for imparting education. The Educational bodies are thinking to be innovative in this direction. In India also this trend can be seen. Education in this nation is in the hands of the governmental authorities as from the time of independence the governing has tried to control and manipulate the entire social development.

From this point of view, it can be said that the Educational paradigm has driven with the principles of democracy and that force has got its guideline from the government. For last around seventy years this was the reality. That reality had become the natural setting for being educated in India. The students and teachers were trying to be coping up with the situation. It was good but the democratic principles were not somehow properly followed. For that reason the complete benefit was not achievable by the people. The people were making the pupils comfortable with the persisting situation but the growth possibility was limited. They were not free to choose the courses which could enrich their minds in scientific way. In last few years the Online Education has given much importance in this dimension where various methods of Education have been used to provide some short time courses. The students have been much interested with those. Now the

Corona time has helped the situation much to make many new ideas with those courses which are designed during the course of time.

The study is trying to analyse the overall said. It will make the understanding about the future for a better look forward with which the journey towards the democratic Education will be possible. It will make the students more open minded towards learning.

Objectives

The study has tried to see about the democratic nature of Education in India. It is much important and needed step for full way felicitation of the students with which they can make any profound understanding upon the Education. The digital paradigm of the Education has made it much compulsory for the policy making authorities to make more broaden ways of Education imparting to the students. The Corona time has worked much upon the democratic nature of Education in which the people could make their minds for accepting the newer kinds of Educational transformations. The basic things which the study would see have mentioned below.

➢ If the democratic pattern of Education has really been helpful for the Indian students.

➢ If the democratic pattern of Education has really been accepted by the Indian Education.

➢ To see about the loopholes in the democratic pattern in the line of Indian Educational scenario.

➢ It will try to see if the digital innovation can be helpful for the democratic nature orientation in Indian Education.

➢ If there is any real connection between the new normal with democratic Education from the digital education perspective.

This study helps in the line of Educational policy perspective. The democratic pattern of Education will be much helpful for the students to learn various things for broaden their minds. The digital mode of Education should be helpful further to be connected in the macro level of Educational extension to the students of today for offering the best possible development of them. It will be an opportunity for the students as can be examined in this article if the digital mode can really be useful for the democratic pattern of teaching and learning.

Study Need

The modernised world has made a belief that the democratic principles are good and everywhere the governance should be with the democracy. It is a situation

when democracy is one of the most used words for understanding the lives of the people. This democracy consideration is of the academic interest in further. It has been chosen not only in the political studies but also it has high level of connection with the other considerations from different branches. The Educational considerations are also attached with the democratic line of approach. The students can make their minds to study upon their chosen fields. It is giving the scenario a boost up by making the students in the front line. It is much helpful for the students as they can decide about their course of learning. It is fine though have some problems. It can be much effective with the new generation students as the world is short now. In this situation the digital Education has been presented to them. Many courses which are mainly short can be given upon the web based platforms with which the students can aspire for more extensive knowledge on their chosen fields. It can be of more intensive in nature and that much will definitely be helpful for the democratic Education at a greater level. It will be an eye opener in the Educational policy making for further time. Now it has to check with the overall possibility about the complete connection between the democratic Education and digital principality for going towards a better future. In this study the present situation will be analysed and explained to see how much the effect can be observable to see about the future going. It will be helpful for making the future policies when the democratic principles of education will be more important in the new normal culture.

Study Limitation

Education is a never ending process but the formal nature in it is much particularistic to make the difference with the learning from the lives. It can be of due importance to see the democratic nature in Education as it can be much helpful to see the commoners' living. The students are living in the time of worldwide democracy where opinion making is a regular practice. Hence if they get a chance of opinion making with their studies then that will be of benefit. It can come from several ways but in this study the digital Education has only been mentioned. The digital Education is a good way out for the learning but that is not the single point of approach with which the modern pupils live. It can be of difference in aptitude of them, the people of this time are accepting their students as minds of fresh as because of the newer aspects are being presented to them. In this case an empirical study could make the research understanding more practical with its basic motivation of this study. But that has not also been considered with this study. No perspectives from the students have been collected in the form of realistic data in this study. In these two points it can be said that the study could be more justified

and impactful. The study has rather drawn with a review process to focus upon the democratic Education from the line of digitization. It can be said here that the study has jumped into some facts which are known but more exploration has been done. In this study it is a process of descriptive method which has been accepted. Due to absence of any statistical analysis   it cannot be said how importance these factors are. So in total these are the drawbacks in this study.

Methodology

The study has used a basic review procedure to fulfil the need for establishing a connection between the democratic patterns of Education alongside the digital Education. This trend of Online courses can be helpful for both of these. It is to make here a scientific delivery about the possible connection. It will be helpful for knowing the future from the perspective of the present. It is much needed to see in the time of new normal when the cultural aspect is about to complete change. It can be helpful for understanding the governmental policy design from the lens of previously done works or researches. It is to see if there is any trace of failure of governmental role in this connection. It will be considering various thoughts in this connection by enlightened scholars who have shown about the condition with their mature works. This study will be of great help in this connection to keep a due note upon the completeness of the realised facts. This study will see the overall Indian scenario without breaking into states. It is hopeful here that this study can make a complete search respective to the Educational mosaic.

Discussion

"Democracy cannot succeed unless those who express their choices are prepared choose wisely. The real safeguard of democracy, therefore, is education."

Franklin D. Roosevelt

Education has a great expectancy in it to be much scientific to impart a habit of becoming a mature person who can make own decision. In the time of globalization when humans have a lot of choices then it is required choose a relatively perfect. Education, the only social component can have that much capacity in itself. It can make the minds adaptable with the new changes and make the humans a lifelong learner who can modify thoughts as per the timely need. In this study this basic understanding will be explained to see how the digital set of educational items can help the practice. It is known to all that the new normal time has come in the vicinity with its new approaches which can be an enlightening issue in this relation.

❖ Defining democracy in Education

Any human society lives on some principles and those principles help the overall connection of all the social components. Till the 20th Century the Educational field was not much related to the democracy and the book John Dewey namely *Democracy and Education* was translated in almost all European languages but did not make any deep impression in the society (Oelkers 2000). It can say a point that society was not able to provide any good suggestion in the line of Education to be attached with the democratic pattern. Cook and Westheimer (2006) have further said about the need of democracy in the Education as it helps to make people much democratic in the mindset which is artificial otherwise. It is a set of guidelines with which the pupils can understand to live democratically in the society of this modern time. Hence the democracy and Education are complimentary to each other. The needs of these two have been felt now so a mix up should help the each other. Milligan in a long back of 1943 has defined democracy as not the majority vote simply but also it has high connection with the expression which is possible if people can take educated decisions. It is a simply a state when humans can understand them at a better manner. It is only possible with Education when all can broaden their mindset at the extent of self - realization to decide about the governance in a nation to further formulate a better condition of being educating by reflecting the common need of the commoners. Zulu (2001) has said in further to this connection by saying Education is nothing but the pre condition of the democracy itself. So it can be said that in a feasible Education democracy is mentioned in the basic frame. The pupils should visualise them as the important source of future decision makers in a nation when their participation will be the democracy. It is now easy to understand that it is not individualistic to consider them rather they are interring mingled.

❖ Democratic Education in India

Jha (2005) has said about the aided and unaided schools where it has been pointed out that in the unaided schools the students from affluent families can get higher chance of getting attention. In Indian democracy the class division is primarily prevalent among the students also. In this perspective, a work by Widmalm (2020) is quite meaningful to draw a specific a view based on the case of Jammu & Kashmir that says the Indian Education is still not ready to draw any significant role with the democratic condition. It may be the political or economical reasons that Education has not made its role as big as those are to shape the living of humans. It is therefore a risky connection in between the two but it can also be assured that if Education increases then only the public can take a learned decision.

Ramachandran (2009) has examined the concept of John Dewey in the line of positive correlation between Democracy and Education from the Indian aspect. In this specific work it has further been elaborated with the inequalities which have suppressed the possible role of Education.

❖ Digital pattern of democratic Education in India

The present age is of technologies and the technical help for the Education is always digit oriented. The system of being 'ONLINE' is prevalent now which has formative connection with the Computers. Xie (2016) has pointed out the Universal Design for Learning as an important source of digital nature of Education imparting. The present day Education is getting help from this backdrop. Gupta (2006) has shown an exemplifying condition in contrast between USA and India where in India the common people's Education has got a tremendous magnificent difference when the Cast based reservation has taken the place of elitist. In this condition also like as persisting in India, the condition of digital Education be a good help as there is no reservation and quality Education has been assured for all. Anthony and Padmanabhan (2014) have suggested about the Rawlsian theory by John Rawl on justice by said about the equal opportunity for all. In this way it can be seen that only with the digital Education a justified living can be assured which is a goal of the democracy in every nation. The students who can get a situation when the Education will be equal to all then the marginality of learning will be reduced. This reduction will be helpful for the democratization of the overall situation.

❖ Impact of new normal on the digitization of the democratic Education

A great job has been possible now in the time of the novel Corona virus when even in the rural places the government of India has been compelled to start with the technological provision of Education. Menon and Unni (2020) have said that the face to face interaction is possible with the help of internet only. The students are now dependent on the synchronous method of Education. They can get the lessons as per their comfort ability. Dunleavy, Margetts, Bastow and Tinkler (2005) have advised to be able to relate with the digital age governance as because the new public order asks it. In this time of the COVID 19 this situation has further improvised about to make the people much digital oriented and for this purpose the system requires those who have experience over the digital system. To fulfil this need the students must be learned about the working in the digital system. Dutta (2020) has told already 10 million minutes have gone wasted in during March to May only in 2020 so it is unrecoverable. In this time the universities should come forward for offering free Education or Education at a nominal cost for the large

number of students in the nation who are otherwise not able to complete their syllabus by their own. So the time is telling to be digitally educated when the students can avail downloaded classes as well so this is the time to be adjusted with the democratic governance understanding by following the daily basis Education. Srivastava, Singh and Singh (2020) have suggested seeing the Education of this time as multi dimensional so the democratic principles have been followed automatically.

Conclusion

The modern Educational pattern is much scientific and prompt to issue the helps for different kinds of students as per their capability and level of maturity. Education has become an issue of social development by keeping the students in the central point. It is much systematic to promote the interest of the society at the deepest level of the timely need. In this perspective the Education has to consider the democratic principles in it. The democratic countries have accepted this motivation for making the curriculum and teaching the pupils to make a good society.

The Education in India is always getting a good level of social attachment. People are always motivated to learn. The various kinds of learning are present in the national set up. The Educational nature of the Indian atmosphere has given the educated persons a higher social position. The persons are trying to establish them at the extent of the spirituality as well. The democratic strategy of governance henceforth has helped further to be democratic Education. Some problems are making the situation tougher for the proper implementation of the democracy in this extent.

In this time of corona this pattern has now been analysed and examined. It has been understood that Education should be free and compulsory. The students have to learn even in this critical phase but as per their choice. In this purpose the digital kind of Educational progress can be seen now. The students are able to learn by using the Internet facility by staying at home. The pupils themselves can decide what to learn and what will be the extent. They can now learn as per their need and choice rather being confined in some systematic as well as fixed nomenclature. This feeling of them is making the Education democratized. It is a hope in this paper that this will be more intensive in the upcoming time when the National Education Policy will be started. The self dependency of learning will be helpful for the students further in that time and the digital Education will be democratic enough.

Way Forward

The democratic Education has been mingled with the digitalization. Especially in the Corona time it is highly important to see the students' mental health to use their utmost potentiality. The students should get free and formative Education now. It will be as per their choice and need so they start to think about their Education at the very first and then different views of them will be taken to formulate academic curriculum. In this purpose the government of India is really effective with the different plans and programs alongside the new nationwide policy for promoting the Education. It is going good but something more can be done in this regard. The overall scenario can be boost up with the guidelines as this study can suggest:

- Mature minds

It is indeed possible to treat a student like a mature person in the democratic set up. It will be helpful for the students as they will start to value them. Their opinions will be responsible enough. They will try to adjust with the traditional thoughts by creating their own.

- Regular guidance

The students who will treat as firm and free must be guided as well. They will not be told what to study but they will be guided to take right ways in their lives when the exterior environment may sometimes create disturbance in their thought. They will be motivated and they will follow the manner which can keep them on track.

- Treat well

The students should be treated well by the faculties of their academic interests. They will be cared and treated with good heart. Their effort will be honoured. They will not be getting any wrong attitude even after their mistakes. They will get a good treatment in a way of comprehensive development.

- Open up in Education

The Education should be given a position to the students for making their own proper choices. It should not be that they will take arbitrary decision rather they will have complete exposure before making any kind of decision in this regard. They will know the positive as well as the negative portions of the academia.

- Cooperative learning

The students will be cooperative to each other. A student will discuss his / her idea on studying with the. In this way the decisions will be full proof and

knowledge should be limited to a single student. The innovativeness of the students will be meaningfully increased. They will understand the value of unity in the line of Education. It will make them much comfortable with their decisions in this way.

- ▪ Ensure digital aptitude

The students should get digital aptitude in their study. They will be using their cognitive capacity to decide the righteous decision for their career. They can use the internet based sources of Education for their decision taking in the case of democratic view making for the purposeful Education.

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EDUCATION AND WOMEN EMPOWERMENT: AN OVERVIEW

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ABSTRACT

Education is the key to women's empower. It is the key factor of success. Women are integral part of the state. It was from the lips and laps of the women that the next generation would be educated in India are facing various problems. Modernization has done little to improve that status of women in India. Education also makes a human good, useful and productive citizen of her society. Women education actually carry a comprehensive change in the society.

Key Words : Empowerment, Quality, Development.

Introduction :

Education is a milestone of women empowerment because it enables them to respond to challenges to confront their traditional and change their life. With an education women are able to live their dreams by pursuing their own goals and values. It is the process that creates power individuals over their own lives, society and in their communities. It includes the action of raising the status of women through education raising awareness, literacy and training. Women's empowerment is all about equipping and allowing women to make life-determining decision. Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process. According to Swami Vivekananda – "There is no chance for the welfare of the world unless the condition of women is improved. It is not possible for a bird to fly on only one wing".

If one takes in the Indian context as Gandhiji said, "India is to be found in the villages, where education of the future generation begins. Gandhiji believed that, it was from the lips and laps of the women that the next generation would be educated".

Women are integral part of the society. So, they are equal partners of the society and have right to full development as men. In India, women have always been a victim of honour killings. They have been benefit of basic rights for proper education and freedom for years. In this male dominated and patriarchal society, they face violence, abuse and other ill-treatment. Pandit Jawaharlal Nehru had said

that to awaken the people, first awaken the women need to be awakened, because once a woman has been awakened then the whole nation and family gets awakened with her. Education on the one hand has to give qualitative aspect that is drawing out best in the women's mind, body and soul and on the other hand, it has the responsibility of giving qualitative education.

Objectives of the Study:

    i)   To find out the status of women in the society.

    ii) To discuss the spread of women education.

    iii) To find out the cause of backwardness of women in education.

    iv) To establish the historical perspective of woman education.

    v)   To point out the remedies of backwardness of women in education.

    vi) Impact of women education in the society.

Discussion of the Study:

Behind every successful man there is a woman but who is behind a successful woman! It is herself Napoleon said, "Give one good mother and I will give you a good nation". Education will help women to empower through the knowledge of science and technology to face the challenges of today's technological age. Now in the 21st century when women are coming out in each field empowering them is truly essential by 2020. India is poised to be superpower developed country and hence we can not ignore the importance of women education in reference to women empowerment. Education not only educates a women but enables her to take decisions and accept responsibilities at her home and outer world. It helps a women to understand her rights to equal treatment like a man in the society of this nation. History has proven that "If you educated a man, you educated an individual, but if you educate a woman, you educate a nation".

Increase of Literacy Rate

Year	Total	Male	Female
1951	18.33	27.16	8.86
1961	28.30	40.40	15.35
1971	34.45	45.96	21.97
1981	43.57	56.38	29.76
1991	52.21	64.13	39.29
2001	64.84	75.26	53.67
2011	74.04	76.02	65.46
West Bengal	68.64	77.02	59.61
2020	81.30	82.37	73.69

Women in India are facing various problems. These problems encircle their lives, their livelihood, their relationship with elders, their husbands and their colleagues. The disparities between boys and girls began when they were born. The most common form of disparities in the India and as in most of the pre-industrial societies is male-female inequalities wherein female was assigned a place in the home to bear children, look after her husband and otherwise drudge or the household.

Modernisation has done little to improve the status of women in third world country. There has been a wide discrepancy in the enrolment of boys and girls giving way to wastage and stagnation. The factors responsible for this slow growth may be accounted to the following :

   i)   The location of the school is so far from the house in the rural areas.

   ii)   Secondly, the more literacy is there among mothers, the less chance their daughters have in receiving education.

   iii)   Thirdly, the economic aspect, wherein to send the children to school, even when it is free, means an addition of extra burden to family budget and the absence of the children who are at school means a prolonged loss of income.

   iv)   Fourthly, in point of fact, the syllabi in the lower primary classes are generally identical for both sexes.

   v)   Next, marriage is a vital obstacle for slow growth of women education. The girls of the age of 15 to 17 leave schools to get married.

   vi)   The vocational guidance is not provided equally among girls and boys. Thus bringing down the drop out rate.

These are some of the major factors which contribute to be slow growth of women education.

Benefits of Women Empowerment :

i)   They are able to lead their lives with dignity and freedom.

ii)   It adds to their self-esteem and self-confidence.

iii)   It gives them a distinct identity of their own.

iv)   They are able to gain respectable positions in society.

v)   As they are financially independent they are able to spend on all their needs.

vi)   They are able to make meaningful contributions to the well-being of society.

vii)   They act as capable citizens to contribute to the Gross Domestic Product

(GDP) growth of the country.

viii) Country's resources are fairly and equally accessible to them.

ix) Women can not enjoy security and protection in life if they are not empowered.

x) It provides legal protection for women.

The NPE (1986) and programme of Action for 1992 on women empowerment also advocated that education can be an effective tool for women empowerment with the following parameters :

i) Enhance self-confidence of women.

ii) Building a positive image of women by recognising their contribution to the society, polity and economy.

iii) Developing ability to think critically.

iv) Fostering decision making.

v) Ensuring equal participation and development processes.

vi) Enable to make choices in areas like education, employment and health.

vii) Providing information, knowledge and skill for economic independence.

viii) Enhancing areas to legal literacy and information relating to their right and entitlements in society with a view to enhancing their participation on an equal footing in all areas.

Specific Laws for Women Empowerment in India :

1. The Equal Remuneration Act, 1976.

2. The Dowry Prohibition Act, 1961.

3. The Immoral Traffic (Prevention) Act, 1956.

4. The Maternity Benefit Act, 1961.

5. The Medical Termination of Pregnancy Act, 1971.

6. The Commission of Sati (Prevention) Act, 1981.

7. The Prohibition of Child Marriage Act, 2006.

8. The Pre-conception and Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1964.

9. The Sexual Harassment of Women at Work Place (Prevention, Protection Act, 2013).

The Specific Provision of Indian Constitution for Women Education :

Article 15(1) states "The state shall not discriminate against any citizen or grounds only of religion, race, caste, sex, place of birth or any of them".

Article 16(1) states : "There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state".

Article 39(a) states : "The citizen men and women equally have the right to an adequate means of livelihood".

State Responsibility for Popularisation of Girl's Education :

i)   School improvement conferences should be arranged in every year.

ii)   Free education.

iii)   School in all areas.

iv)   More attractive school work.

v)   Appointment of women teacher.

vi)   Preference to women in rural areas in admission.

vii)   Improvement in inspection.

viii)   More central bodies assistance.

ix)   More responsibilities on the local bodies.

x)   Flexibility of school hours.

All nation have attained greatness by paying proper respect to the women. That country and that nation which does not respect the women have never become great, nor will ever be in future. Empowerment of women is essential for the overall development of the nation or world.

Studies have found that if every girl completed 12 years of education, child marriage would drop by 64% and health complications from early pregnancy, like early births and child deaths would drop by 59% and 49 respectively. The united nations found that as girls reach secondary school their enrollment rates decline significantly.

I believe a women is a most powerful creature in this living earth. Not only she compromises her family, but in the time of need, she tends to have such energy to make things go in a right way whether the cost to it is they themselves! The aim of women empowerment is providing strength to them.

There are differences by external equality measures : Women are simply better at teaching, men are simply physically stronger Vivekananda view that our Indian women are as capable of doing it as any work in the world. It is only in the

homes of educated and pious mothers that great men are born. By raising the women, their children will by their noble actions glorify the name of the country.

Conclusion :

In spite of various problems in the lives of women, they are half of the society. So society can not progress only by the men, it depends upon men and women both. That is why every woman should be educated. One can find that there are so many plans and programmes taken by Indian government for the growth of women education. But it is true that women education does not progress effectively. Women education programmes should be taken by al the countrymen, voluntary agencies, research agencies, different employers, employees and Indian educationist for social leveling and empowerment of women.

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CULTURAL HERITAGE OF INDIA AND TOURISM: A REVIEW

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ABSTRACT

A country as diverse as India is symbolized by the plurality of its culture and heritage. India has 36 UNESCO listed World heritage sites. The charming monuments and heritage sites in the country stand apart mutely today to paraphrase their story of delight, grief, bravery and sacrifice before visitors. Leisure industry is the world's formidable and most multifarious perseverance. Many nations depend on this vivacious industry as primary fountain for generating revenues, employment, private sector amplification and infrastructure development. The Indian Government has recognized tourism as major engine of economic growth. Tourism increases the levels of human experience, recognition, and achievements in many areas of learning, research and artistic activity. Cultural tourism uses the cultural or heritage assets of a destination. It empowers the traveler to learn about the epic, history, ancestry, heritage and lifestyles of others and "has a positive economic and social impact". The present study explores various cultural heritages attractions for tourism importance in India and signifies the impact of tourism.

Keywords: Tourism, Cultural Heritage, Economic Impact, Socio-cultural Impact, World Heritage

INTRODUCTION

India is the 7th largest country of the world in area and the 2nd largest populated country having 28 states and 8 union territories with different cultures and civilizations. It possesses world's longest continuous civilization since the period of apes to latest cyber age. It has a such type of physiological setup (geographical features and climatic conditions) which is suitable for growth of various races-caste & creeds [1]. Culture and Civilization are used synonymously but there is a significant difference between the two words. Culture connotes the beliefs, arts, mores, values, food habits, traditions, customs, religious beliefs and various behavioral traits needed to survive in a specified geographical environment. While, civilization represents the level of materialistic, intellectual and scientific achievements which the people of a given culture have acquired [2].

In India, there is astonishing cultural diversity throughout the country. India is the birth place of the most ancient civilizations, including four major world religions, Hinduism, Buddhism, Jainism and Sikhism and thousands of distinct and unique cultures of all religions and communities present in India [3]. It has very amusing cultural traditions. Its rich culture is reflected in the forms of its philosophy, religion, rites-rituals, festivals, languages, literature, art-architecture, music, dance etc.

Somewhere culture is very simply defined as "it is the way we live, it is the clothes which we wear, the food which we eat, the language which we speak, the stories which we tell and the ways we celebrate or express to each other"; also it is a way we show our imagination by tradition which we have learnt from our ancestors. It includes arts, music, and literature [4].

In India, the South, North, and Northeast have their own distinct cultures and almost every state has carved out its own cultural niche. Indian culture is a composite mixture of changeable styles and influences [5]. The ancient past of India has ensured that the present and subsequent generations have abundant of historical and cultural inheritances to be proud of. The charming monuments and heritage sites in the country stand apart mutely today to paraphrase their story of delight, grief, bravery and sacrifice before visitors [6].

India has splendid vastness and glorious richness in cultural heritage. Cultural heritage passed down to us from our parentages must be preserved for the benefit of all. In an aeon of globalization, cultural heritage facilitates us to remember our cultural multifariousness, and its understanding broadens mutual respect, reverence and renewed dialogue amongst different cultures. "Cultural Heritage," the heritage doesn't consist of money or property, but of culture, values and traditions. Cultural heritage implies a shared bond, our belonging to a community. It represents our history and our identity; our bond to the past, to our present, and the future. UNESCO defines cultural heritage as "**Cultural heritage** is the legacy of physical artefacts and intangible attributes of a group or society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations" [7].

INTANGIBLE AND TANGIBLE CULTURAL HERITAGE

Cultural heritage often brings to mind artifacts (paintings, drawings, prints, mosaics, and sculptures), historical monuments and buildings, as well as archaeological sites [5]. Conceptually, cultural heritage is wider and has gradually grown to include all evidence of human creativity and expression: such as photographs, documents,

books and manuscripts, and instruments, etc. either as personal objects or as collections. Today, townships, underwater heritage, and the natural habitat are also considered part of cultural heritage since communities identify themselves with the natural landscape.

Moreover, cultural heritage is not only limited to material objects that we can see and touch. It also consists of immaterial elements: traditions, oral history, performing arts, social practices, traditional craftsmanship, representations, rituals, knowledge and skills transmitted from generation to generation within a community [8].

Intangible heritage therefore includes a dizzying array of traditions, music and dances such as tango and flamenco, holy processions, carnivals, falconry, Viennese coffee house culture, the Azerbaijani carpet and its weaving traditions, Chinese shadow puppetry, the Mediterranean diet, Vedic Chanting, Kabuki theatre, the polyphonic singing of the Aka of Central Africa (to name a few examples) [8].

TOURISM IN INDIA

"Tourism is more than seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living"- Miriam Beard (American historian, archivist and educationist). The World Tourism Organization defines tourists as people who "travel to and stay in places outside their usual environment for more than twenty four (24) hours and not more than one consecutive year for leisure, business and other purposes not related to the exercise of an activity remunerated from within the place visited [9]. Tourism is also described as an 'Industry', often termed as a smokeless industry or an industry without the chimneys. As an industry it is a global phenomenon. Tourism is viewed as an environment friendly way to revitalize distressed rural communities and economies [10]. It is a business particularly suited for part-time and seasonal employment and thus encourages first time entrants and women in the labour force. The development of tourism activities all over the world for appreciating natural beauty, historical cities, different societies, interesting local traditions, and archaeological remains has led to the development of opportunities for interaction between the past and the present [11]. As Goeldner and Ritchie marks out "International travel involves the interchange of acquaintance, concepts, thoughts and ideas, which is a upstanding objective [12]. World Travel and Tourism Council (WTTC) has identified tourism as an engine for economic progress, keeping in view its profound contribution to the world economy which has almost doubled from the 1990s. Besides employment generation, tourism sector has played a pivotal role in poverty alleviation and sustainable human development. As a

development discretion, cultural tourism "has a positive economic and social impact, it substantiate and invigorates identity, it facilitates build image, it assists preserve the cultural and historical heritage, with culture as an instrument it facilitates harmony and understanding betwixt and between people, it supports culture and helps renew tourism" [13]. It has emanated as a key tract of the world economy; has become a major force in global trade. Its development is encouraged particularly among developing countries around the world. World Tourism Organization statistics indicates that the tourism industry will continue to grow from strength to strength. Tourism destinations are probably one of the most difficult 'products' to Market. Consumer trends in tourism are gradually changing. Depending upon type of tourist a variety is seen in tourism industry. People with less time for leisure are likely to take more frequent but shorter trips nearer home, opening up opportunities for 'neighboring country' tourism. The experienced traveler wants authentic, off –the-beaten-track vacations in remote and less well-known places as against luxurious five-star vacations, leading to an interest in rural and ethnic tourism. The increase in the number of people with lots of money but little leisure time has resulted in a growing emphasis on rest and relaxation, and 'wellness' and 'health' holidays. The elderly population in key tourism-generating markets has shown a preference for cultural tourism against sun and sand vacations. "Culture is the widening of the mind and of the spirit" – Jawaharlal Nehru [14]. Tourism involves cultural exchanges and results in cultural enrichment of those who travel as well as those at the receiving end. Cultural factors attract tourists to destinations- architecture, sculpture, painting, historical monuments and birthplaces of famous people- are often visited by tourists.

CULTURAL TOURISM IN INDIA

Cultural tourism uses the cultural or heritage assets of a destination; its performance is guided by the same principles that drive any other form of tourism. To augment accessibility, cultural institutions require accommodating to meet visitor's needs, sometimes providing multilingual guides and signages. Tripper can then more easily designate the purposeful activities that will harmonize their interests and empowers the traveler to learn about the epic, history, ancestry, heritage and lifestyles of others. Many nations depend on this vivacious industry as primary fountain for generating revenues, employment, private sector amplification and infrastructure development [15]. Culture is tourism's main attraction – without culture to make the difference, every place would seem bluntly the same. World Heritage Sites are nothing but cultural sites, such as the Pyramids in Egypt, the Tower of London, the Great Wall of China, the Taj Mahal etc. From time immemorial, India has been

considered to be a land with rich cultural heritage. Centuries after centuries, this country has seen rulers like Rajputs, Moughals, English and Portuguese. Besides, various religions also flourished at different times in this country like Buddhism, Jainism etc. All these factors have played their role in making an impact on the culture of this country. One can find the traces of different cultures in Music, dance, architecture, festivities, languages spoken, traditional beliefs and customs, food and many more like these. It is the development in these aspects of life that makes the heritage of India one of the most vibrant and most exhaustive. According to the International Council for cultural and historical monuments "The cultural and cultural-cognitive tourism actually is the form of tourism, which focuses on the cultural environment, which in turn may include cultural and historical sights of a destination or cultural-historical heritage, values and lifestyle of the local population, arts, crafts, traditions and customs of the local population. Furthermore, cultural and cognitive routes may include a visit or participation in cultural activities and events, visit museums, concerts, exhibitions, galleries, etc. [16]. The focus of cultural tourism is on culture, art, literature, history and architecture of a country.

CULTURAL ATTARACTIONS IN INDIA

History and Archaeology: Monuments are the backdrop of the world's largest democracy and a slice of India's history in which numerous civilizations flourished. The historical places (exquisite architecture and the intricate embellishments) and beautiful monuments spread across India are a delight for any traveler and represent one of the most prominent facets of the multi-faceted India. Indian architecture is a rich amalgam of various architectural styles, wherein the influences of various regions and dynasties, find due expression. With the Islamic style concentrating only on monuments and the Hindu style being more religious, thematically, Indian architecture, is indeed, a celebration of the creativity of the unsung artisans who dedicated their lives to bring to life such wondrous pieces of enviable beauty [12]. An architectural feat in itself, each monument is a strikingly splendid specimen of incredible artistry, shrouding a sense of mystery, intrigue and romance. India boasts of a myriad of architectural delights such as the unparalleled Taj Mahal, one of the seven wonders of the world; the red stone splendor, the imposing Red Fort; the magnificence of temple art of Khajuraho, Konark and Hampi, the temples of Southern India, the Jain temples and the Buddhist monasteries, to name a few therein is evident the master craftsmanship and elegance, that brings to the fore the grandeur of the bygone era,. The following are the UNESCO listed world heritage sites of India [17].

- Agra Fort (1983)
- Ajanta Caves (1983)
- Archaeological Site of Nalanda *Mahavihara* (Nalanda University) Bihar (2016)
- Buddhist Monuments at Sanchi (1989)
- Champaner-Pavagadh Archaeological Park (2004)
- Chhatrapati Shivaji Terminus (formerly Victoria Terminus) (2004)
- Churches and Convents of Goa (1986)
- Elephanta Caves (1987)
- Ellora Caves (1983)
- Fatehpur Sikri (1986)
- Great Living Chola Temples (1987, 2004)
- Group of Monuments at Hampi (1986)
- Group of Monuments at Mahabalipuram (1984)
- Group of Monuments at Pattadakal (1987)
- Hill Forts of Rajasthan (2013)
- Historic City of Ahmadabad (2017)
- Humayun's Tomb, Delhi (1993)
- Khajuraho Group of Monuments (1986)
- Mahabodhi Temple Complex at Bodh Gaya (2002)
- Mountain Railways of India (1999,2005,2008)
- Qutb Minar and its Monuments, Delhi (1993)
- Rani-ki-Vav (the Queen's Stepwell) at Patan, Gujarat (2014)
- Red Fort Complex (2007)
- Rock Shelters of Bhimbetka (2003)
- Sun Temple, Konârak (1984)
- Taj Mahal (1983)
- The Architectural Work of Le Corbusier, an Outstanding Contribution to the Modern Movement (2016)
- The Jantar Mantar, Jaipur (2010)

SOME PROMINENT INDIAN HISTORICAL-CULTURAL HERITAGE

Taj Mahal: An ivory-white marble mausoleum, Taj Mahal (figure-1) in Agra is

regarded as a symbol of love and commitment. It houses the tomb of Mumtaz Mahal, the wife of the Mughal Emperor Shah Jahan. It is said that the Emperor loved his wife dearly and after her death decided to build the Taj Mahal to remind the world of their eternal love. The stunning monument today stands as a proof of love and devotion of a husband towards his wife. Taj Mahal is located in Agra, a city in the state of Uttar

Figure 1: The Taj Mahal

Pradesh, in India. Built in 1648 AD, today, Taj Mahal attracts seven to eight million annual visitors.

Hampi: Hampi (figure-2), a temple town in Karnataka, is a fascinating spot. This

UNESCO World Heritage Site is an exemplary historical place in India. Hampi, a backpacker's delight, has 500 ancient monuments, beautiful temples, bustling street markets, bastions, treasury building and captivating remains of Vijayanagar Empire. From the elephant stables to the massive stone chariots, Hampi is fascinating beyond imagination.

Figure 2: A view of Hampi

Kumbhalgarh: Kumbhalgarh (figure-3), the jewel of Mewar, is situated in the

Rajsamand district of Rajasthan. History, royalty, power and culture are all packed in this place. There is a magnificent array of temples built by the Mauryas of which the most oddish place is the Badal Mahal or the palace of the clouds. The fort's massive wall stretches some 36 km with a width enough to take eight horses abreast and is fondly called the 'Great Wall of India'. The fort

Figure 3: A view of Kumbhalgarh Fort

accommodates 360 temples, out of which, 300 are Jain temples and the remaining 60 are Hindu temples. To explore more, one can check out the Kumbhalgarh

Wildlife Sanctuary, home to the Indian wolf, sloth bear, striped hyena and more [18].

Amarkantak: Rising up from amidst a forest near the confluence of the Vindhya and Satpura ranges, this temple complex exhibits a unique display of geometric architecture from the 11th century. The geographic setting lends an enigmatic vibe to the already surreal temples and carvings that include the Sri Yantra Maha Meru Temple with a four-face façade symbolising Goddess Maha Tripura Sundari (figure-4).

Figure 4: A view from Amarkantak

Undavalli Caves: This set of rock cut cave temples and monuments located in Guntur district of Andhra Pradesh are four story caves set in the hills (figure-5). There are numerous sculptures and carvings of Hindu deities and traditions and also a huge Vishnu statue. These caves are one of the finest examples of monolithic Indian rock-cut architecture.

Figure 5: Undavalli Caves

Arvalem Caves: These ancient caves in Bicholim, North Goa are also known as the Pandava caves (figure-6) after the characters in the epic Mahabharata. According to legend, the five Pandava brothers lived in the caves while they were in exile from their kingdom. However, several alternative theories about the history of the caves has persisted, some citing Buddhist origins and others Hindu. But the rock-cut caves are beautiful and intriguing, especially given the backdrop of Arvalem waterfalls in the vicinity, which is a short hike away.

Figure 6: Arvalem Caves

Madhyamaheshwar Temple Trek: Madhyamaheshwar (figure-7) is one of those unexplored places whose presence on the spiritual map cannot be ignored. Set at an altitude of 3265 meters above sea level, the whole village gathers around to pray at the Madhyamaheshwar Temple dedicated to Lord Shiva. This has a mysticism about it, supported by snowy Himalayas on one side and alpine meadows on the other.

Figure 7: Madhyamaheshwar Temple Trek

Lonar Lake: Lonar Crater Lake (figure-8) is a magical meteor lake, surrounded by a splattering of temples and monuments, built as far back as 6th century and as recently as 12th century. Most of the temples are in ruins, but a handful are still beautifully preserved, creating a surreal ambience around the lake, reminiscent of an Indiana Jones film set.

Figure 8: Lonar Lake

Champaner-Pavagadh Archaeological Park: Preserving a history of over 1200 years, this Hindu religious site with a dominating Muslim influence is a staggering evidence of the confluence of two varied cultures (figure-9). Once belonging to the Solanki Dynasty, the area later fell under Sultan Mahmud Begadah in the 15th century. The entire park, with its forts, temples, bastions and archaeological mounds, is a full day adventure for any history enthusiast. The park is one of those

Figure 9: Champaner-Pavagadh Archaeological Park

historical places in India, whose sense of history and culture lie hidden under its over empowering religious importance. Don't let the popular Kali Mata Temple on the Champaner hill stop you from exploring a soulful mix of 11 other temples, mosques, wells, tombs and granaries inside the park. This is easily your one-time peek into the diversity of the medieval India.

Shettihalli Church: Karnataka is one of the states that is of rich history and historical places in India (figure-10). But, in the midst of its palaces and temples, this 200 year old Gothic ruin at the banks of river Hemavathi is slowly entering the tourist circuit of the curious traveller. The dam on the river submerges the monument every monsoon and it only re- emerges when the water resides in the summer. Built by French missionaries in the late 1800's, this is a must-

Figure 10: Shettihalli Church

go because of its vulnerability. As the waters engulf it year by year, the monument loses/damages some bits of itself. Clearly, the sooner you go the better!

Nartiang Durga Temple: A 500 year old Durga temple, located among huge monoliths and ruins from an era gone by, defines the Nartiang Durga Temple. Situated two hours away from Shillong, this beautifully preserved complex is a unique blend of Shakti Hinduism and Khasi-Jaintia traditions coming together to venerate the Goddess Durga.

Figure 11: Nartiang Durga Temple

Music: The origins of Indian classical music can be found from the oldest of scriptures, part of the Hindu tradition, the Vedas. The Samaveda, one of the four Vedas, describes music at length. The Samaveda was created out of Rigveda so that its hymns could be sung as Samagana; this style evolved into jatis and eventually into ragas. Indian classical music has its origins as a meditation tool for attaining self realization. Indian Classical music is one of many forms of art music that have their roots in particular regional cultures. It is a gene of South Asian music. Classical music of India has its roots beliefs of the people and an amalgamation with other systems has not erased this source. Careful intonation has always been at the core of Indian classical music & has two fundamental elements, Raga and Tala. The chanting of sacred words and phrases like Om required total precision because these chants were part of what it took to maintain the order of the universe. There are four major forms of Indian classical music: Dhrupad, Khyal, Thumri and Tappa. Indian classical music, Indian Pop music, Indian Folk music and Indian Film music all create a huge music industry in India, which contributes about 15% of individual

earnings in the film industry [19]. Apart from these Qawwali, folk music, Ghazal etc. are the main tourism attractions in India.

Fairs and Festival: India is a rich land which has attracted invaders from Central Europe and Asia who left their imprint on this land, its religions and its lifestyles over 40 centuries. As a result, today, Indian celebrates more festivals than any other country. Nonetheless, Indians are known to celebrate all the festivals with great fan fare and importance. Festivals in India are determined by the Solar & Lunar positions & they may fall in a different month of the year. Some famous festivals are; Makar Sankranti, Lohri, Pongal, National Kite Festival, Id-ul-Fitr, Vasant Panchami, Mahashivratri, Goa Carnival, Desert Festival, International Yoga Week, Elephant Festival, Taj Mahotsav, Surajkund Crafts Mela, Holi, Ramnavami, id-ul-Zuha, Mahavir Jayanti, Khajuraho Dance Festival, Elephant Festival, Hoysala Mahotsava, Ellora Festival, Good Friday, Easter, Baisakhi, Gudi Padva or Ugadi, Pooram, Maharram, Buddha Purnima, Mewar, Ganga Dussehra, Rathyatra, Guru Purnima, Janmashtami, Onam, Nag Panchami, Rakshabandhan, Ganesh Chaturthi, Tarnetar Mela, Navratri, Durga Puja, Dussehra, Marwar Festival, Sharad Purnima, Diwali, Guu Purab, Ka Pomblang Nongrem, Sonepur Fair, Pushkar Fair, Hampi Festival, Christmas, Konark Dance Festival.

Dance: India offers a number of classical dance forms, each of which can be traced to different parts of the country and representing the culture of a certain region or a group of people. Indian folk dance is simple without being native, for behind its simplicity lie both profoundly of conception & a directness of expression which are of great artistic value. The beginning of the contemporary styles of classical dances can be traced to the period 1300-1400 A.D.

The dance forms range from temple dances like Bharatnatyam, oddissi and mohiniyattam, to kathakali, symbolizing the victory of truth over falsehood. Kathak and Kuchipudi are means to recite religious and mythological tales to the accompaniment music, mime and dance. Manipuri, Gujarat's garba dance and Dandiya Raas of Mathura represents the celebration of Radha-Krishna's togetherness.

Artcraft: The story of Indian arts and crafts comes from one of the oldest civilizations of the world. The talent of the Indian artisans' is till date visible in the age-old monuments / constructions. The sculptures boast of their creativity and hard work. The numerous sculptures on temple walls are all hewn out of hard rock & last to date unique in their style reflects the mood in Indian cultural heritage. Rock-cut architecture was perfected by the Buddhists, and was followed by several Hindu

rulers. In Southern India Pallavas excelled in this art form. The sculptures or idols in temples are made of granite & the Utsava murthis are made of bronze & panchaloha. Apart from these, there are the huge Iyyanar statues & horses exist in South Indian villages.

Cuisines: The major culinary influences on Indian cuisine resulted from significant historical invasions, including the Greeks, Mughal Portuguese and British. Today, Rich and diverse Indian cuisine, coupled with the celebrated hospitality of the people is the crowning glory of the opulent Indian culture. Simply irresistible and sumptuous, Indian dishes are any gourmet's delight. Various permutations and combinations of various ingredients and the innumerable aromatic spices create magical, mouth watering variety of the same dish, which may be very often different in taste, colour, texture and also appearance, taking into account the regional variations. The skill lies in the subtle blending of a variety of spices to enhance rather than overwhelm the basic flavor of a particular dish.

People and Religion: India is probably the only country with the largest and most diverse mixture of races. All the five major racial types - Australoid, Mongoloid, Europoid, Caucasian and Negroid - find representation among the people of India. India is perhaps the most culturally diverse country of the world. Once can find representation from almost all the major religions in India [20, 21].

Hinduism: The Hindu religion had its origin in the concepts of the early Aryans who came to India more than 4,000 years ago. It is not merely a religion but also philosophy and a way of life. Hinduism does not originate in the teachings of any one prophet or holy book. It respects other religions and does not attempt to seek converts. It teaches the immortality of the human soul and three principal paths to ultimate union of the individual soul with the all-pervasive spirit. The essence of Hindu faith is embodied in the Lord's Song, the Bhagavad Gita: "He who considers this (self) as a slayer or lie who thinks that this (self) is slain, neither knows the Truth. For it does not slay, nor is it slain. This (self) is unborn, eternal, changeless, ancient, it is never destroyed even when the body is destroyed". This spiritual thought attracts a lot of tourists in India and some of them have been adopted the holy-thoughts of the Bhagavad Gita as it stimulates to do their duties rather than expectations of results [20, 21].

Jainism and Buddhism: In the sixth century before Christ, Mahavira propagated Jainism. Its message was asceticism, austerity and non-violence. At about the same time, Buddhism came into being Gautama Buddha, a prince, renounced the world and gained enlightenment. He preached that 'Nirvana' was to be attained through the

conquest of self. Buddha's teachings in time spread to China and some other countries of South-East Asia [20, 21].

Islam: Arab traders brought Islam to South India in the seventh century. After them came the Afghan the seventh century. After them came the Afghans and the Moghuls, among whom the most enlightens was the Emperor Akbar. Akbar almost succeeded in founding a new religion Din-e-Elahi, based on both Hinduism and Islam, but it found few adherents. Islam has flourished in India through the centuries. Muslim citizens have occupied some of the highest positions in the country since independence in 1947 [20, 21].

Sikhism: Guru Nanak, the founder of Sikhism in the 15-century, stressed the unity of God and the The Sisganj Gurudwara in Delhi, an important Sikh shrine brotherhood of man. Sikhism, with its affirmation of as the one supreme truth and its ideals of discipline and spiritual striving, soon won many followers. It was perhaps possible only in this hospitable land that two religions as diverse as Hinduism and Islam could come could come together in a third, namely Sikhism [20, 21].

Christianity: Christianity reached India not long after Christ's own lifetime, with the arrival of St. Thomas, the Apostle. The Syrian Christian Church in the south traces its roots to the visit of St. Thomas. With the arrival of St. Francis Xavier in 1542 the Roman Catholic faith was established in India. Today Christians of several denominations practice their faith freely [20, 21].

Judaism: Jewish contact with the Malabar Coast in Kerala dates back to 973 BC when King Solomon's merchant fleet began trading for spices and other fabled treasures. Scholars say that the Jews first settled in Cranganore, soon after the Babylonian onquest of Judea in 586 BC. The immigrants were well received and a Hindu king granted to Joseph Rabban, a Jewish leader, a title and a principality [20, 21].

Indian Languages: India has 17 major languages and 844 different dialects. The Sanskrit of the Aryan settlers has merged with the earlier Dravidian vernaculars to give rise to new languages. Hindi, spoken by about 45 per cent of the population, is the national language. English has also been retained as a language for official communication. Indian literature dates back several millennia to the hymns of the vedic Aryans. The oral tradition nurtured lassical literature, and produced great works of philosophy and religious doctrine. It also accounted for compilations of anecdotes like the Panchatantra and the Jataka tales, as well as epics like the Ramayana and the Mahabharata [22].

IMPACT OF TOURISM

Tourism industry has an impact on country in both terms i.e. positive and negative and can be classified into the social & cultural impact, economic impact and environmental impact.

Positive Impact:

In order to lure more tourism special accentuation is given on ancestry beautification of the purlieus; regular planting of greenstuffs and panorama are done to magnify aesthetics. Monumental investment is done to recuperate the facilities in domain like sitting, shades, sanitation, drinking water etc. More emphasis is given to sustain the monuments, heritage structures to attract more tourists. Indian Government has launched HRIDAY Yojana (Heritage City Development and Augmentation Yojana) with the aim of bringing together urban planning, economic growth and heritage conservation in an inclusive manner to preserve the heritage character of each Heritage City.

Negative Impact:

Any sort of advancement needs some antagonism with the nature. Overdevelopment comes at the cost of nature. There may be blemish to the natural flora and fauna. Parochial demos are displaced. With more people in the area, more natural resources are required which leads to depletion of natural resources. Waste disposal problems crop up and without proper measures to handle this problem it may worsen the situation. Due to more footfall, more transport, more noise, improper waste disposal, pollution increases in the area and disturbs the ecological balance of the region [2].

SOCIAL AND CULTURAL EFFECT: Tourism may have different effects on the social and cultural aspects of life in a particular region depending on the strengths of the region. The effect can be positive or negative. To boost tourism huge money is invested to preserve the local heritage, to improve infrastructure, to provide better local facilities which in turn creates better education, better leisure facilities, organizing frequent social events and thus a better lifestyle for the locale people. They interact with the tourists; mix with people from diverse backgrounds which creates a cosmopolitan culture in the region. Due to the demand for better services, varied types of employment opportunities are created within the region and therefore people do not feel the need to migrate to other cities to earn their living. Due to the heavy traffic in the region, the infrastructure may not be able to cope up the increased rush thus leading to overcrowding, poor sanitation which may further lead to diseases boot to the tourists as well as local people. The intrusion of

outsiders in the area may disturb the local culture and create unrest among the people. The local people may copy the lifestyles of tourists through the demonstration effect and the result could be loss of native customs and traditions. Some people may enter into criminal activities to fetch easy money from tourists which lead to increased crime and anti-social activities and loss of moral and religious values [23].

ECONOMIC: Tourism is a business suited for part-time and seasonal employment and thus encourages women in the labour force. Tourism industry has contributed to the economic growth of a country through factors like industrialization, education, advance technology, higher number of qualified professionals, opening up of foreign markets, liberal trade policies and better advertising and strategic marketing .The above factors collectively boost the economic reserves of the region thus leading to rise in income and better disposable income. Tourism can also benefit economies at regional and local levels, as money comes into urban and rural areas which in turn stimulates new business enterprises, greater markets and promotes a more positive image of the area. The income generated helps the national balance of payments, earning revenue through direct taxation, as well as from indirect taxes on goods and services purchased by the tourists [3].

POLITICAL EFFECTS: Whereas the virtues of international tourism have been extolled as a major force for peace and understanding between nations the reality is often far removed from his utopian image. Long-haul travel between developed and developing countries is increasing annually and is bringing them into direct contact with each other. People come from widely different background and with every contrasting life styles and levels of income. Where these disparities are very great the political as well as the socio-cultural consequences may be severe [3].

ENVIRONMENTAL EFFECT: Environment is surrounding atmosphere or condition for existence. Environmental impact refers to the impact on the nature and surrounding areas. The impact of tourism on environment is both positive and negative [2].

CONCLUSION:

Tourism increases the levels of human experience, recognition, and achievements in many areas of learning, research and artistic activity. Cultural tourism uses the cultural or heritage assets of a destination. It empowers the traveler to learn about the epic, history, ancestry, heritage and lifestyles of others. Many nations depend on this vivacious industry as primary fountain for generating revenues, employment, private sector amplification and infrastructure development. As development discretion, cultural tourism "has a positive economic and social impact".

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TRAINEE TEACHERS' ATTITUDE TOWARDS THE SPECIAL NEED STUDENTS IN THE CONTEXT OF INCLUSIVE EDUCATION SYSTEM

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ABSTRACT

Three historic developments in the 1990s paved ways for the emergence of the concept of inclusion. The movement on "Education for All (EFA)" which originated from the international conference jointly organised by the World Bank, UNESCO and UNICEF in Jomtien, Thailand in 1990 and reminded Governments on the need to treat education as an investment in human capital. Though there was a mention about the need for education of disadvantaged sections in the Jomtien Declaration, the real thrust for inclusion emerged at the international conference organized by UNESCO in Salamanca, Spain, in collaboration with the Government of Spain in 1994.

Inclusive education is an approach to educate all children who are at risk for neglect in education system. It expects that all learner learn together through access to common educational provisions. The general philosophy of inclusive education provides for good teaching practices, healthy relationship between teacher and students to improve the quality of education for all children in a classroom.

KEYWORDS: Trainee teachers', Attitude, the special need students, inclusive education.

INTRODUCTION:

Three historic developments in the 1990s paved ways for the emergence of the concept of inclusion. The movement on "Education for All (EFA)" which originated from the international conference jointly organised by the World Bank, UNESCO and UNICEF in Jomtien, Thailand in 1990 and reminded Governments on the need to treat education as an investment in human capital. Though there was a mention about the need for education of disadvantaged sections in the Jomtien Declaration, the real thrust for inclusion emerged at the international conference organized by UNESCO in Salamanca, Spain, in collaboration with the Government of Spain in 1994.

Inclusive education is an approach to educate all children who are at risk for neglect in education system. It expects that all learner learn together through access to common educational provisions. The general philosophy of inclusive education

provides for good teaching practices, healthy relationship between teacher and students to improve the quality of education for all children in a classroom.

All the recent education plants and policies have supported a system of education which calls for a halt to saying no to some children for education. Some students with disabilities are never taken out of general education classrooms.The inclusive education is needed to provide equal educational opportunities to them in their own localities.The extent of disability in each category ranges from mild to severe and profound cases.

The children in inclusive education may be classified as follows:

- **Category A** - **45%** - Children with mild disabilities who can be handled by general classroom teachers with minimal training.

- **Category B** - **30%** - Children with mild/moderate disabilities who need counselling services.

- **Category C** -**15%** - Children with moderate/severe disabilities who need resource assistance including corrective aids and periodical help in academic areas.

- **Category D** -**10%** - Children with severe disabilities who require direct attention/preparatory assistance from the special teachers.

A true teacher who believes in inclusion facilitates peer-to-peer learning. As this type of learning is non-threatening in nature, the teacher is expected to promote peer group learning as a vehicle to overcome the students, inhibitions and would gradually make the entire classroom nonthreatening.

Review of Related Literature

Hodkinson, (2006); **Meng**, (2008); **Chhabra**, **Srivastava&Srivastava**, (2010) only focused on attitudes, focused on knowledge, meaning their conceptualization of inclusive education.

Chhabra, **Srivastava&Srivastava**, (2010) believe that teachers' attitudes or views have a huge impact on the progress of inclusive education for children with special needs.

Whyte, (2005) found, if teachers have positive views on inclusion, then they value all children, whatever their needs, and interact with them accordingly.

Dulció and **Bakota** (2009) examined teachers' views by survey and found that teachers had supportive views towards the inclusion process.

Lifshitz, **Glaubman** and **Issawi** (2004), found that teachers who showed supportive attitudes towards children with physical disabilities, such as hearing disabilities, did not always show the same support for children with academic or behavioural difficulties.

Delimitation of the study

The present study has been delimited to specified area of investigation as:

➢ It is limited to trainee teachers of B.Ed. colleges affiliated to NCTE and state university of West-Bengal.

➢ Another delimitation is that four colleges of two neighbouring districts of West-Bengal i.e. North 24 PGS and Nadia is considered and from these colleges' rural and urban is considered.

➢ The study conducted on college students of academic session of 2017-2018 only.

Rational of the Study

The constitution therefore protects the rights of All children, including learners with Special Educational needs (hereafter referred to as LSEN), to a basic education. Studies on inclusive education that India is following the international trend towards an inclusive policy in education is therefore a "fait accompli".

This implies that these teachers will be in need of teacher education and training (INSET), to gain the new skills necessary to cope the diverse student population that will face them in the classroom.

The present demand of the society is thus to bring all the special children in the normal classroom situation. In this regard first attempt is to know the teachers' level of attitude towards inclusive education. From the above survey of related literature, it is found that rare study conducted on the attitude of teachers' or considering any variables of inclusive education in this region of West Bengal. That is why, it is a humble step for the investigator to conduct a study on attitude of trainee teachers towards inclusive education.

Statement of the problem

Most studies in this field have been conducted in the overseas and they have tended to focus mainly on in-service educators. So, this study reflects on **"Trainee teachers' attitude towards the special need student's in the context of inclusive education system"**.

PURPOSE:

Trainee teachers' attitude of inclusive education could differ in relation to their attitude towards the special needs of the students of the teacher training programme. This paper explores trainee teacher attitude in the context of inclusive education system in West Bengal.

METHOD:

Group of participants (n=160) in the overseas and they have tended to focus mainly on in-service educators in Nadia and North 24 parganas, were asked to represent their attitude of the concept of inclusive education. A self-developedquestionnaire was used to collect data and using purposive sample.

Objectives of the study

  I.   To examine trainee teachers' attitudes towards inclusion of students with disabilities in main stream education.

  II. To compare the attitude of trainee teachers' towards inclusive education in relation with gender variation.

  III. To compare the attitude of trainee teachers' towards inclusive education in relation with local variation.

Hypotheses of the study:

Ho1:-The attitude of trainee teachers towards inclusive education is not normally displayed.

$Ho_{2:}$ There would be no significant difference between trainee teachers' in terms of attitude of inclusive education in relation to male and female variation.

Ho_3 :-There would be no significant difference between teachers' attitudes of Inclusion in rural and urban variation

Design:

The study was primarily aimed at ascertaining the trainee teachers' attitudes towards inclusive education. It was sought to find out discrepancy of male and female teachers taking and some local variation. To achieve all these objectives, the researcher was tested for significance with the trainee teachers' attitudes towards inclusion of students with disabilities in main stream education. Taking this into consideration, survey method was considered to be the most suitable one.

Sample :

The present study is conducted upon the trainee teachers of West-Bengal from two neighbouring districts. Purposively sample collected for the study. For this purpose

four institutions (4 teacher training colleges) are selected. The distribution of institutions has been shown in table no.1.

Table No.1: Details of the sample

Sl. No.	Name of the college	Local		Total no. of trainees	Gender		Total no. of trainees participated in the study
		Rural	Urban		Male	Female	
1.	Kolkata Teachers' Training College	R		100	20	20	40
2.	Adyapeath Ananda B.ED College		U	100	20	20	40
3.	Wali Institute of Teachers' Education	R		100	20	20	40
4.	Swami Vivekanada College of Education for Women		U	100	20	20	40
Total Sampling of trainees					**80**	**80**	**160**

TOOLS USED :

The investigator attempted to study the trainee teachers' attitudes towards inclusive education. For this purpose the investigator constructed a self developed questionnaire of 26 statements in English version as it is easy to understand all the participants. Out of these 26 statements, 5 items were negative and 21 items were positive. A three point Likert-type scale was used to collect the responses from the sample.

Items showing positive and negative statements included in the tool.

Type of Items	Item no.
Positive Items	1, 2, 3, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26
Negative Items	4, 5, 11, 12, 13

DATA ANALYSIS

The data for the present study have been collected throw the self developed standardized tool quantitative analysis was selected owing to the nature of the data collected. The techniques will be used, like percentage, mean, median, mode, standard deviation, t-test and Ogive. Data will also be presented graphically.

Table No.2:Frequency distribution of the scores obtained by the total trainee teachers' in Attitude Test

[Maximum score in Attitude Test= 72]

SCORE	FREQUENCY (f)
71-74	2
67-70	4
63-66	12
59-62	28
55-58	50
51-54	39
47-50	19
43-46	4
39-42	2

N = 160
MEAN = 55.86
MEDIAN =55.78
MODE = 55.62
SD = 5.86

Sub- Sample Analysis :

The sample was further grouped as sub samples on the basis of gender variation and local variation. Analysis of the samples were done to verify the hypothesis and in relation to the objective which have been determined earlier. The analysis was done by making comparison of the following sub samples.

❖ Male & Female

❖ Rural & Urban

Table No.3:Frequency distribution of the scores obtained by the Male trainee teachers' in Attitude Test

[Maximum score in Attitude Test= 68]

SCORE	FREQUENCY (f)
67-70	1
63-66	5
59-62	12
55-58	26
51-54	22
47-50	13
43-46	1

Total Male trainee Teachers were 80 (N= 80) Their Mean score found 55.2 , Median 56.65, Mode 59.55 and SD found 4.8

Table No.4:Frequency distribution of the scores obtained by the Female trainee teachers' in Attitude Test

[Maximum score in Attitude Test = 72]

SCORE	FREQUENCY (f)
71-74	2
67-70	3
63-66	7
59-62	16
55-58	24
51-54	17
47-50	6
43-46	3
39-42	2

Total Female trainee Teachers were 80 (N= 80) Their Mean score found 56.54, Median 56.5, Mode 56.42 and SD found 6.4

- **Differential Analysis of Attitude Score on Gender Variation:**

For determining the significance of difference between the means of Gender Variation (Male & Female trainee teachers'), the 't' ratio was calculated and the results are as shown in the following table:

Table No.5:'t' ratio Gender wise (Male and Female) of trainee teachers' in Attitude Test towards the inclusive education.

	Male	Female
Number of trainee Teachers' involved	80	80
Mean of scores	55.20	56.54
Standard Deviation	4.80	6.40
Standard Error of Mean	0.54	0.71
Difference between Means	1.34	
Standard error of difference between means	0.89	
Value of "t"	11.50[*]	

[*]**Not significant at 0.05 level.**

In case of gender variation of trainee teachers attitudes on behalf of our obtain calculated 't' value being 1.50 is less than the tabular value of 't' 1.97 at 0.05 level and 2.60 at 0.01 level, at 157 degree of freedom.

Hence, the Ho_1,Attitude of trainee teachers' (male & female), in respect of gender variation of inclusive have no significant difference at both the levels. It thus indicates that female and male trainee teachers' do not differ on their perceived attitude towards inclusive education System.
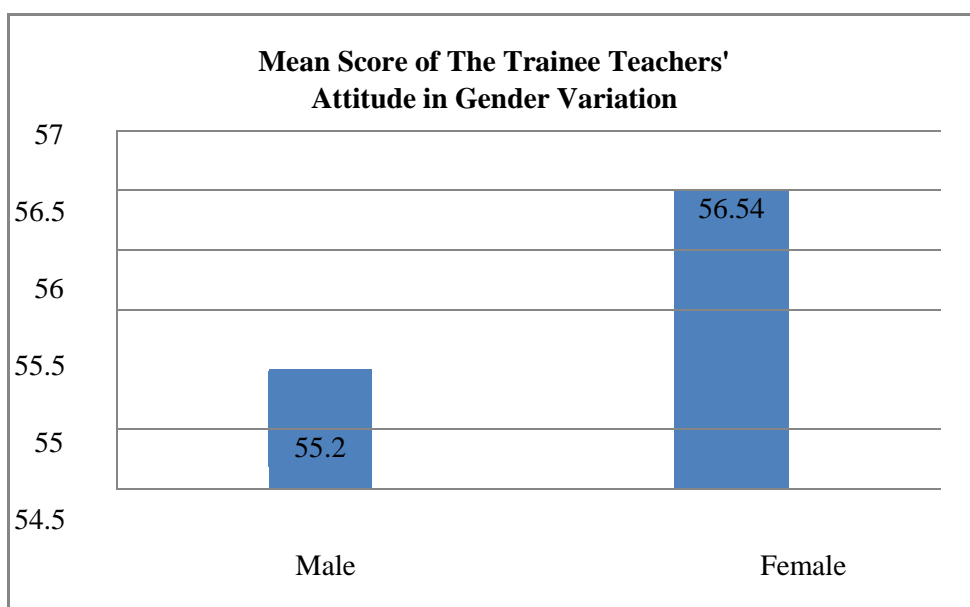
Fig. 1-Column Graph Showing Mean Score of the Male & Female Trainee Teachers' Attitude towards Inclusive Education were not normally distributed.
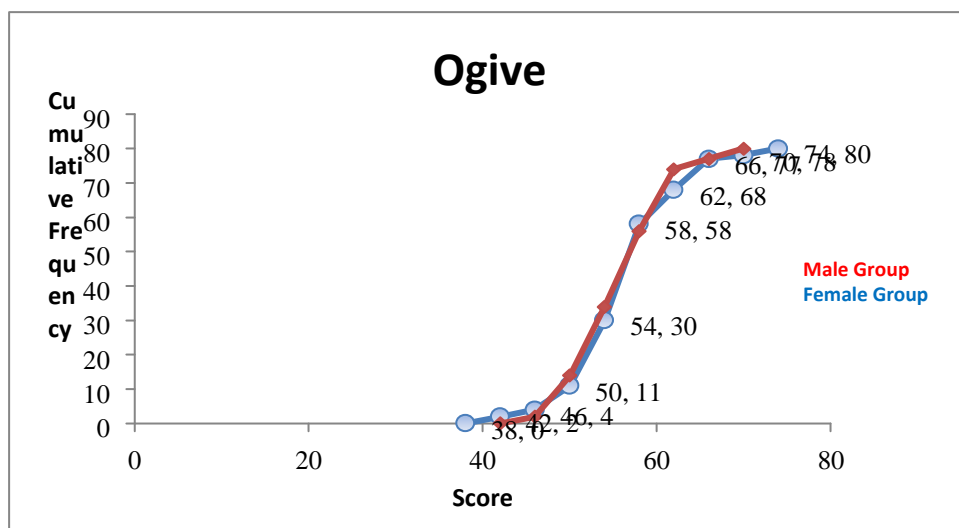
Fig. 2- Ogive of the Scores of Male and Female Trainee Teachers' in Attitude Test

Table No.6:Frequency distribution of the scores obtained by the Rural Trainee Teachers' in Attitude Test

[Maximum score in Attitude Test = 72]

SCORE	FREQUENCY (f)
71-74	2
67-70	1
63-66	9
59-62	10
55-58	28
51-54	19
47-50	7
43-46	2
39-42	2

Total rural trainee Teachers were 80 (N= 80) Their Mean score found 56.1 , Median 55.93, Mode 55.59 and SD found 9.16

Table No.7:Frequency distribution of the scores obtained by the Urban trainee teachers' in Attitude Test

[Maximum score in Attitude Test = 70]

SCORE	FREQUENCY (f)
67-70	3
63-66	3
59-62	18
55-58	22
51-54	20
47-50	12
43-46	2

Total Urban trainee Teachers were 80 (N= 80) Their Mean score found 55.66 , Median 55.59, Mode 55.45 and SD found 7

Differential Analysis of Attitude Score on Local Variation:

For determining the significance of difference between the means of Local Variation (Rural & Urban trainee teachers'), that' ratio was calculated and the results are as shown in the following table:

Table No.8:'t' ratio Strata wise (Rural and Urban) of trainee teachers' in Attitude Test towards the inclusive education.

	Rural	Urban
Number of trainee Teachers' involved	80	80
Mean of scores	56.10	55.66
Standard Deviation	9.16	7.00
Standard Error of Mean	1.02	0.78
Difference between Means	0.44	
Standard error of difference between means	1.29	
Value of "t"	0.34*	

[*]**Not significant at 0.05 level.**

In case of local variation, on behalf of our obtained value being 0.34 is less than the tabular value of 't' which was 1.97 at 0.05 level and 2.60 at 0.01 level, at 157 degree of freedom.

Hence, the Ho_2 Attitude of trainee teachers' (rural & urban), have no significant difference at both the level. So Ho_2 is accepted.
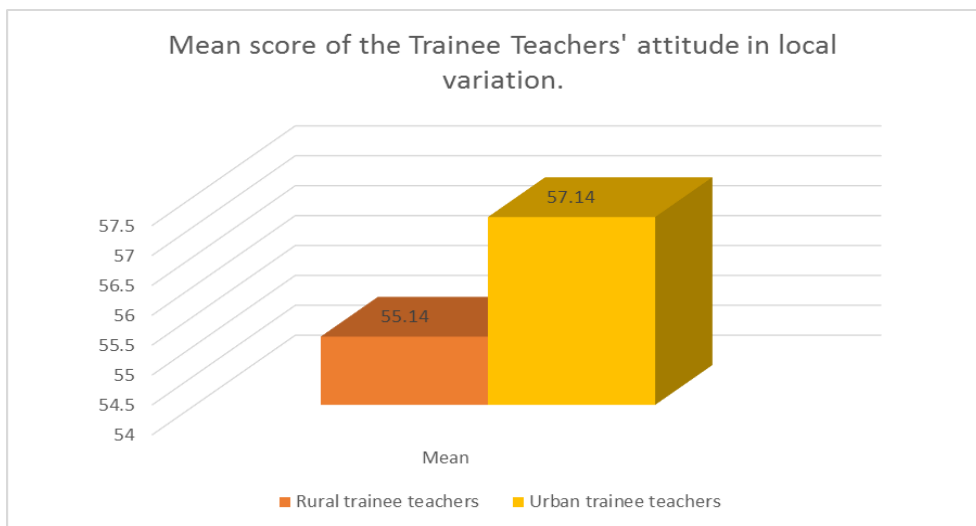
Fig. 3-**Colum Graph Showing Mean Score of the Rural & Urban Trainee Teachers' Attitude towards Inclusive Education were not normally distributed**
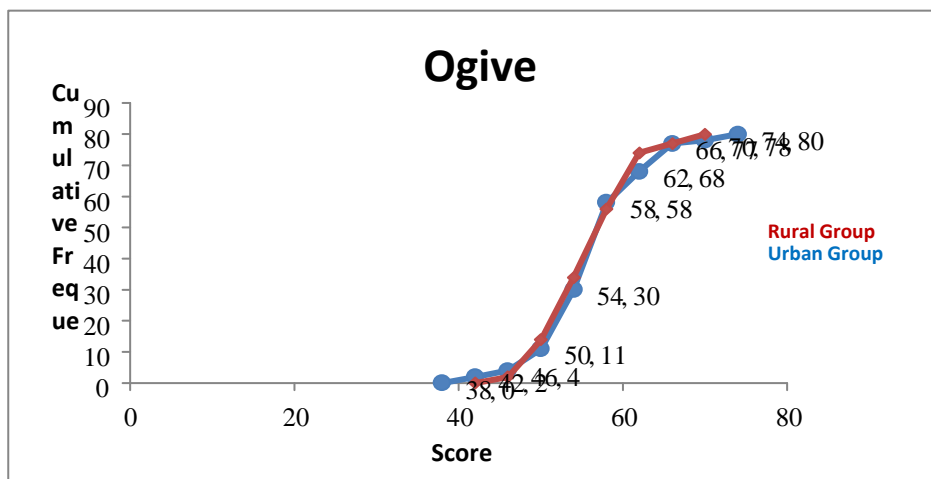
Fig. 4- Ogive of the Scores of Rural and Urban Trainee Teachers' in Attitude Test

RESULT AND FINDINGS

Analysis revealed that many teachers hadpositive attitude the children with special educational needs (SEN) are placed into mainstream classrooms. The total trainee teachers had maximum score in attitude test 72 percentage and themean scores were 55.86. The gender mean score (56.54) of the 'Female' is as higher than the total

mean (55.86), whereas the mean (55.20) of the 'Male' is lesser than that of total sample i.e. (55.86). The rural trainee teachers' (Mean=56.1) maximum score in attitude test 72 percent and urban trainee teachers' (Mean=55.66) maximum score in attitude test 70 percent.

These were the following Findings found from the Investigation:

➢ The attitude score of the trainee teachers' towards inclusive education were not normally distributed.

➢ The Female and Male trainee teachers' do not differ on their perceived attitude towards inclusive education system.

➢ The Rural and Urban trainee teachers' do not differ on their perceived attitude towards inclusive education system.

Conclusion:

It is observedthat in the Pluralistic society of today's, our teachers' communities possess equal attitudes towards the students' who are specially needed, because this is the cry of everybody to bring all the special needed children in the main stream. It is essential duty for the teachers' and all the stake holders of the education to provide equal opportunities all level of students. From this investigation it is observed that attitudes of the trainee teachers towards Inclusive Education are positive, that means all the teachers of the study and almost student teachers community realized the necessity to bring the specially needed children in the normal class room situation. The society is aware about this burning issue. This may be due to the large-scale awareness' programmed about the need and importance of the specially needed children. The Government through their various steps , programmed like SSA and others trying their best to bring all specially needed children in the normal situation, because these steps also certified by the humanitarian ground also, because everybody take birth with equal right and opportunities, nobody should deprive on just plea of his handicaps. In this study found that the level of our teacher trainees' attitudes towards Inclusive Education are satisfactory and the aware about these facts.

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THE ROLE OF LIBRARY AND ICT BASED TEACHING LEARNING MATERIALS ON PROMOTING GROWTH OF INNOVATIVE LEARNING IDEAS AMONG STUDENTS

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ABSTRACT

Education is one of the significant factors instrumental to the development of a country. It should be transformed to the needs of the time and changing scenario of the world. The purpose of education is to bring desirable changes in individuals who help to change different aspects of life of the society that is social economical, political, cultural. Education directs and shapes the people so as to conquer its environment for the mankind, It is to bring out the inner wisdom of a man and train him to be useful to the society so that one can contribute to its culture, social and economical development .The basic motto of education is to promote mind power, acquisition of special skills and utilize the advantage of knowledge but above all to generate in young generation. The purpose of all education is to provide a vivid picture of universe and power in the most desirable form to young people in order to take up position in the real life. Education without library is like a body without soul .So, we can say library is an institution where a reader gets desired information and knowledge under one roof. In the words of Dr. S.R. Ranganathan, "Libraries are not more store houses, they are rich springs from which knowledge flows out to irrigate field of education."

Now a day's innovative teaching is necessary for the present and future of education to help students to reach their full potential. Higher education should serve the long term intellectual needs of the student, for example, whether providing new material by teachers helped the student to gain new insights or opened up new channels of intellectual stimulation or enhanced student's essential and creative thinking power?. Innovative teaching is a necessity for all teachers in order to meet the educational needs of the new generations. However, teachers' competency for innovative teaching is a key factor influencing innovative teaching performance. A questionnaire was developed by the researchers to study and compare the attitudes of students between traditional teaching and Innovative teaching. Through survey, data were collected and analysis through SPSS. The results show that there are significant difference of students between achievement levels on traditional teaching method &

innovative teaching method. After innovative teaching many abstract things have been turned into concrete ideas of students. Through the innovative strategy students can learn with many examples. For this those topics are stored in their long-term memory. They also developed their power of realization and also developed their will power. The innovative strategy improves their attention to study.

Key words:- teacher, library, innovative teaching, competency, higher education, teaching performance.

Introduction:-

The word library is rich in traditional, meaning and usage. Library is a service institution. Academic community utilizes library services for teaching and research purpose. Therefore, library is the heart of an academic institution .The institutional library caters information, includes new ideas, knowledge which are very helpful in today's society to keep up to date oneself. It is the main purpose of a school library to equip students with lifelong learning skill and inspire them for creative thinking and imagination. Thus library should be made the hub of all the activities .It can be used to prepare for their next class period ,home task, general education ,information ,recreation and inspiration .To cater to the wide varieties of demands of students and teachers it has to judiciously select and procure the recommended text- book from different sources.

Objectives of a library:-

1. Provide the students with proper library materials both printed and audiovisual for the overall growth and development of personality of the students.

2. Develop reading ability and interest of reading many varieties of books.

3. Assist the students to become skillful and discriminating users of library.

4. Offer opportunities to acquire knowledge, understanding information.

5. Support all students in learning skill for evaluating and using information.

6. Stimulate and guide each student in the selection and use of books and other reading materials for bringing appropriate level of maturity.

7. To bring children and book together successfully .Children need to experience the pleasure of reading and also need to promote reading as a skill among students so that they can marge past knowledge with present experience and information and create a new understanding.

Library plays a very important role in modern education system .The report by UGC in 1991 is stressed on the role of a library in university system .In India the

university education commission headed by Dr. S. Radhakrishnan said that teacher must the tools for teaching in the form of libraries and laboratories .According to him "The library is the heart of the university's work, directly so as regards its research work and indirect as regards its educational work."

The above observations can summarize in the words as:

1. The library is the heart of education.

2. Technique and method in education have changed from generation to generation; but the library remains the great resource of learning.

3. A quality education is quite impossible without a good quality library system.

4. A library is the right place for our intellectual resources.

5. A library is essential for maintenance of free access to different creative ideas.

The importance of library's role in imparting knowledge has been enhanced by developments of face to face education, distance education and Open University system.

Emergence of the problem:-

The researcher regularly teaches B. Ed. Students in the class about educational psychology. During the class he has observed that some students have understood the subject matter very well. They can provide satisfactory answers to the questions asked from the particular topic at the end of the lesson. But among the students who can't answer the questions properly, some are learning educational psychology for the first time.The learners feel monotonous soon after the teacher teaches them in traditional way of teaching. Though they understand a little after teaching them through lecture method in the classroom, they feel difficult when they study it again at home. They cannot relate the lesson with what they learned earlier. As a result, they loss interest in the subject very soon and they cannot make good result in the examination.

The researcher has observed this matter for a long period of time and he has thought deeply about how to bring novelty in his teaching method. So, he took help from the library of the institution to develop his teaching method. Now days, students do not like to go to library and study. They want to pass in the examination only by reading some suggestions or ordinary books bought from the market. Though sometimes they get good marks in the examination by chance, they cannot acquire deep knowledge or ultimate concept about the subject. It is not that only

they are being affected by this, but the future generation will also be affected as they will not get a good teacher (who has a deep knowledge in the subject). So, the knowledge of the learners remains confined in some books, notes and suggestions.

In this matter, the researcher taught them taking them to the library and giving them some good reference books. He also taught them with the help of E-contents and audio-visual CD. After teaching them for some days in this way of teaching, he observed that now the learners have understood the lessons very well. They have been able to come out of the difficulties which they faced earlier. Later, when they gave examination again on the same lessons, the researcher observed that they have done better than earlier.

Objectives:

1) To know the significant difference between their achievements levels on traditional teaching method in respect to their sex.

2) To know the significant difference between their attitude towards traditional teaching   method in respect to their sex.

3) To know the significant difference between their achievement levels towards Innovative teaching method in respect to their sex.

4) To know the significant difference between their attitude towards Innovative teaching method in respect to their sex.

5) To know the significant difference between traditional teaching achievement score and Innovative teaching achievement score.

6) To know the significant difference between traditional teaching achievement score and Innovative teaching achievement score in respect to male students.

7) To know the significant difference between traditional teaching achievement score and Innovative teaching achievement score in respect to female students

Hypothesis:

$^1H_0$ There exists no significant difference between their achievement levels on traditional teaching method in respect to their sex.

$^2H_0$ There exists no significant difference between their attitudes towards traditional teaching method in respect to their sex.

$^3H_0$ There exists no significant difference between their achievement levels towards Innovative teaching method in respect to their sex.

[4]H_0 There exists no significant difference between their attitudes towards Innovative teaching method in respect to their sex.

[5]H_0 There exists no significant difference between traditional teaching achievement score and Innovative teaching achievement score.

[6]H_0 There exists no significant difference between traditional teaching achievement score and Innovative teaching achievement score in respect to male students.

[7]H_0 There exists no significant difference between traditional teaching achievement score and Innovative teaching achievement score in respect to female students.

Limitation of The Study:

Although the investigator tried to precede this study to the best of his effort sincerely but there are certain limitations as the study was conducted within the restricted scope and facilities.

The Limitations are:-

1) In the study 76 students were taken as sample from both genders. 36 student were female and 40 were male. For more valid results the number of sample should be increased but it was not possible due to paucity of time.

2) The achievement of different subjects could be assessed to get more specific results; it was not possible due to short time.

Definition of the important terms:

1) Innovative teaching ;-

Innovative teaching is the process of leading to creative learning, by implementing new methods, tools and contents that can benefit learners and their creative potential. Instead of passively 'absorbing' the knowledge, students should be actively involved in the learning processes, participate and collaborate in real learning situations, and work on authentic learning tasks, can freely discuss their problems with teacher.

3) Academic Achievement: -

It indicates the level of intellectual ability of an individual. It also means brightness in academic subjects. This academic brightness is developmental in nature. Academic Achievement of school pupils usually means achievements in all the school subjects.

Academic Achievement has been defined by Kinkas and Kahin as an aspect of behaviours and an important respect to students who are engaged in the process of education and since it depends on its degree of effectiveness for maximum performance.

METHOD AND PROCEDURE

Sampling:

In case of selection of sample one technique of sampling was used, known as Purposive Sampling-to select District, Blocks and co-operating B.Ed College.

After selecting Howrah District, Hope institute of Bengal at Panchla Block was selected. Considering the time limit and other facilities 76 students from 1st semester were selected. 40students are male and 36students are female. Total 36+40=76 sample.

Variables of the study

The following variables were considered in the study:

1. Innovative teaching.

2. Academic Achievement.

Innovative teaching is independent variables and academic achievement is the dependent variable.

Tools

Tool-questionnaire (close ended).Unit Test question papers, audio & video CD E-content.

Questionnaire refers to device for securing answers to a series of questions by using a form, which the respondent fills in himself. Goods, Hatt(1952)

Administration of tools

The investigation with the co-operation of the principal and other teachers of the college. Selected by the investigator fixed up the programme for administering the tools. After detailed discussion with the principal programmes of administration of tools were finalized. The investigator himself in this regard went to the institution and discussed the objectives of the study with principal and respective teachers. They are ready to extend their wholehearted co- operation to investigator for conducting the study at their college. The investigator also requested to principal to fix up the programme in such a way so as to minimize the administrative hazard of the instruction. They were also requested to allot the early periods for administering tool.

Scoring:

The respondent is provided with four alternatives to give his responses ranking from most acceptable to least acceptable.

If the respondent put (x)   mark for first alternative the scoring in 4, for second alternative the score is 3, for the third alternative score 2, for the fourth alternative score 1. The summated score of the entire eight items provide the total Innovative teaching score of an individual. A high score on this inventory indicates effects of the result of traditional teaching, while a low score shows result of the Innovative teaching.

DATA ANALYSIS AND INTERPRETATION

1) 88% boys and 90% girls have said that they did not study psychology in their earlier classes. They have been introduced to this subject for the first time in their B. Ed curriculum.

Table 1: Showing students' who don't have previous knowledge of psychology

Boys who did not study psychology in their earlier classes	Girls who did not study psychology in their earlier classes
88%	90%

Source field survey

Figure 1. Students who did not study psychology in their earlier classes

2) 67% boys and 71% girls have said that they cannot understand the subject (Psychology) well, though they understand partially after the teacher's teaching using lecture method, chalk, black board etc. But they cannot make clear concept about many abstract things.

Table 2: Showing students' unable to follow traditional method of teaching

Boys who can't understand better by traditional method	Girls who can't understand better by traditional method
67%	71%

Source field survey
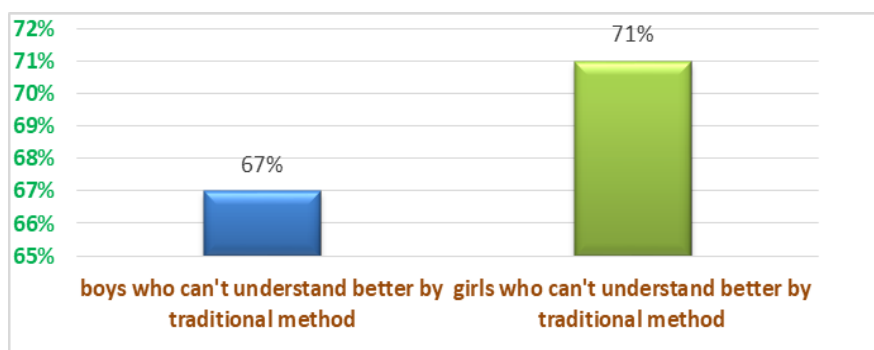
Figure 2. Students who can't understand better by traditional method

Later, they have been taught by audio visual. Now 97% boys and 96% girls have said that many abstract things have been turned into concrete ideas to them. They now understand the topics very well.

Table 3: Showing students' percentage of comprehension post innovative teaching

After innovative teaching boys who can understand	After innovative teaching Girls who can understand
97%	96%

Source field survey
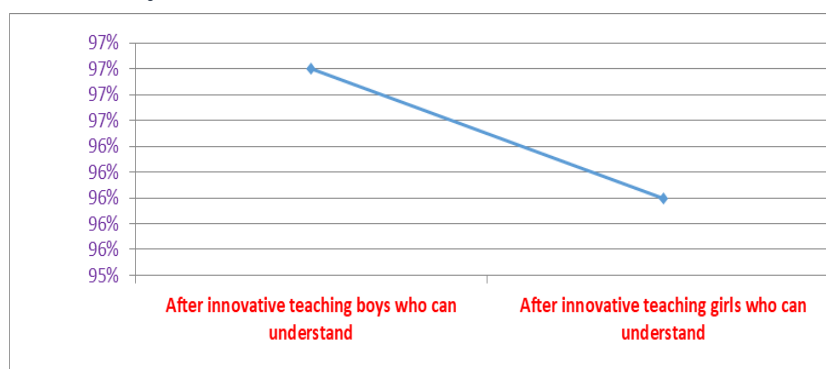
Figure 3. After innovative teaching students who can understand

3) As the answer to the third question about all the students have said that they have no physical problems. It reveals that they do not suffer any physical problems while understanding the topics.

4) 72% boys and 78% girls have informed that they may face problems while they teach in the classroom as a teacher in future following the rules of child psychology because many topics are not so clear to them.

Table 4: Showing students, who face problem while being taught in the classroom

Boys, who face problem while being taught in the classroom	Girls, who face problem while they teach in the classroom
72%	78%

Source field survey
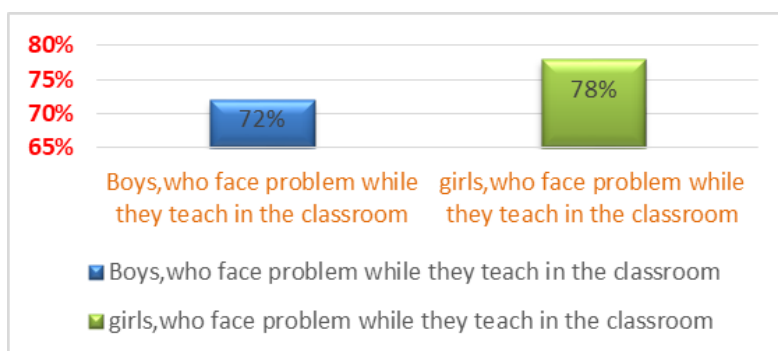
Figure 4. students, who face problem while being taught in the classroom

But later they were shown the topics using audio visual aids and 94% boys and 96% girls have informed that they are now much aware of the topics. Now they have admitted that they will be able to apply the rules of child psychology in the classroom while teaching in future and they could identify the problems of the students.

Table 5: Showing after innovative teaching the students, who became aware of the topics

After innovative teaching the boys , who became aware of the topics	After innovative teaching the girls , who became aware of the topics
94%	96%

Source field survey
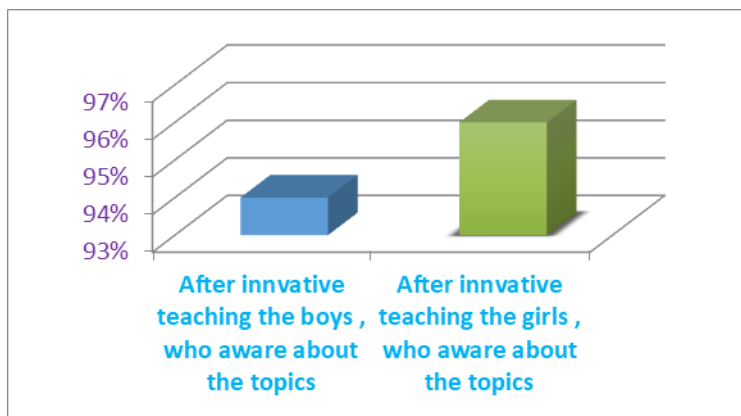
Figure 5. After innovative teaching the students, who aware about the topics

5) As the answer to the fifth question, 82% boys and 86% girls have said that many abstract things related topic to intelligence, motivation, emotional intelligence, creativity etc are not clear to them.

Table 6: Students' who have no clear idea about abstract things of psychology's topic

Boys who, have no clear idea about abstract things of psychology's topic	girls who, have no clear idea about abstract things of psychology's topic
82%	86%

Source field survey
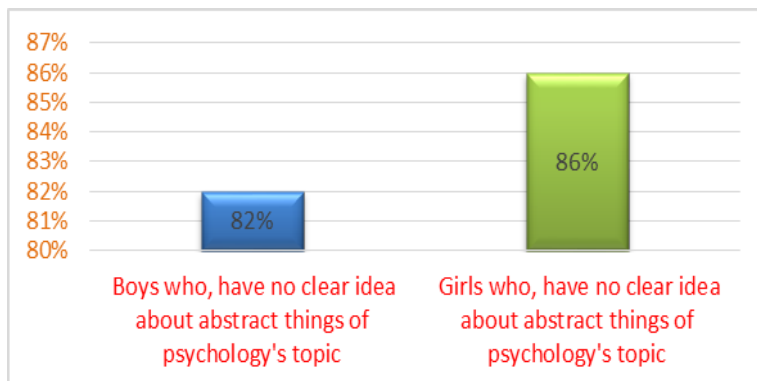
Figure 6. students who, have no clear idea about abstract things of psychology's topic

But after teaching those using audio visual aids 87% boys and 88% girls have informed that now many things of those topics are clearer to them. Not only at the time of their examination but also at other times they could correlate many other subjects with those topics which will help them to learn those non-learned subjects. They could develop the learning conduction.

Table 7: Showing students capable of developing their learning strategies post innovative teaching

After innovative teaching boys, who could develop their learning strategies.	After innovative teaching girls, who could develop their learning strategies.
87%	88%

Source field survey
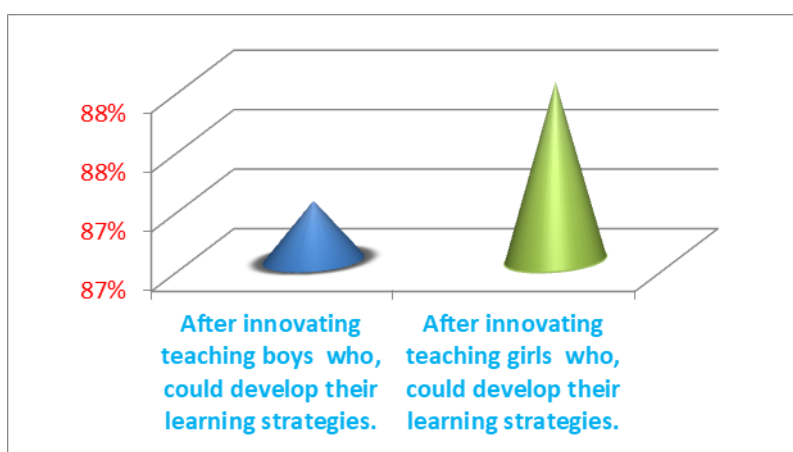
Figure 7. After innovative teaching students, who could develop their learning strategies

6) 78% boys and 81% girls have said that though they can understand the topics at the time of their teacher's teaching in the classroom but they face problems while studying at home. Then the subject becomes a tough subject to them.

Table 8: Showing students confronting issues while studying at home

Boys, who face problem while studying at home.	Girls, who face problem while studying at home.
78%	81%

Source field survey
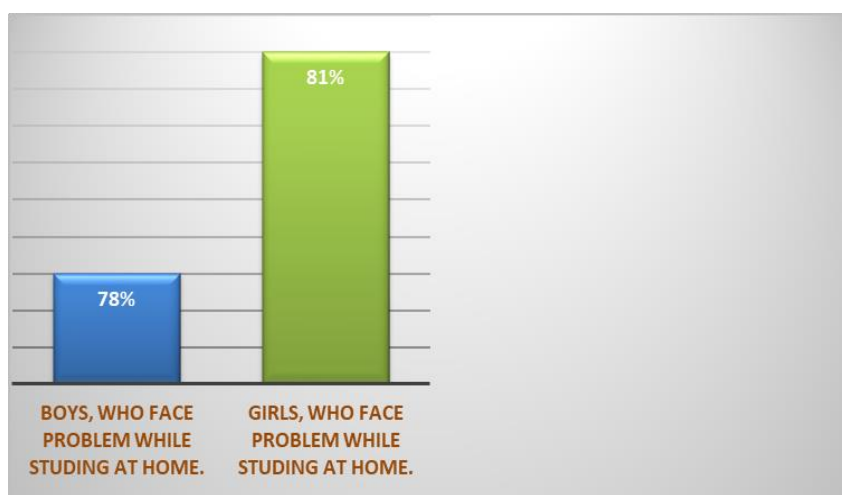
Figure 8. students, who face problem while studying at home.

But after teaching them by audio visual 85% boys and 87% girls have informed that a clear concept about the topics is made in their mind. Through the audio visual class they can be learned using many examples. For this, those topics are stored in their long-term memory. So if they forget a little about the topics they can memorize by sourcing the matters from the audio visual aids. Thus they can study well at home.

Table 9: Showing students memorizing lesson at home post innovative teaching.

After innovating teaching boys who, can memorize the lesson at home	After innovating teaching girls who ,can memorize the lesson at home
85%	87%

Source field survey
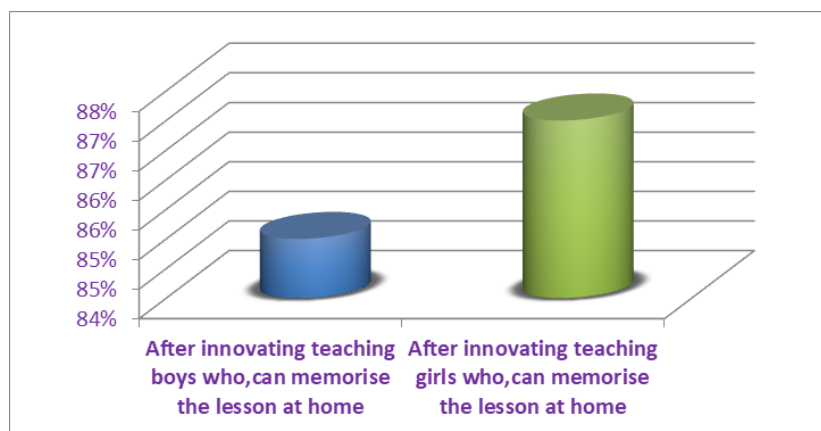
Figure 9. After innovating teaching students who, can memorize the lesson at home

7) 74% boys and 78% girls have said that they cannot write a clear answer in examination because they cannot understand the topics well in the classroom and for this they got very poor marks and it is a matter of great concern to them. They cannot answer well in the examination because of their unclear concept about the topics. Either they forget things sometimes after beginning their writing or they write some unnecessary things.

Table 10: Showing students writing unclear answers in the examination.

Boys who, cannot write clear answer in examination.	Girls who, cannot write clear answer in examination.
74%	78%

Source field survey
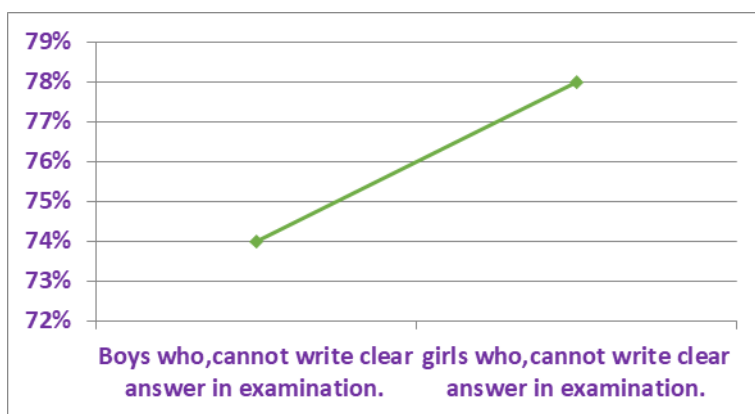
Figure 10. Students who, cannot write clear answer in examination

After teaching them using audio visual aids, 84% boys and 87% girls have said that many of their problems regarding learning are solved. They are now able to explain the topics with more examples than earlier and they are not facing problems to memorize the topics.

Table 11: Post innovating teaching increase in students ability to explain topics with more instances in examination

After innovating teaching the boys who, able to explain the topics with more example in examination.	After innovating teaching the girls who, able to explain the topics with more example in examination.
84%	87%

Source field survey
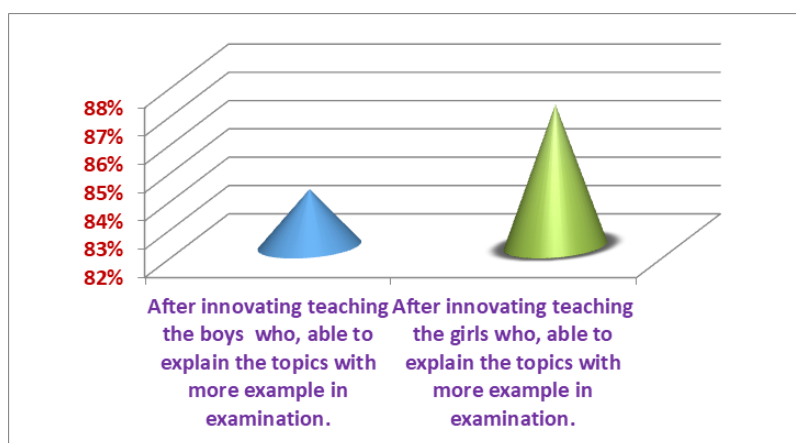
Figure11: After innovating teaching the students who, able to explain the topics with more example in examination

Testing of null Hypothesis

All the hypotheses were tested at 0.05 level of significance.

Table 12: Representation of achievement of students' in course of Traditional teaching

Achievement of students' in course of Traditional teaching	N	M	SD	SED	df	t	Sig. (2.tailed)	Means Difference
Boys	40	15.83	2.764	0.437	74	.083	.934	.053
Girls	36	15.47	2.782	0.464				

In case of comparing (table l2) the mean score of achievement levels on traditional teaching method between boys (mean 15.83)& girls (mean15.47), the calculated 't'(74) value is .083 and' **p'** value is .934(p >0.05). Hence'**t'** was not significant at 0.05 levels. So Ho1 was not rejected and it can be safely said that achievement levels on traditional teaching were not significantly different between boys & girls

Table 13: Representation of Change in attitude post application of Traditional teaching

Change in attitude post application of Traditional teaching.	N	M	SD	SED	df	t	Sig. (2.tailed)	Means Difference
Boys	40	26.13	2.323	0.36 7	74	1.765	.082	.958
Girls	36	25.17	2.408	0.401				

In case of comparing (table l3) the mean score of attitude towards traditional teaching between boys (mean26.13)& girls (mean 25.17), the calculated '**t**'(74) value is1.765 and' **p'** value is .082 (p >0.05). Hence'**t'**was not significant at 0.05 levels. So Ho2 was not rejected and it can be safely said that attitude towards traditional teaching method is not significant difference between boys & girls.

Table 14: Representation of Change in attitude post application of innovative teaching

Change in attitude post application of innovative teaching.	N	M	б	SED	df	t	Sig. (2.tailed)	Means Difference
Boys	40	25.75	1.676	0.265	74	--1.055	.295	-.415
Girls	36	26.17	1.765	0.295				

In case of comparing (table l4) the mean score of achievement levels on innovative teaching method between boys (mean25.75)& girls (mean 26.75), the calculated '**t**'(74) value is--1.055 and' **p'** value is .295 (p >0.05). Hence'**t'** was not significant at 0.05 levels. So Ho3 was not rejected and it can be safely said that achievement levels towards Innovative teaching method is not significant difference between boys & girls.

Table 15: **Representation of**

Innovative attitude	N	M	б	SED	df	t	Sig. (2.tailed)	Means Difference
Boys	40	10.40	1.614	0.255	74	--2.162	.034	.-794
Girls	36	11.19	1.582	0.264				

In case of comparing (table l5) the mean score attitude towards innovative teaching between boys (mean10.40)& girls (mean 11.19), the calculated 't' (74) value is--2.162and' **p'** value is .034 (p >0.05). Hence 't' was not significant at 0.05 levels. So Ho4 was not rejected and it can be safely said that attitude towards Innovative teaching method is not significant difference between boys & girls.

Table 16: Representation of difference between traditional & innovative achievement

Difference between traditional & innovative achievement	N	M	Ϭ	SED	df	t	R	Sig. (2.tailed
Boys	76	25.95	1.720	0.197	75	33.015	0.310	.000
Girls	76	15.50	2.754	0.316				

In case of comparing (table l6) the mean score of achievement levels on traditional teaching method and innovative teaching method between boys (mean 25.95)& girls (mean15.50), the calculated '**t**'(75) value is33.015and' **p'** value is .000 (p >0.05). Hence't' was not significant at 0.05 levels. So Ho5 was not rejected and it can be safely said that traditional teaching achievement score and Innovative teaching achievement score were significant different between boys & girls. Innovative teaching is more helpful than traditional teaching.

Table 17: Representation of difference between achievement scores of Traditional and Innovative teaching with respect to boys

Difference between achievement scores of Traditional and Innovative teaching with respect to boys.	N	M	Ϭ	SED	df	t	R	Sig. (2.tailed
	40	25.75	1.676	0.265	39	26.459	0.483	.000
	40	15.53	2.764	0.437				

In case of comparing (table l7) the mean score between traditional teaching achievement score (mean 25.75) and Innovative teaching achievement score (mean 15.53) of boys , the calculated '**t**'(39) value is26.459 and' **p'** value is .000 (p >0.05) r 0.483 Hence't' was highly significant at 0.05 levels. So Ho6 was retained and it can be safely said that there are significant different between traditional teaching achievement score and Innovative teaching achievement score were significant different of boys.

Table 18: Representation of difference between achievement scores of Traditional and Innovative teaching with respect to girls

Difference between achievement scores of Traditional and Innovative teaching with respect to girls.	N	M	SD	SED	df	t	r	Sig. (2.tailed
	36	26.17	1.765	0.294	35	20.783	0.134799	.000
	36	15.47	2.782	0.464				

In case of comparing (table l8) the mean score between traditional teaching achievement score (mean26.17) and Innovative teaching achievement score (mean15.47) of girls , the calculated 't'(35) value is20.783 and' **p'** value is .000 (p >0.05) r 0.134799 Hence't'** was highly significant at 0.05 levels. So Ho6 was retained and it can be safely said that there are significant different between traditional teaching achievement score and Innovative teaching achievement score were significant different of girls.

FINDING AND DISCUSSION

The finding

    a) Many abstract things have been turned into concrete ideas.

    b) Student-teachers could identify the problems of the students.

    c) Through the innovative strategy they can learn with many examples. For this those topics are stored in their long-term memory.

    d) Student-teachers have developed their power of realization and also developed their will power.

    e) The strategy improves their attention to study.

    f) Students are not facing problems to memorize the topics.

    g) The innovative strategy improves their attention to study.

Discussions

The study has been conducted to find out the relation between innovative teaching academic achievements among1st semester B.ED college students. In this purpose one college was selected to complete the study with in a limited time. After innovative teaching many abstract things have been turned into concrete ideas of students. Through the innovative strategy students can learn with many examples. For this those topics are stored in their long-term memory. They also developed their power of realization and also developed their will power. The innovative strategy improves their attention to study.

Innovative teaching is the important variable which has direct impact on academic achievement of students clearly revealed by the result of the study.

Educational implication:

The result of the study can be implemented in all B.ED & D.EL, ED College of West Bengal.

1. The result can be implemented in any stage of education.
2. The result of the study through help the teacher for effective teaching.

Suggestions for further Research:

This study indicates the needs for conducting the research on the following to estimate a concrete generalization.

1) Studies may be conducted with different class of students.
2) Investigation may be done between rural and urban students.
3) Studies may be conducted with different system of college.

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EFFECTIVENESS OF E-CONTENT AND ITS DEVELOPMENTS IN EDUCATION IN INDIA

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ABSTRACT

E-content is the new instruction system which has drawn more interest to gather with the model definition. Better e-content consistency allows for effective e-learning. The teacher has a role in the creation of a quality e-content. For the learners, e-content is important and often useful for teachers in all different teaching programs. E-content is the latest instruction method which has fascinated more focus to gather the model concept. E-content is a learning resource that can be replicated by any human with a larger geographical region. If the teacher successfully encourages e-content then it increases the level of understanding of the learner and contributes to creative thinking. The approach of e-content education differs from the conventional system as this method requires modern technical elements such as enticing pictures, connection, audio, and video. It helps learners with the quality of the content. The researcher here has attempted to conduct a study on the Effectiveness and Development of E-Content in Education in India.

Keywords: E-Content, Education, Development, Teaching-Learning, India.

1. INTRODUCTION

The creation of e-content and the technology-related learning presented here does not aim to substitute conventional teaching and learning but is intended to complement it. There are nowadays large quantities of multimedia content that are of educational significance. Any of the standard products that are free of charge or with a fixed cap may be utilized again and updated in their teaching and learning for teachers and students. Students are moving from textbooks to digital course materials because textbooks are too costly. These tools are offering stronger interactivity and mutual engagement with both teachers and students. Because of its

consistency in time, location, and speed of learning, it becomes imminent. It involves all sorts of content produced and distributed through different electronic media. E-Contents used in education can vary from the regular online articles (e-journals) and electronic books (e-books) to the electronic research papers (e-Research-reports), the electronic lecture modules (e-lecture-modules), the electronic lecture notes (e-lecture-notes) and the electronic lecture slides (e-lecture-slides). (Amutha, 2016). E-content is accessible across a broad variety of topics in all stages of schooling. It can be exploited by a wide range of learners with diverse needs, backgrounds, and prior experience and skill levels. This can be quickly and immediately exchanged and allocated to an infinite number of users around the globe. Teachers, students, and others profit from the use of well-designed and well-developed e-content. It is a package that satisfies conditions such as distance minimization, cost-effectiveness, user-friendliness, and versatility to local conditions. The design, development, and a framework of e-content might well depend on the nature of the content and learners. This would all rely on the consistency and sophistication that learning aims to build. Different instructional concept templates are accessible as per one's requirements. The majority of models include the cycle of evaluating the requirements of the learner and the goals of the instruction material production, the creation of the implementation method and content, the pilot study of the material produced, applied, tested, perfected, etc. In general, the e-content lesson is intended to direct students through knowledge or to help them accomplish particular tasks. The e-content kit should be utilized as an instructor in a simulated school scenario utilizing e-content, thus the time and expense involved in the training process can be reduced. E-content promotes the creativity of the learner by assisting the learner to generate something new with novelty, particularly poems, novels, and other literary genres with a creative sense. The e-content enables individualized training. This approach to teaching has been a solution to a dynamic global, societal, economic, and growing population. (Dani & Isave, 2014).

2. OPERATIONAL DEFINITION OF THE KEY TERMS USED

E-content

Electronic content is also defined as digital services that apply to material or knowledge accessed by network-based electronic devices. E-content is an online medium of validated goods that are digitized at all moments, anytime, and for some purpose to be published on the website.

Effectiveness

Effectiveness can deliver the intended result. Effectiveness refers to an outstanding outcome of studying the subject. Effectiveness relates to the degree of attainment of the goals of schooling. This often is applied to the degree of accomplishment at higher levels of achievement.

Teaching-learning

Teaching-learning is an approach that involves several variables. Such variables communicate as learners strive against their objectives and implement new ideas, habits, and abilities that contribute to their learning experience.

3. REVIEW OF RELATED LITERATURE

Eremias & Subash (2013) in their paper "E-Content Development: A Milestone In The Dynamic Progress Of E-Learning", published in the International Journal of Teacher Educational Research describes the e-Content production and its necessity to enrich the e-Learning. The researchers also noticed that the ultimate purpose of e-Content creation is to build an information-rich environment in which everybody, regardless of caste, ethnicity, race, place, gender, etc., is empowered to construct, obtain, exchange and use information and knowledge for their economic, social, cultural and political advancement. Researchers predict that e-content production will dynamically enrich e-learning. It is said that people are visually-minded. They can retain 20% of what they hear. 50 percent of what they've heard and seeing. And probably, a hundred percent of what they hear and see and do. This is what e-contents are about to do and what e-contents are about to do.

Dani & Isave (2014) "E-Content Development: A Base Of E-Learning", published in Scholarly Research Journal For Interdisciplinary Studies focused on the concept of e-content development. The researchers explained the nature of e-content. The method of creating e-content has been clarified. And elaborated on the role of an instructor in the creation of e-content. They researched the instructional architecture of the CAI system. They laid forth the criteria for the creation of e-content and the consistency of appropriate e-content. The inference is that the instructor will render reasonable quality e-contents. They have studied that e-content is a learning object which can be used by any person with a wider geographic area that can be reused. Teachers can create e-content and instructional material that forms e-learning material for all people. The study of pedagogy and educational design helps to develop efficient e-content. Teachers should produce high-quality e-content for effective e-learning.

Nachimuthu (2012) in his paper "Need Of E-Content Developments In Education", published in the journal Education Today, An International Journal of Education & Humanities studied the Models of e-content development, Phases of e-content development, Pedagogical Issues in e-Content Development, and Characteristics of e-content development. The researcher noticed that groundbreaking work in e-content material as a type of digital literacy in educational settings was primarily intended to explore the effects of emerging ways of social networking, information exchange, and community creation. The researcher also stated that there is a lot to be done if children and young people are ready to perform an active and critical role in the digital future.

4. STATEMENT OF THE PROBLEM

In the modern sense, the need for digital integration of teaching-learning resources is crucial to provide better education to more learners for the simple purpose that the scope and richness of e-content are very high. The problem of the study shall be stated as follows **"Effectiveness Of E-Content And Its Developments In Education In India".**

5. OBJECTIVES OF THE STUDY

E-content is the raw data in e-learning applications. It is necessary to produce a good quality e-content analysis by the educator. The research is intended to study the meaning of the evolution of e-content and to understand the effectiveness, nature, development of the evolution of e-content.

6. RESEARCH QUESTIONS

The following research questions are framed for the benefit of the investigator:

- What is the meaning of e-content?
- What is the nature of e-content?
- What is the need of e-content developments in education?
- What are the benefits of e-content?
- What is the role of a teacher in the development of e-content?

7. DISCUSSION

7.1 NATURE OF E-CONTENT

The growth of e-content and e-content information is a new model for education and training in the digital society, driven by technical advances that offer current education technology a new lock. E-Content provides knowledge and skills to those who use it. The creation of instructional material in a period of transition has grown

up to be a major task of a contemporary instructor who has to meet a young learner in a changing world. The role of qualitative e-content material assumes the critical need and value for the development and dissemination of modern education technology. E-content is technically accessible to students with downloadable text materials and used separately for the learning phase on every device. E-content may be in the form of stories in cultures, a video clip of ancient landmarks, historical travels, a flow map with logical-mathematical words, experimental studies, and some sort of the artistic operation. E-Content seeks to build the innovative technologies and digital tools required to assist and direct teachers in the process of developing instructional materials, incorporating modern pedagogy into a technology-based world and thereby leading to the shift from classroom to e-learning. The core features of e-content are a bi-sensory learning environment, interactive integration of document, image, audio, video, animation, etc. to establish the impact of multimedia, connectivity, reusability, interoperability, etc. These are the points of evidence for the argument that the creation of e-content is a top priority among all academic efforts. (Dhlamini, 2011). E-content is learning-friendly with fast navigation. The e-content is learner-centric, helpful in a self-learning environment. E-content is also friendly to teachers, used in a variety of teaching-learning methods, including any classroom, group lectures, lab sessions. It is the responsibility of the e-content writer to generate content that is effectively delivered through audio-visual media and that e-content should support learning.

7.2 NEED OF E-CONTENT DEVELOPMENTS IN EDUCATION

The e-content makes it easier for students to study and improve their understanding of education. E-information is defined as online material or interactive content through which it can be distributed through a data network such as the Internet. E-content encompasses all types of content and modifies traditional information into increasingly sophisticated automated tools combining sounds, images, and text. E-content requires a great deal of creativity at both the level of information and technology. E-content can involve downloadable courses, workbooks, posts, images, or multimedia. The move from conventional textbooks to digital resources is an increasing development among students who have an interest in higher education in particular. This multimedia content can facilitate greater engagement and deepen comprehension among education students. E-content based on four primary viewpoints, such as theoretical perspectives, relational perspectives, interpersonal perspectives, and qualitative perspectives. The cognitive view reflects on the neural mechanisms involved with thinking as well as to how our brain functions. Emotional perspectives focus on the emotional forms of learning, such as

motivation, engagement, and fun. In comparison, the therapeutic approach reflects the instructional process, role-playing, and work environment abilities and behavioral consequences. (Eremias & Subash, 2013). The relational point of view represents the environmental and social factors which trigger the method of learning. There are certain e-content instructors. The competent instructor must be most effective and efficient in performing a task, particularly in the digital context, by using appropriate knowledge, skills, attitudes, and abilities that properly adapt to the time and skills of the learner. In simulated learning cases, e-content may be employed as an instructor. The quality of learning depends not only on how the procedure was carried out but also on what content is instructed and how the content is delivered to learners. Technology stimulates the learner in the classroom and incorporates the learner in the learning processes. The usefulness of e-content information is intended not just for the present century, but also for posterity.

7.3 BENEFITS OF E-CONTENT

Effectiveness in electronic learning is attributed to the consistency of electronic information on several subjects. It defines a data package in electronic form. It can be prepared in a variety of ways, such as a Video-based system or a Web-based system. The electronic education system and technology through personalization innovations would ensure 'access and success' in the field of education. E-Content is a paradigm in which knowledge is generated and sorted by the learner. The learner takes an active role in the development of learning. Training is human, self-paced, and hands-on. Developing a meta-database of recycling information granules and distribution of material to fit user preferences allows a personalization of education that is only made feasible with the use of technologies. The technology systems developed and used for self-centeredness and customized education are referred to as 'second generation.' Changing strategies for information creation, information collection, content kit, content distribution, and thereby introducing a modern model of education, ensures exposure and achievement for all, massive cost savings, learner flexibility, just-in-time education, and better education for everyone. (Mishra, Patel, & Doshi, 2017). For academic purposes, numerous institutions are publishing books, research reports, lecture modules, theses, and other documentation. Some of these articles are usually in-print and are housed in a library accessible to fellow lecturers, researchers, and graduates. E-content is relevant to the pupil and is therefore of benefit to the instructors in all different teaching programs. E-content is the new type of teaching that has drawn additional interest in the definition of templates. The overarching aim of e-content is to reduce inequality between learners through successful schooling. E-Content encourages a

problem-solving and analytical analysis that is crucial to academic achievement in the world economy. The services often allow students to develop the skills required for their personal and career success as adults. Students should allow the use of this innovative method of material delivery. The findings of some studies show that the interaction of computers by the use of E content and other emerging technology may encourage positive attitudes towards learning and higher accomplishment among learners.

7.4 ROLE OF TEACHER IN THE DEVELOPMENT OF E-CONTENT

The current position of teaching in the 21st century indicates that teaching will be specifically oriented towards leading students through the learning cycle. New technology delivers and at the very least allows teachers the ability to adapt the resources to their requirements and the preferences of their learners. The use of e-content shows that training is more successful than the conventional form of instruction. Teachers are the ones who will personalize the material to the particular student and the educational circumstance in question. Teachers need to have only connections, URLs, web addresses, or send them via email or social media, and much more. Teaching across these e-content enhances the interest and expertise of the student-teachers. E-content can support both teachers and students-teachers in a successful teaching-learning cycle. The instructor is a course guide as far as e-content and e-resources are involved. Every instructor will create and assist in the production of the e-content of his topic. Mostly with the help of standard ICT tools like Blog, Google Docs, Google Sheets, PPT, Word, Excel a teacher can make e-content for his students. (Sharma, 2003). The instructor should not only be versatile enough to be improved but should also be accessible to anything that fits the goals of the teaching-learning cycle. With open-mindedness, whatever is nice to be embraced quickly. Using all site tools, e-content students may build interactive classrooms in their homes. The institution, the academy, and the faculties are right on their home's ends. They can quickly view their research specific knowledge quite comfortably. They will communicate digitally with their co-learners and read new information from them. E-content elements may be conveniently configured and adjusted by the learner in compliance with the needs and preferences of the learner. They are agile and autonomous. E-content influences the Training, not the Instructor. E-content has a tremendous ability to influence their instruction, but it doesn't radically change them as students. Teachers will also utilize e-content not just for the benefit of technology, but also to enable students to study more quickly and effectively.

8. CONCLUSION

E-content is more beneficial to learners and supports teachers as independent methods of instruction. Based on the study, e-content is defined as a topic of research, a component of a subject or occupation, and a means of instruction. E-content successfully allows teachers to be involved. The e-content is the new form of teaching that catches the interest of the learners. The goal of e-content is to eradicate confusion among learners through successful education. It increases the degree of understanding of learners, through which it contributes to innovative thought, and offers potential ideas based on linkages and references. E-content is a form of digital literacy in academic settings and is used to explore the ramifications of different forms of social networking, knowledge sharing, and knowledge building. It also trains learners more maturely and helps them act differently in learning strategies. Content is the center of learning and the platform serves as the nerve in it. While content creation plays a key role in e-learning, it is not a straightforward task. It needs professional expertise in the area, persistence in designing the requisite artifacts that make up reliable, immersive courseware, and a higher level of imagination in structuring and arranging themes to render the whole thing complete. In general, the e-content lesson is intended to direct students through knowledge or help them accomplish particular tasks. In a simulated classroom setting, an e-content kit may be employed as an instructor. E-content is a really strong educational resource. E-content is relevant to learners and is therefore of benefit to instructors in all different forms of instruction. E-content is the latest training form that has drawn further interest in the definition of templates. Individualized learning by e-content lets a heterogeneous community of students learn at their rate, based on their skill, and therefore decreases the workload of teaching throughout the classroom. Using E-content, the time and resources involved in the teaching process may be reduced. The e-content facilitates individualized instruction. The e-content method will bridge the gap between communication and the availability of quantitative knowledge by students and teachers. We should, therefore, facilitate and support such information transfer through e-content, and develop the potential of the young generation through the widespread use of technology.

9. RECOMMENDATIONS FOR FURTHER STUDY

- Newer educational techniques using the e-content information will be implemented to a larger degree.
- E-content resources may be used to develop abstract awareness and functional information.

- E-content resources are considered to be more successful in the teaching-learning phase.

- Teachers and lecturers will be qualified to generate e-content material at various stages.

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INTRAPERSONAL INTELLIGENCE AMONG IX STANDARD STUDENTS IN KERALA

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ABSTRACT

Swami Vivekananda's idea of education was one by which character is formed, strength of mind is increased, intellect is expanded and by which one can stand on one's own feet. Education should give a strong base to both the mental and psychological aspects of a child. Schools have always given more stress in developing and improving the linguistic and mathematical intelligence of the child. The child loses touch with himself once he grows up and finds helpless to deal with his own self. Being an introvert is always mapped to higher intrapersonal intelligence but strengthening the intrapersonal intelligence during school years will help a child to learn the art of introspection which in turn will positively benefit his identity and personality. This idea led the researcher to conduct a study on the aspect of Intrapersonal Intelligence among students. The sample selected for the study were IX standard students from three districts of Kerala. Stratified Random Sampling method was used in the study. Findings revealed significant difference in the mean scores of Intrapersonal Intelligence among IX standard students based on gender and type of school management whereas no significant difference was observed based on locale.

KEY WORDS: Multiple Intelligence, Intrapersonal Intelligence, Introspection

INTRODUCTION

Intelligence is the capacity of an individual to rationally think, purposefully act and effectively deal with the environment. Merely bookish learning is not intelligence but it reflects a broader and deeper capability for comprehending one's surroundings and plays an important role in the harmonious development of an individual's personality. Seven types of Intelligences are proposed by Gardner's Multiple Intelligence theory. Intrapersonal Intelligence forms the part of Howard Gardner's theory of multiple intelligence. It enables a learner to understand oneself and develop his unique abilities which could empower the learner to have a greater

self-esteem and enthusiasm. The literal meaning of intrapersonal is "look within". Intrapersonal intelligence is synonymous with self-awareness or introspection. The basic quality of those having interpersonal intelligence is that they are usually intuitive and quintessentially introspective. They usually can figure out their own feelings, motivation and goals. Not only this they also find it easy to help others understand themselves. Education in the current situation has been globalised. Technological advancements have enabled the learners to have information at their fingertips. In this quest of technological improvement of education, stakeholders have somewhere marginalized the importance of intrapersonal intelligence among students.

We are a part of a society where in we are called social animals. An individual needs to be adept with his or her reality and individuality. In the rat race of achieving the best, students are not taught to understand themselves and introspect their own identity, a true but bitter truth of the educational scenario of the present.

NEED AND SIGNIFICANCE OF THE STUDY

According to Gardner's theory of multiple Intelligence an individual has basically seven types of Intelligence. Some types are very well developed some are not. Students of today's generation have a lot of freedom as compared to a decade ago. With this freedom comes a great responsibility of knowing and understanding one's worth for oneself and for society. To know one's worth and identity should be the prime focus and aim of education which is in fact ironical with the ground reality of today's education. Everyone is concerned about a child's achievement in school. Achievement maybe in terms of number but given an opportunity no child wants to compare him to others in terms of numbers. The researcher felt the need to understand Intrapersonal intelligence among students an area which has not been dealt within the field of research to that extent. Understanding the child in terms of his Intrapersonal Intelligence would help the teacher to incorporate a more inclusive approach to teaching.

STATEMENT OF THE PROBLEM

Theory of multiple intelligences argues that all individuals are able to understand their surroundings through various types of Intelligence viz. language, logic, spatial representation, musical thinking, mind and body. Pedagogy with prime focus of Intrapersonal Intelligence can help the teacher to assess the strength and weakness of the student and shape their thinking skills through well-developed intelligences. The present study focuses on the Intrapersonal Intelligence of IX standard students

in Kerala with reference to gender, locale and type of school management. Hence the present study is stated as Intrapersonal Intelligence among IX standard students in Kerala.

RESEARCH QUESTION

The researcher wanted to find an answer to the question:

- Do the IX standard students based on gender, locale and type of school management differ in their Intrapersonal Intelligence?

OBJECTIVES

- To find out whether significant differences exist in the mean scores of Intrapersonal Intelligence among IX standard students based on gender, locale and type of school management.

HYPOTHESIS

- There is no significant difference in the mean scores of Intrapersonal Intelligence among IX standard students with respect to their gender.

- There is no significant difference in the mean scores of Intrapersonal Intelligence among IX standard students with respect to their locale.

- There is no significant difference in the mean scores of Intrapersonal Intelligence among IX standard students with respect to their type of school management.

TOOLS USED

Research depends mostly on the nature of the tools and techniques used. Use of a valid and reliable tool for data collection guarantees the generalization of the results. In the present study Multiple Intelligence Inventory (Avdhesh and Bhavishya 2014) was used. The inventory has 8 parts with 10 items in each part. Investigator used the Intrapersonal Intelligence subpart from the inventory for the present study.

SAMPLE OF THE STUDY

The sample of the study comprised of 560, IX standard students from Alappuzha, Kollam and Pathanamthitta districts. Stratified random sampling technique was used in this study.

ANALYSIS AND INTERPRETATION

HYPOTHESIS 1

There is no significant difference between the mean scores of Intrapersonal Intelligence among IX standard students based on gender.

TABLE 1

Data and Results of the Test of
Significance of Difference between Mean Scores of
Intrapersonal Intelligence for Subsamples Based on Gender

Gender	N	Mean	Standard Deviation	Mean Difference	Std. Error	t value	95%confidence interval of the difference	
							Lower	Upper
Girls	263	4.007	1.867	1.028	0.157	6.528*	0.718	1.337
Boys	297	2.979	1.849					

* significant at 0.01 level.

Discussion of results

The absolute 't' value for the difference between the mean scores of Intrapersonal Intelligence of boys and girls is found to be 6.528 which is greater than the table value of 2.58 at 0.01 level. This indicates that the difference between the mean scores of Intrapersonal Intelligence is significant and the difference cannot be attributed to chance. The 95% confidence interval indicates that the difference between the population mean scores of Intrapersonal Intelligence based on gender can lie in the range of 0.718 and 1.337 with a probability of 0.95. Thus, there exists a significant difference between the mean scores of Intrapersonal Intelligence for subsamples based on Gender.

HYPOTHESIS 2

There is no significant difference between the mean scores of Intrapersonal Intelligence among IX standard students based on locale.

TABLE 2
Data and Results of The Test of
Significance of Difference between Mean Scores of
Intrapersonal Intelligence for Subsamples Based on Locale

Locale	N	Mean	Standard Deviation	Mean Difference	Std. Error	t value	95%confidence interval of the difference	
							Lower	Upper
Urban	333	3.566	2.030	0.176	0.166	1.061*	-0.150	0.502
Rural	227	3.390	1.851					

* not significant

Discussion of results

The difference between the mean scores of Intrapersonal Intelligence of students in urban and rural areas is found equal to 0.176. The absolute t value for the difference is 1.061 which is less than the table value of 1.96 at 0.05 level. Hence the difference between the mean score of Intrapersonal Intelligence is not statistically significant and can be due to chance. The 95% confidence interval indicates that the difference between the population mean of Intrapersonal Intelligence scores based on locale can lie in the range of -0.150 and 0.502 with probability of 0.95. Thus, there exists no significant difference between the mean scores of Intrapersonal Intelligence for subsamples based on locale.

HYPOTHESIS 3

There is no significant difference between mean scores of Intrapersonal Intelligence among IX standard students based on type of school management.

TABLE 3
Data and Results of Test of Significance of
Difference between Mean Scores of Intrapersonal
Intelligence for Subsamples Based on Type of School Management

Type of school management	N	Mean	Standard Deviation	Mean Difference	Std. Error	t value	95%confidence interval of the difference	
							Lower	Upper
Govt	250	3.655	2.123	0.348	0.163	2.131*	-0.02	0.669
Aided	310	3.306	1.738					

* significant at 0.05 level

Discussion of results

The difference between the mean scores of Intrapersonal Intelligence of students in government and aided schools is found to be 0.348. The absolute t value for this difference is 2.131 which is more than the table value of 1.96 at 0.05 level. Thus, the mean difference obtained is statistically significant at 0.05 level. The 95% confidence interval indicates that the difference in mean scores of Logical–Mathematical Intelligence of students in aided and government schools will lie between -0.02 and 0.669 with a probability of 0.95. Thus, there exists significant difference between the mean scores of Intrapersonal Intelligence for subsamples based on type of school management.

MAJOR FINDINGS

- Significant difference was found between the mean scores of Intrapersonal Intelligence among IX standard students based upon gender.

- Mean scores of Intrapersonal Intelligence for IX standard students was higher for girls than boys.

- There exists no significant difference between the mean scores of Intrapersonal Intelligence among IX standard students based on locale.

- The mean scores of Intrapersonal Intelligence for IX standard students was higher for students from urban areas than rural areas.

- There exists a significant difference between the mean scores of Intrapersonal Intelligence among IX standard students based upon type of school management.

- Intrapersonal intelligence for IX standard student was higher for students studying in Government schools than the students studying in government aided schools.

EDUCATIONAL IMPLICATIONS

Intrapersonal intelligence can be understood as introspection and self-reflective capacities as well as having a deep understanding of self. The students having Intrapersonal Intelligence are effective self-directed learners and are aware of their own strengths and weaknesses. Skill games as well as self-guided projects are great ways to stimulate such an intrapersonal learner. They have a strong sense of fairness. In order to involve them teacher should connect concepts to their life for better understanding. The students spend the most productive phase of their life in schools. The stakeholders in the field of education should focus on the wholesome growth of individuals rather than overloading them with information and then testing them with standardized tests. Students irrespective of the background should be trained to know themselves better. They should be taught to be mindful in every aspect of life to understand others better and education should help them to better understand their own self.

CONCLUSION

Every child is unique. No child is less capable than the other. Everyone has the ability and the capacity to survive. Schools should provide a platform for an overall growth of the child. The best gift we can give the child of this technological advanced world is the art of introspection. Enabling the child to learn about mindful meditation and training them to be mindful can help the child to be in sync with his

inner self. It will help the child to realise the higher motives of his life and achieve a positive well-being.

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PERCEPTION OF HIGHER SECONDARY SCHOOL TEACHERS TOWARDS SCHOOL CLIMATE – A SURVEY

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ABSTRACT

School climate involves varied aspects of a students educational experience. A positive school climate promotes safety, respectful an truoting relationship between teachers and learners thereby encouraging and fostering an holistic growth of a students. Thus the main objectives of this research paper study the perception of school teachers towards school climate. The sample selected for the study were 812 post graduate teachers from Chennai, Kancheepuram and Thiruvallur districts of Tamil Nadu. Normative survey method was used and the data was subjected to descriptive analysis, t- test and ANOVA using SPSS.Result revealed that the post graduate teachers perceptions towards school climate did not differ significantly based on their Professional Qualification and Age. Post Graduate Teachers in the age group above 50 years had better perception towards the school climate.

Introduction

School is a healthy place of learning where the central focus is the dreams, and ambitions of the students and parents, teachers are motivated to give their best and all are respected**.** School Climate is defined as a mixture of beliefs, values and behaviours of students, teaching staff, leaders and parents, level of independence, leadership styles and job satisfaction. From the above definition, school climate can be perceived as the prevailing atmosphere in the school, which is mainly dictated by the leaders and it affects the way how students and teachers perceive their school and affects their values and attitudes toward school and work. School is an important agency of the society, which plays a significant role by supplying trained and educated manpower. Teachers serve as pivot of this developmental process at every stage and help students to continue learning till they complete higher education. Empowerment of the teacher signifies this organizational arrangement, decision – making and functional autonomy in classroom practices. An effective school is supposed to have more empowered, committed teachers and more conducive climate for learning.

Need of the study

School Climate reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place. School climate is a significant element in discussions about improving academic performance and school reform. It is also mentioned in discussions of potential solutions to problems such as bullying; inter student conflicts, suicide, character education, and moral education. School climate reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place. School climate, the focus of this brief is evident in the feelings and attitudes about a school expressed by students, teachers, staff and parents – the way students and staff " feel" about being at school each day.

Objectives of the study:

1. To study whether teachers belonging to different groups based on Age, and Professional Qualification differ significantly in their perception towards School Climate and its dimensions,

Hypotheses:

1. Teachers belonging to different Age groups (below 40 years, 41 - 50 years, above 50 years) differ significantly in their perception towards School Climate and its dimensions,

2. Teachers with different levels of Professional Qualification (B.Ed, M.Ed., M.Phil / Ph.D) differ significantly in their perception towards School Climate and its dimensions,

Method & sample

The investigator adopted the normative survey method to find out the school climate of higher secondary schools in Chennai and suburban areas. The population for the present study consisted of selected PG teachers at Chennai, Tiruvalloor and Kanchipuram District (Tamil Nadu).

Sample

The investigator used random sampling techniques, 89 higher secondary schools were selected randomly and from each school, the post graduate teachers were selected randomlyfor the study.Totally the sample consisted of 812 post graduate teachers in Chennai, Kanchipuram and Thiruvalloor District (Tamil Nadu).

Tools

School climate: Adapted the tool from Bulach (2001). Adapted and revalidated by keeping some of the items and rejecting some items as per the requirement and need of the study by the investigator and the research supervisor (2013).

Data analysis

Table 1: School Climate Scores based on Age of Teachers

Dimension	<40 years (1)		41-50 years (2)		>50 years (3)		F-ratio	Level of Significance	Group differed significantly
	Mean	S.D	Mean	S.D	Mean	S.D			
Sense of Mission	7.42	3.222	7.90	3.393	8.16	3.506	2.946	P<0.09	[1&3]
Parent Involvement	6.73	3.595	7.10	3.441	7.27	3.714	1.468	P>0.05	None
Teaching	8.21	2.966	8.38	3.025	8.61	2.861	0.858	P>0.05	None
Discipline	10.00	3.803	10.43	3.349	10.26	3.772	1.212	P>0.05	None
Assessment/Time on Task	7.95	3.434	7.86	3.353	7.71	3.524	0.211	P>0.05	None
Instructional Leadership	9.72	2.995	9.84	2.711	10.30	3.226	1.736	P>0.05	None
Expectations	10.66	2.639	10.90	2.708	11.11	3.134	1.392	P>0.05	None
Overall School Climate	60.68	16.131	62.40	15.994	63.43	16.848	1.669	P>0.05	None

df=(2,809)

Table 2: School Climate Scores based on Professional Qualification of the Teachers

Dimension	B.Ed (1)		M.Ed (2)		M.Phil/Ph.D (3)		F-ratio	Level of Significance	Group differed significantl
	Mean	S.D	Mean	S.D	Mean	S.D			
Sense of Mission	7.57	3.203	8.01	3.626	7.92	3.426	1.481	P>0.05	None
Parent Involvement	6.72	3.397	7.25	3.725	7.69	3.907	3.636	P<0.02	[1&3]
Teaching	8.32	3.065	8.30	2.778	8.51	2.927	0.154	P>0.05	None
Discipline	10.16	3.679	10.34	3.284	10.23	4.046	0.177	P>0.05	None
Assessment/Time on Task	7.85	3.471	7.93	3.220	7.95	3.533	0.067	P>0.05	None
Instructional Leadership	9.76	2.872	9.91	2.795	10.33	3.443	1.397	P>0.05	None
Expectations	10.80	2.606	10.70	2.854	11.30	3.237	1.486	P>0.05	None
Overall School Climate	61.18	15.928	62.44	16.059	63.92	18.013	1.254	P>0.05	None

df=(2,809)

Table 1 In the case of Teachers belonging to the Age group upto 40 years, the Mean and Standard Deviation of Overall School Climate were calculated to be 60.68 and 16.131 respectively. In the case of Teachers belonging to the Age group 41-50 years, the Mean and Standard Deviation of Overall School Climate were calculated to be 62.40 and 15.994 respectively. In the case of Teachers belonging to the Age group above 50 years, the Mean and Standard Deviation of Overall School Climate were calculated to 63.43 and 16.848 respectively. The F-ratios were calculated for the scores on School Climate with respect to professional Qualification of the teachers revealed that the teachers did not differ significantly in overall school climate even at 0.05 level. Likewise, school climate in its dimension of Parent Involvement differed significantly at 0.02 level. But in other six dimensions namely Sense of Mission, Teaching, Discipline, Assessment/Time on Task, Instructional Leadership and Expectations, they did not differ significantly even at 0.05 level.Further analysis of differences between the different groups tested through Tukey-HSD revealed that teachers with B.Ed qualification differed significantly from those with M.Phil qualification in the dimension of Parent Involvement where teachers with B.Ed qualification lagged behind overall school climate with the other group.

Table 2 In the case of Teachers with B.Ed as professional Qualification, the mean and Standard deviation of Overall School Climate for the entire sample were calculated to be 61.18 and 15.928 respectively. In the case of Teachers with M.Ed as professional qualification, the Mean and Standard deviation of Overall School Climate for the entire sample were calculated to be 62.44 and 16.059 respectively. In the case of teachers with M.Phil as professional qualification, the Mean and Standard deviation of Overall School Climate for the entire sample were calculated to be 63.92 and 18.013 respectively. The mean Scores of teachers possessing B.Ed as professional qualification ranged from 6.72 for Parent Involvement to 10.80 for Expectations. The Standard deviation of the same ranged from 2.606 for expectations to 3.679 for Discipline. The mean Scores of teachers possessing M.Ed as professional qualification ranged from 7.25 for Parent Involvement to 10.70 for Expectations. The Standard deviation in respect of the same ranged from 2.778 for Teaching to 3.725 for Parent Involvement.The mean Scores of teachers possessing M.Phil as professional qualification ranged from 7.69 for Parent Involvement to 11.30 for Expectations. The Standard deviation of the same ranged from 2.927 for Teaching to 4.046 for Discipline. The Mean score was high (63.92) for Teachers with M.Phil qualification and it was low (61.18) for teachers with B.Ed qualification with respect to Overall School Climate.The F-ratios were calculated

for the scores on School Climate with respect to professional Qualification of the teachers revealed that the teachers did not differ significantly in overall school climate even at 0.05 level. Likewise, school climate in its dimension of Parent Involvement differed significantly at 0.02 level. But in other six dimensions namely Sense of Mission, Teaching, Discipline, Assessment/Time on Task, Instructional Leadership and Expectations, they did not differ significantly even at 0.05 level.Further analysis of differences between the different groups tested through Tukey-HSD revealed that teachers with B.Ed qualification differed significantly from those with M.Phil qualification in the dimension of Parent Involvement where teachers with B.Ed qualification lagged behind overall school climate with the other group.

1) **Findings** Teachers belonging to different Age Groups did not differ significantly in Overall School Climate, in one of its dimension namely Sense of Mission teachers differed significantly in the group above 50 years, favouring below 40 years Teachers.

   However, School Climate was perceived to be better by the Teachers belonging to the Age Group above 50 years, than those belonging to the other Age Groups.

   Teachers belonging to different Age Groups did not differ significantly in the dimensions namely, Parent Involvement, Teaching, Discipline, Assessment/ Time on Task, Instructional leadership and Expectations.

2) Teachers belonging to different Professional Qualifications did not differ significantly in Overall School Climate and in all its dimensions except Parent Involvement, where Teachers with B.Ed qualification differed significantly from M.Phil qualification in Parent Involvement, favouring B.Ed qualification of Teachers.

Conclusion It can be understood from the present study that School Climate is a determinant of School/ Organisational Effectiveness. For a school to function effectively, the principals, teachers, students and parents play a responsible role. The teachers, are the architects who shape the destiny of a nation, custodian of culture and torchbearers of humanity. Competent teachers with valuable resources should be treated as assets and hence efforts should be taken to recruit motivated, committed and skilful teachers in all educational institutions. A conducive school climate will lead to highly motivated, technically sound, creatively competent and well committed teachers who alone can lead the students in the right path and pave the way for a prosperous community. School Culture is always found to be

associated with the administrative style of Headmaster and hence school climate plays a vital role in achieving educational goals set by any educational institution.

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GURUKUL EDUCATION SYSTEM IN ANCIENT INDIA AN INTROSPECTION ABOUT TEACHER-PUPIL RELATION

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ABSTRACT

In Indian perspective, a teacher is the spiritual and intellectual father of the students thus without the help of the teachers no formal education is possible. The teacher is regarded as the "Guru", a friend philosopher and the guide. The education system of Ancient India was initially Gurukul system. The important feature of Gurukul system was the relationship between teachers and student. This paper highlights the teacher Pupil relation in Gurukul education system of ancient India.

Keywords :- Gurukul, Vedic Education, Brahmanic Education, Epic period

Introduction:- The ancient system of education was the education of the Vedas, Brahmanas, and Upanishads, during the period the great teachers were Aryabhatta, Panini, Katyayana, Patanjali and so many others. One of the important methods of Ancient Indian education was Gurukul education system. The Gurukul education system of ancient India is revealed from historical writings, which represent the Guru-Sisya Parampara or Acharya- Kulas. This Gurukul tradition gives a clear picture of early Indian education. Gurukul (Ashram) was a type of school in Ancient India, residential in nature, with pupils living in proximity. In a Gurukul system students reside together with his guru irrespective of their social standing they learnt from the Guru and performed different works as enshrined by their guru to maintain their day-to-day life. At the end of studies, pupil offered Gurudakshina. (one time his fees) to the Gurus. The Gurudakshina was a traditional gesture of acknowledgement respect and thanks. Gurukul as the name indicates was the family of the teacher and his residence   where the students used to stay during the period of study .Gradually, the Gurukul system were extended to include a number of building. However   the institution was built up around the family of the teacher (guru).

Teacher-Pupil relation in Gurukul education system of Ancient India:- Hindu Shastra, recommend that the students should begin to live under the supervision of

his teacher (in Gurukul) after his upanayana. The Gurukul system with neceasitated the stay at student away from his home at the house of a teacher or in a boarding-house of established reputation, was one of the most important feature of Ancient Indian education. In Gurukul during the pliable period of childhood and adolescence, direct personal and continuous contact with a teacher of noble character naturally produces great effect on the mind of the Students .The teacher was pronounced as Acarya, and the word was explained through three etymologies (1) who collects the precepts (2) puts the students in the proper path and (3) himself practises what he preaches . The educational system in ancient India was based on the concept Brahmacharya, which laid greater emphasis on carya than mere learing. The system was established on the tie of constant association between the teacher and the taught. This sanskrit word for the pupil was Antevasin while Acharya stood for the preceptor .A student known by the word Brahmacari. He was also known as Chatra because his duty was always to be at his teacher services and to protect him from harm like an umbrella. The "Gurusa" has a significant Place in the education system of the Gurukul system an education of the Vedic age. It consisted of two words, Guru the word "Gu" indicates darkness and "ru" means controller .It means to avoid darkness or ignorance in Vedas the term achariya was used instead of guru. Guru is considered greatest Treasure of knowledge. In educative prosess teacher and students are the two components. There was a special relationship between the students and the teachers in the Vedic age in India. In Vedic age students used to treat Gurus like father and learn to show respect and the teacher used to treat the students like a son. In the Vedic age Gurukul cantered education system Gurus and students lived in the house of Guras. All the students worked together but they were given separate work .Gurukul education system were to promote higher order of learning Students at the Gurukul had the opportunity to mould his life and live idealistic life. Teacher was the all source knowledge .The teacher was compared with Vishnu and God Shiva .He was an embodiment of all good qualities .He was regarded as the guide, builder and verified of the society .The role of the teacher in Gurukul education system was to develop high intellectual capacity among the students.

The roles of the teachers were as follows:-

- To make arrangement for student housing, food and clothing etc.

- To look after the health of the students and arranged treatment in case of falling ill.

- To teach good manner to the students and build their characters.

- To inspire students towards activities worth doing prevent them from undesirable activities.

- To instruct students to enter family life after the completion and suitable guide them.

- To solve their doubts even after the completion of education and to guide them.

The duties of the pupils:-

- To look after the cleanliness of Gurukul and its complete arrangements.

- To clean the teacher's residence and arranged for teacher's worship.

- To seek alms for teachers and others residents of the Gurukuls.

- To abide by the orders of the teacher with devotion.

- To pay "Guru Dakshina" according to one's volition on the completion of education.

- The continue and Honour the teacher and abide by their teaching even after the completion of education.

The relationship between teachers and students in Gurukul system education in ancient India may be stated in the following points:-

- In Ancient India, there was a spiritual relationship between teachers and students which was started in the upanayan ceremony. The teacher's job was to bring the students from darkness to the light of knowledge.

- In ancient India the teachers and students relationship was personal intimate and amieable .The student had no financial relationship with the gurus. The relationship with the guru was spiritual and social.

- In the Vedic age, there were no printed text book .The transmission of knowledge was made possible by the materials of the teachers .That is why the student had to rely on his teacher alone , for which the teacher was highly respected. Thus the relationship between teacher and students in ancient India was transmitter of knowledge and possessor of knowledge.

- Relationship between teacher and student were very cordial during Vedic period, By means of education efforts were being made to infuse 'Satyam Shivam Sundaram'.

- In educative process teacher and students are two components; a teacher provides physical, materialistic and spiritual knowledge to his students. The educative process was teacher centred. Guru satisfies the curiosity and held's of his student. Guru was the spiritual father of his pupil. Guru was taking care of his pupil in same manner as a father takes care of his son.

- Education was imparted through discourse by the teachers. The students could ask question and were supposed to introspect and contemplate on those topic. They were to acquire knowledge about ultimate truth and reality through meditation.

- The teachers of Ancient India therefore had no fixed income. Thus relationship between the teacher and the pupil was regarded as filial in character both Hindu and Buddhist thinkers. He was the spiritual father of his pupil, held morally responsible for their drawback. He was always to keep a guard over the conduct of his pupil.

- Normally, there was a perfect accord between the teachers and the students. But there were some occasions such as extreme disobedience and gross violation of discipline when the teacher was allowed to use physical force to amend the conduct of the students. Extremely severe physical punishment was forbidden (Manu).

- The cordial relations that existed between the teacher and students continued also in their afterlife. A student was free even after completion of his regular course in the house of his teacher to meet him for any advice in afterlife .A studentship in ancient India was thus a life-long process.

- There existed small domestic school run by the teacher himself. The pupils were residing in the house of the guru .The normal fitness and unimpeachable conduct of the pupil were main criteria for admission in the domestic school of the gurus .Their mode of living was strictly guided by the prescribed disciplinary rules .

- The teachers were accepting very limited number of students .The students were very quality polite and submissive in their behaviour and held in high esteem. To obey the teacher was their duty. The teacher had also

tremendous sympathy and love for the students .The chief aim of the teacher was the all round development of personality of the student.

- He was a model before the students. He was the symbol of purity .The teacher was also under obligation to fulfil his duty towards the pupil .Not only he was loving the pupil as his own children but also he was giving full attention on the teaching. The teachers were discharging their duties and responsibilities exclusively with selfless and single-minded devotion.

- Teacher was accountable for education the people to reach the highest goal of life .Teacher himself set up the school and governed it there was no third person between teacher and student in the field of education .Under the guidance and control of teacher- students built up their mind and body. Some time teachers accepted his students only on some verbal agreement for the whole life.

- Teacher used to advice his student to led a noble life and to acquire knowledge with faith and devotion. He realised that respect and faith were needed to make the pupil mind receptive to the holy teaching imparted by him.

- It was normal practice in Gurukuls that intelligent senior pupil was deputed by the Gurus to teach junior students. This system helped both the pupil - teacher and student and also gave relief to Guru.

- Beside study to serve the teacher was their sacred duty .By performing such duties ,they were learning the values of good manners, self- help, and dignity of labour social service, and co-operative living .thus, the relation between them way warm and friendly.

- Education in both the Vedic and later Vedic period developed through a close relationship between the teacher and student there was a father-son relationship between them .For receiving education the pupil had to stay with his teacher .This result in creating a good relationship between the two. The teachers were of a man of High character and learning .They looked upon his pupil as his own son and takes personal care for the all round development of the child.

Conclusion:- The sacred and personal relationship exist among the Teacher- pupil of the Gurukul education system of Ancient India . Through various form of student instability , the relationship between teacher and pupil in today's society has been

exposed to violent .To avoid unnecessary tendencies in education we must established a sweet relationship between the Teacher and the pupils for which must sincerely encourage the high standard of teacher -pupil relationship in the Ancient World.

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THEORIZING DIGITAL JOURNALISM: THE CHANGING ROLE OF MEDIA IN THE DIGITAL ERA

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ABSTRACT

This study presents detailed insights on the use of digital journalism and its benefits in the modern era. The first section of the study presents a comprehensive introduction and a brief overview of the concepts in regards to digital technology. The next section provides information on the evolution of journalism. Factors such as the use of hand-written manuscripts, print media, audio media, visual media, and online media have been presented in detail. This research study highlighted how digital journalism is helpful in connecting and communicating with the mass and also provides details on various factors that led to the transformation in the field of journalism. This study also projected various theoretical approaches used in journalism. For this study, secondary data collection method has been used. For instance, books, journals, published research papers, the internet platform has been used to collect data and information about digital journalism. Additionally, the last section presents the major findings received from the study. Finally, a conclusion in regard to the gained perceptions has been provided.

Keywords: Digital Age, Digital Journalism, Digital Media, Journalism, Media of Communication.

INTRODUCTION:

The emergence of digital journalism has contributed to the rise of new opportunities for debates and storytelling that can help in engaging a large number of people. The availability of a variety of channels of communication such as video, audio, and imagery is highly effective in developing changes in the thought process of people. In addition, the digitization of journalism has led to increased opportunities in relation to communication with people with different insights and beliefs. However, the lack of face to face communication may lead to credibility issues of the transmitted information in online platforms.

This study focuses on presenting a more detailed review of the evolution of journalism over the years from manuscripts to online articles. A detailed discussion has also been presented in regard to the effectiveness of these factors and both their

positive and negative aspects have taken into consideration. The importance of the digital age on modern journalism has also been discussed in order to develop a better understanding of the need for digitization. Various theoretical approaches to digital journalism have been presented in order to analyze the causes and impacts of these changes and evolutions.

The Evolution of the Medium of Journalism:

Journalism media has evolved over the years with the development of new ideas and concepts that have contributed to increased opportunities for communication and presentation of views. Moreover, as per Pavlik (2015), various developments in technology have led to even higher levels of growth and development in the journalism industry. These growths and developments accelerated with the emergence of various new forms of journalism such as investigative, interpretative, and citizen journalism. As per the viewpoint of Parasie (2015), Investigative Journalism deals with the need for extensive research concerning certain issues in order to present factual information. These news stories may include serious crimes, political corruption, and manipulation issues. The availability of the internet contributes to increased opportunities for research for factual confirmation of news events. Interpretative journalism refers to presenting possible causes of an event that requires in-depth knowledge regarding an issue (Morlandstø & Mathisen, 2017). On the other hand, as stated by Campbell (2015), citizen journalism deals with the collection and analysis of news by the people who are generally not the professional ones. Therefore, it can be stated that different forms of journalism evolved over the years are highly dependent on the use of the internet for the collection of information. However, various media used in the past have also contributed to a large number of developments in the field of journalism. The media used for the profession of journalism and their effects have been discussed as follows:

Manuscripts (Hand-Written Media):

Manuscripts based on the papyrus were used in Ancient Egypt in order to provide information on various occurrences and events. These manuscripts presented information on ancient civilizations, their cultures, advancements, and discoveries (Hameed et al. 2016). Various ancient Egyptian texts provide insights into ancient medicines. This can be stated as the earliest form of journalism that used hand-written media for communication. This form of journalism has helped to learn about the opinion and lifestyle of people and the existence of different civilizations during ancient times. Various ancient papyrus manuscripts are available at the University

of Copenhagen in Denmark (Phys, 2018). It was stated that these manuscripts are still unpublished and presented information on various ancient medicines that were effective in healing kidney diseases and presented the usefulness of ancient science. Additionally, Greek papyrus manuscripts that throw a great deal of light on the lifestyle during the Roman Empire were found in Europe (Theguardian, 2016). It presented information on shopping, dining, bathing, and dealing with drunken people. The use of these manuscripts can be stated as the earliest form of journalism that includes the use of hand-written media.

Books, Newspapers, Magazines, and Journals (Print Media):

The earliest form of print media included the use of woodblock printing of Ancient China, which gave rise to the use of newspapers to present information on various occurrences. As stated by Brake *et al.* (2016). Newspapers such as the radical chartist, the Edinburgh Review, Weekly Dispatch, and the Encyclopedia magazines were used in order to present information on various events and affairs. Over the years, various journals and books were published in order to present a factual written description of events. The effects of various events were presented but a lack of understanding of causes led to the presentation of biased views. Various non-fictional books were written about various historical events. Books such as the Battle Cry of Freedom by James McPherson (1988) provided information on the impacts of the civil war on the modern communities (Rasmussen, 2016). Additionally, the book Tried by War presented information on the ruthless discrimination towards African slaves, the civil war, and Abraham Lincoln as the commander-in-chief. Magazines developed during the late 20th century have also presented various informative contents of that period. These reports included political changes, new developments, and the advancements of science.

Radio Journalism (The Audio Medium):

Radio journalism came into effect during the late 20th century with the invention of radios for communicating with people. This media was developed especially for the propagation of news and information regarding various events. These events included changes within the political structures, advancements in medicines, new scientific achievements, discoveries, sports news, and broadcasting contemporary music (McDonald and Starkey, 2016). Additionally, it also presented news regarding various changes occurring in modern societies that influenced the perception of people. This media, however, lacked effective communication due to the absence of visual aid and contributed to major propagation of biased and unclear views. Moreover, Pandit and Singh (2017) explained that the use of this system

contributed to noise and external interferences which led to improper access to information. Additionally, the emergence of information breaches led to tapping radio frequencies that contributed to increased competition between various radio content producers.

Television Journalism (The Audio-Visual Medium):

The emergence of televisions had increased benefits in regards to visual confirmation of issues. The visual proofs and evidences regarding various events and occurrences led to a decrease in the biased and incorrect reports (Bock and Araiza, 2015). The availability of unbiased reports contributed to an overall increase in authentic knowledge gains and better experiences. The reasonable price of televisions also contributed to its utilization in a large number of households for information and entertainment purposes. However, as stated by Nielsen and Sambrook (2016), televisions failed to develop effective communication and understanding as people failed to comment on various events and information which led to the lack of feedback opportunities and initiated a one-way flow of information.

Digital Technology (Online Media):

Digital technology-oriented news reporting is the latest trend of journalism, effective in providing opportunities for a two-way flow of information with an instant feedback mechanism. The various online platforms use both audio and visual media in order to propagate information regarding various events and new developments. With a highly effective feedback mechanism enabling people to interact and venture out their responses regarding various events and occurrences, it is making huge strides globally. The use of blogging and online articles has contributed to effective knowledge gains and understanding of various issues. (De Maeyer and Le Cam, 2015). Additionally, as stated by Perrin (2015), the rise of social media has contributed to increased possibilities in targeting a large number of people for the propagation of information and also for gaining a better understanding of the demands and aspirations of people and thereby producing journalistic contents accordingly. The rise of Blogging practices, sharing instant information, and user-generated content are the most significant changes within the modern journalism arenas. Additionally, the use of SEO (Search Engine Optimization) and RSS Feeds have contributed to a hyperlinked nature of the online sources of information. The online content providers such as Google News or Huffington Post do not depend on professionally trained journalists for their operations and are able to collect and share information that allows access to all

users. This contributes to an alteration of traditional channels of journalism and news propagation.

The Factors that influenced the evolution of Digital Journalism:

New Developments:

New Developments in the field of technology and changing social aspects have significantly influenced changes in the various forms of journalism (Thurman, 2015). Additionally, there is also a psychological urge of people for getting connected in online platforms, thus further contributed to its upsurge. The concepts of pay per click and pay per view are highly significant in online article writing and blogging spheres. The financial gains from many online writing services also generated interests of people for getting involved actively and thereby producing more information-rich content. Some of the online services include Google Adsense, Yahoo Adsense, and RevContent.

The Need for Organizing:

The instant availability of content and services of various events generates the need for organizing the same. The traditional media of journalism do not offer users to select the information they need from the variety. (Burns and Matthews, 2018). The information is highly organized on the internet, and simply searching about sports news can lead a user to have easy access to the required information instantly.

The Specialized Training and Educational requirements:

Journalism requires a proper understanding of various concepts in regard to proficiencies in different topics as well as ethical boundaries. A Journalist with proper knowledge of political affairs can provide better insights while dealing with political news and views. On the other hand, a sports journalist will not be that effective in providing in-depth knowledge in regard to political changes. Thus, professional training is required in the case of the mainstream press. However, online journalists work sometimes even without proper training while reporting the events, and for this factor, they are more involved and interested to work for in large numbers.

Increased sense of social responsibility:

Journalists are part and parcel of Society. The foremost responsibility of journalism is providing information on various social issues making people socially more awake and concern. Over the years, the occurrence of various events has contributed to an increase in their sense of social responsibility. For example- The Commonwealth Bank of Australia was unable to provide over 53,503 transaction

reports which led to the claims of money laundering and fraudulence in the year 2017 (ABC, 2018). This led to a penalty of over $700 million which led to the low provision of salaries to their internal employees. The employees faced a lifestyle sustainability issue during that time. The use of online journalism allowed them to promote various socially relevant campaigns and events in online platforms. The practice to uncover the truth for the benefit of society is the highest form of journalism.

The other issues related to the traditional media of journalism:

The lack of understanding of the needs of people and inculcating the inclination of the people towards new changes contributed to the evolution of online media. The availability of the feedbacks systems through a two-way communication loop where people can venture out their responses by posting comments for various online articles, blogs, and news posts on social media platforms has accelerated the opportunities for better communication. This feedback mechanism also helped in drafting policies in accordance with public demands and complaints.

The significance of the digital age:

The digital age, also stated as the modern era, is highly significant in providing services in a very short span of time. This has enabled journalists to propagate information on various topics. Additionally, they can also provide easy access to their reports and articles by providing online web links to the sources of information this further helps them in adding authenticity and credibility to their news reports. The people are more interested in reading and viewing newsworthy items when they are provided with easy access to the same. This factor further helps in increasing viewership and readership to a large extent. The various factors that have contributed to the importance of the digital age for the propagation of journalism are as follows:

The Availability of Blogging Services:

Blogging services allow journalists to provide newsworthy information regarding various events with detailed descriptions and visual confirmation. The blogging services make use of the system of pay per click and pay per view which deals with the generation of revenue based on the number of times the blog is visited (Bair, 2016). However, these services require the use of SEO (Search Engine Optimization) in order to allow easy access to viewers. Journalists can use blogs in order to demonstrate changes within a cultural, political, and socio-economic scenario. They can also help to provide detailed information regarding new developments in various contexts like technological or socio-economical. The

readers can comment on providing feedback that can be used by the blogger to improve and modify their services accordingly.

The Availability of Audio-Visual Services:

The availability of various services by online platforms such as YouTube and Dailymotion provides audio-visual confirmation of various events. These services can be utilized in order to promote news regarding various social events which may have either positive or negative influences on different socio-cultural and political communities. This service further helps in minimizing biasedness in news presentation as because of its audio-visual nature viewers can get evidence for the information they are receiving. These videos may include political speeches, presentation of new laws or regulations passed by the government, the annual countrywide budget, new inventions, sports coverage, and other information.

The Use of Social Media Propagation:

Social media propagation is effective in providing a detailed review and information regarding various issues within the societal system. This can be used in order to raise awareness for a certain problem in society, present new developments, and engage a large number of people constructively (Djerf-Pierre *et al.* 2016). Social media is used by a large number of people over the world and can be beneficial for journalists in grabbing the attention and retaining significant readership.

Self-service journalism:

The journalists working on online platforms are free to share information depending on their own proficiencies. These journalists can use blogs developed by websites such as Blogger and WordPress. The use of Google Adsense can help them to gain monetary values for the information presented. This led to the rise of various article writing service platforms such as the Huffington Post. The Huffington Post provides information that can be accessible to people globally.

Engaging People from different backgrounds:

The use of digital technology for the propagation of information can have positive impacts on engaging people from various backgrounds regardless of their age, culture, race, gender, and ethnic values (Koch, 2018). This can help to prevent discrimination issues that may have occurred in the traditional media of journalism. The lack of face to face communication can be beneficial in dealing with these socio-cultural issues freely and can lead to increased opportunities for learning the views of people from different cultural and racial groups in regard to various situations and social events without getting into physical confrontations.

Promoting events and campaigns:

Various events and campaigns can be promoted with the help of digital journalism. Information can be presented in social media for the promotion of events that can have a positive impact on the society. These events may include charity fundraising, aid for negative social issues, reliefs for children facing abuse, and mental health-related issues (Yoon *et al.* 2017). These news articles can be effective in presenting the importance of these campaigns and can influence readers to join these online campaigns and render support for the concerned cause.

Theorizing Digital Journalism: Professional and academic understanding of Journalism

In the past 15 years, it has been observed that both the role and the nature of journalism have changed significantly. Researchers have predominantly focused on the digital age to inculcate the changing practices of journalism. In the views of Meltzer and Martik (2017), it is important to note that, the very conception of 'objectivity' in journalism and its paradigm shift has been critically reviewed by many researchers. However, it can be stated that the change in the nature of objectivity is primarily related to the digitalization of journalism. The change can be analyzed through the approaches of normative, empirical, and constructivism which supports the alternative way for defining digital journalism, unlike traditional understanding, which only focuses on the process and not on the factors that influence the process.

The theoretical study of Journalism predominantly focuses on the exponential academics of the specific context which has a visible connection with most of the disciplines of sociology. According to the view of Goodman, R.S., and Steyn (2017), the structural framework and its existence are considered and recognizes through the manifestation of the organizational components which separate its practices in the professional stream from the institutional understanding. Journalism as a subject is blooming acquiring spaces in institutional settings and is heavily researched for the impact it creates on the people. According to Ginosar (2015), the correlation between the two is quite evident after the advent of the visual media and the rise of social networking. Journalism as a subject has been widely recognized to reach the depth of the various components of the society and to develop a clear vision of the same. In the context of the research works conducted and the theories that have been developed for understanding the subject of journalism in recent times, it is important to note that the 'objectivity' and the 'ethics' are related to the professional practices of the subject. However, in the

context of the theoretical and academic development, communication through the journalistic approach is profoundly emphasized.

Theoretical Approach of Digital Journalism:

One of the major theoretical concepts that illustrate the nature and purpose of Journalism is the Dominant Paradigm. The periodic socio-political influence of the state on the media for propagating agenda has been termed as the dominant paradigm. In the views of Klinger and Svensson (2015), the 1940's decade specifically illustrates the understanding of this concept where states have hired media houses and have successfully propagated their agendas. The Second World War and the end of Soviet Russia after the Cold War era have involved media influence largely. The Dominant Paradigm has been further extended and the two models have been developed which rightly defines and analyses the effectiveness of the concept.

The Agenda Setting Theory:

The crucial role of the media has been earlier discussed in many aspects and by many researchers. However, social theorist, Maxwell McCombs, and Donald Shaw emphasized the two basic elements which include information and awareness. Delving deeper to understand the agenda-setting function of the media, the presidential election of the United States of America can be considered where the relationship of the voters with the media was significantly evident. It is observed by Steensen and Ahva (2015) that the proponents of the theory recorded the facts and developed the agenda-setting theory where they explained that Mass media exerted the influence on what voters recognized to be the major issue of the campaign.
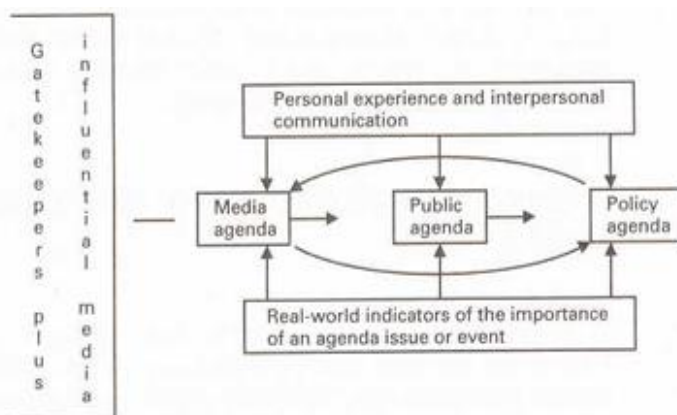
Figure 1: Agenda Setting Theory
(Source: McQuail and Windahl, 1993)

Two-Step Flow Theory:

The model was postulated by Paul Lazarsfeld where the theorists explain that information becomes significant when the involvement of some individuals is present. These individuals are termed as Opinion leaders who belong from different fields and capable of influencing and mobilizing mass on specific issues. According to Labrecque (2014), the basic mechanism of understanding the psychology of people and manipulating as per the requirement of the superstructures are quite simple (Meltzer and Martik, 2017). It has been observed that common people have a tendency to believe that the advice and recommendations from opinion leaders are more trustworthy and valid in nature. It is essential in this juncture to note that this model rightly explains the present situation of the professional aspect of the subject where it uses opinion leaders to manipulate people as a strategy. By negating the concept of Hypodermic needle theory, Lazarsfeld developed this specific theory suggesting that there is always an intermediary that takes forward the agenda of the media in order to make the objective of the media successful.
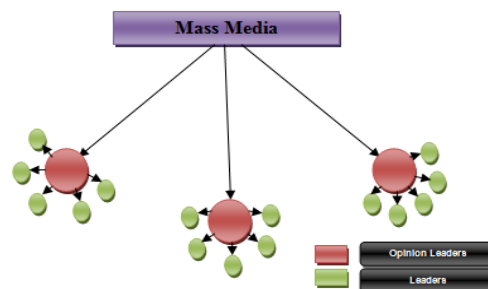
Figure 2: Two-Step Flow Theory
(Source; Yiming, 2015)

The role of Participatory Democracy: A political spectrum

The disciplinary context of Political Science is significant in nature when considering journalism. It is important to note that, the emergence of journalism and its main objective always circumflex the boundaries of political events and with the evolution of the process the other aspects of social issues became the concern areas of journalism. As per this fact, it is evident that digital journalism has a direct relation with the democratic system and thereby the existing government of the state. In recent times, the concept of participatory democracy is significant where people are able to take active participation in the political decision-making process through electoral votes and is able to decide the policies and proposals. The

politicians are the representatives of the people who take the responsibility to implement the policies for the greatest good (Cabannes and Lipietz, 2018). One of the most important aspects is that since the last decade, after the emergence of digital technology, there is a dramatic change in the content creation process of media which has ensured that members of the audience are co-producers of the journalistic content. Similarly, professional journalists themselves have realized the need for them to reinvent themselves and become the creators of the content.

Digital Journalism: Underpinning the journalistic approach within the Digital Age:

In the context of the above-presented ideas and supported theories, it's quite evident that the understanding of journalism as an academic theoretical discipline has vast differences when it comes to professional practices. However, the views of Kim and Hastak (2018) reflected that profound and critical research has subsequently identified the loopholes and therefore the rationale for the distorted picture of the profession. It's quite important to notice that when it involves theorizing digital journalism, the importance of the digital era has got to be considered. The digitalization has helped individuals to possess larger access to information considering their areas of interest. However, the content manipulation remains a big factor where the liberty of one's own thought process is narrowed down. In such cases, the people are usually driven by their own culture and are influenced by the media. There is also a significant growth in the accessibility factor. People do have the liberty to access information; however, they are accessing only that informative content which the media are providing them. According to Lawrence *et al.* (2018), the nature of media depends on the socio-political situation of the state where the factors like government, the democratic setup, and the power of those who are financially strong affect the structure and role of the media.

MAJOR FINDINGS:

The findings of this study provide an in-depth vision by considering the evolution of media and the factors which influence this evolution. Moreover, a theoretical approach has been used which has defined and analyzed media in varied ways. In fact, the differences within the professional and academic approach of journalism have also been discussed. The findings have also helped to theorize digital media by shedding light on the role of media by critically analyzing it. There has been a subsequent paradigmatic transformation as per the study of journalism is concerned since the end of 1900. Imbalance in the information system accelerated with the emergence of globalization. The rise of capitalization in the third world countries

further enlarged the information gap, influencing the manipulation of information. The countries need to develop their own information system. The second findings suggest that the study of Journalism is essentially dominated by theoretical approaches. With the setting up of new journalism departments at universities, research works are being conducted in order to understand the varied aspects of the research areas as per different Schools of Thought. When it comes to theoretical approaches, argumentative discussions lead to the understanding of the subject with more new insights. The third finding pointed out that, the philosophical perspective where components such as 'objectivity' and 'ethics' are essentially highlighted. One thing that needs to be considered in this context is that identifying the differences lies in the academics and the professional practice depends on the nature of the state and its influence on the media houses. It is important to note that the narrowed framework on which the media works does not consider the benign of the people to be its primary concern. In fact, profit maximization to render support to the large media conglomerate, and the state is the basic concern. However, with the understanding of the differences, research works can be conducted to find out the loopholes in the system and bring about the necessary changes.

CONCLUSION:

The rise of digital journalism has led to an overall increase in the readership pattern and in various journalistic outlets. Based on the above study, it can be concluded that digital journalism evolved due to issues relating to a lack of opportunities to communicate with avid readers in a short span of time. This leads to the inability of the media people or the journalistic content creator to understand the perception of the people in regard to various changes within the political and social factors. Online journalism has also contributed to and is effective in engaging people from different cultural and social backgrounds. The traditional journalism started with hand-written papyrus manuscripts used by the ancient Egyptians and Greeks. Over time, these methods led to the rise of printed media such as books and journals, audio media such as radio, visual media such as television, and finally online media. People do have the freedom to access information. It is important to note that the narrowed framework on which the media works does not consider the benign of the people to be its primary concern, profit maximization remains its foremost obligation.

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EDUCATION: KEY TO WOMEN EMPOWERMENT

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ABSTRACT

Introduction

The meaning of the empowerment is the process of gaining access and developing one's capacities with a view to participating actively in shaping one's own life and that of one's community in economic, social and political terms. Empowerment means to make one powerful or to equip one with the power to face challenges of life, to overcome the difficulties, handicaps and inequalities. Empowerment is an active multi-dimensional process, which would enable women to realize to realize their full identity and powers –in all spheres of life. Empowerment of women means equal status to women. Empowerment of women would result in better and more development society. When women contribute equally along with men for the benefit of society, the world would surely become a better place. Women education helps in development of human resources not quantitatively but qualitatively also in workplace, outside. Educated woman has a say in selection of child, the size of the family and also they try to reduce the mortality rate. At the same time they will be the better guide of their children.

Reasons for empowerment:-

According to Kamela Basin(1992), the reasons for empowerment are as follows-

a)   Empowerment means recognizing women contribution and development knowledge.

b)   It means helping women fight against their own fears, feelings of inadequacy and inferiority.

c)   It means enhancing their self-respect and self-dignity.

d)   It means women controlling their own bodies.

e)   It means women becoming economically independent and self-reliant.

f)   It means women controlling resources like land prosperity.

g)   It means reducing women's burden of work especially within the house.

h)   It means creating and strengthening women's group and organizations.

i)   It means promoting equalities of nurturing.

Hindrance of women empowerment:-

Though for the development of country, women empowerment is an essential instrument but for the country like India now a day's women are lagging behind in the field of Education, Health, Economy, politics. In India this situation is due to the man controlled society. On the basis of man controlled society structure and thoughts the hindrances in women empowerment are

1. Hindrance due to family
2. Hindrance in education
3. Hindrance in health
4. Hindrance in economy
5. Political hindrance
6. Security related hindrance
7. Cultural hindrance
8. Man controlled society

Hindrance from family:

Woman establishes her identity in society by giving birth of her baby and by nourishing her baby and by doing household work and doing family work. But the owner of the whole property becomes her children. Due to this women have no right to control the property of their family, as a result women suffers due the hindrance in economy which becomes main cause for the non-providing socio-economic empowerment in society.

Hindrance in education:

The education which empowers a women by providing establishment in society giving proper identity in society and which helps to understand their rights and develop the personality, woman are not getting this education. The main condition for the woman empowerment is to provide them education .Though our Indian government has taken some steps to provide education to the girls but this has not fulfilled properly

Hindrance in health:

One of the main problems in women's development is problem in their health. In case of man and women the fundamental right is to live healthy from the time of birth, but in our country India the health and nutrition of the girls are heavily

neglected. The death rate of pregnant women is high. According to Human Development Report-2005(UNDP)(7) , the no of pregnant mother dies in 1lakh 540, 21% women are suffering due to malnutrition, 79% women are suffering due to anaemia(Deficiency of iron in blood).

Hindrance in Economy:

In case of women empowerment another important hindrance is the problem in economy. The person who earns more in family gains more respect from other, it can easily be observed. As women gets less opportunity for getting education than men, they are lagged behind from earning more also , as a result though they do lots of work in their family but their accountability in economical growth are neglected.

Hindrance in Politics:

In politics it has been observed that general village women and also some city women are acts as secondary than the Man. Political country neglects the political participants of women and their growth and development in politics .This negligence creates uncertainty for the women participance in politics. In many cases after coming into power due to having improper awareness in responsibility in different level of politics and due to having low education and due to remaining busy in family , women cannot take political bold decision , as a result it creates depression among them.

Group and social cultural Hindrance:

In India several group and social culture is present. Among this group and social culture all not necessarily gives positive impact in our life. As a result for women it becomes hindrance for empowerment .It neglects the social, economical and political rights of women and it compresses the power of women. Among these some important are

1. **Child Marriage:** In Indian society child marriage like wrong and bad system are still present . Though various persons have done different movements against this system but still it is present in society as a result women are not getting proper education and it neglects the right of personality growth. Due to child marriage girls suffers due to malnutrition, health child birth etc.

2. **Dowry Method:** As a part of marriage it is a old system in India and can be seen in different community. Though it has been banned in the year 1961 as not to give or take dowry but still it is present in our society .Which indirectly pushes women towards death and also it empowers the man driven society as a result it becomes hard for women empowerment.

3. **Divorce**: According to law when due to relational problem husband and wife separates themselves then it is called divorce. It leads women towards unknown future which directly creates misbalance in economical dependency for women.

4. **Widow:** The pain for being widow is also another bad experience for women .Being a widow women becomes dependent on another person in many cases women suffer from society and from family for being widow.

So women empowerment is not an easy process in our society .It has lots of complexity in real life.

Components of women empowerment

According to United Nations Population Information Network the main component of women empowerment are as follows-

a) Sense of self-worth.

b) Right to have and to determine choices.

c) Right to have access to opportunities and resources.

d) Right to have the power to control their own lives, both within and outside the home.

e) Ability to influence the direction of social change to create a more just social and economic order; nationality and internationality.

ROLE OF EDUCATION IN WOMAN EMPOWERMENT

With the conduction of United Nations, there organized woman conference in Mexico where 133 countries of the world took part. On that conference, the synopsis of woman empowerment has been determined. Later on the conference organized in Copan Hagen in terms of woman empowerment. The 189 participant countries of that conference took their appropriate duties morally and ventures have been taken to materialize the policy. To empower woman and of equal rights, there mentioned 12 important affairs in which the most important is 'education'. Education removes the obstacles of empowering woman in the following way-

1. Achievement of self-esteem and self confidence:-

We all know the importance of education in empowering woman. Woman's dignity, herself respect everything depends on education. A woman can live with honour in both social and domestic life. To prevent and protest against paternalistic society's knowledge, ideal values and morality and those related to these ,it is needed to achieve woman's social rights.

2. Attainment of woman's economical individually and rights:-

Economical depends, powerlessness and poverty stand as curse in woman's life One of the important barrier of empowering woman is economical depravity. Those economical problems and barriers keep them aside from their rights. Opportunity of proper education can drive away economical depravity and can enriched woman economically. An earning lady can get in her household, social esteem and dignity. Besides, an woman can have enough consciousness and probability to earn economical rights in her domestic life.

3. Acquiring the rights of marriage and family contraction:-

An educated woman acquired the rights to choose her life partner, exact time of marriage and other marital relevancies through proper education. An educated woman for being accomplished with consciousness and values can a polite social customs. An educated woman, after marriage can take decision on her pregnancy.

4. Decreasing of spawning mortality and child mortality rate:-

In countries like India, one of the problems is excessive tendency of spewing morality. As an educated women is already enlightened in the light of knowledge, she is able to take proper care and nourish her children being aware of all problems as she has all knowledge and experience of rearing a child properly. While a women is pregnant, and is going is going to become a 'mother', she is able to take proper care of the baby within her womb. She takes the promise of keeping herself healthy and fit, takes advices from doctors, and as far possible, she maintains a timetable. Due to her consciousness, the death rate of newly born baby also decreases. The knowledge that educated mother's gain for giving birth to healthy baby and also keeping their own life safe is through education.

5. The consciousness and rights regarding health of a child, education and development :-

In a family, the teachings of a mother plays the role of main pillar for rearing up a child. A mother is the first teacher for a child's first informal education, socialization and value reformation. An educated, well learned mother helps the child to start his or her learning and ultimately become a learned person. Beside education, she can also keep her child healthy, and can see that the child remain disease free (gets properly vaccinated). She is able to make right decision at the right time for the benefit of the child. A well educated mother always conscious of keeping her child healthy, neat and tidy, taking necessary steps for remaining disease free, maintaining proper balanced diet, taking the advice of a doctor at proper time.

6. **Mass representation and political empowerment of women:-**

Women's political progress does not only depend on able to vote facility. For this, she should develop the ability of representativeness in the structure of arranging programmes, able to take independent decisions, and develop one's own power and strength. The empowerment of women is that, they should participate in different levels of power achievement and in the process of talking decisions with wise steps. This, political and social consciousness, development of self obsession, placing oneself in different levels of strength. The main and important weapon for women establishment is ' education'.

Need and importance of women empowerment

In the whole world's population, 50% is women. Just as a man experiences all the facilities of life in every aspect, a woman also deserves the same facilities. By playing the role of a girl, sister, wife, mother, women are always supporting men from ancient times till today. Not only in a family but also in other group life and outside state, women's importance becomes crystal clear when we go through the famous quotes of Swami Vivekananda " just as a bird is unable to fly on its one wing, similarly the progress of a country is impossible until there is no progress of women's position". The necessity and importance of women's capacity and power is discussed below.

1. From past times a woman bear the future generation in their womb and take care and brings up them with proper nursing. Not only that a woman provides proper education to the child to prepare him or her grow into a better human being and is able to establish themselves in the society which is appropriate for them. Child welfare, family welfare and state welfare are progressed by holding the hands of women, in the role of a mother. To make effective the auspicious role of a woman, the capacity and power of women cannot be neglected.

2. Just like a man, a woman is also an important member of the society, an important citizen of a state. As a social member and a citizen of a state, a woman deserves all the human rights.

3. In developing a person's personality, and in order to establish one's dignity from all respects, the context of dignity is important for family, group and country. If a woman gains her own status in the society, family and country, then she in return will also convey respect and dignity to family, society and country as her responsibility. For this instance a woman should possess certain capabilities. There is a great necessity to enrich a woman through these capabilities.

4. When a woman plays the role of a mother in the family, then she must possess the ability to have an idea of what the result is going to be; especially in rearing child and fulfilling her own responsibilities. In order to carry out all these responsibilities, the type of consciousness and capacity a woman must possess comes through her own capabilities.

5. There is a relationship between development of wealth for poverty-stricken and gender discrimination. To eliminate this problem of pennilessness in family and country, there should be progress and enrichment of wealth to a great extent. And to have progress in both these, there is a necessity of gender discrimination without which it will become impossible to solve the problem. In order to discard the concept of gender discrimination, women's empowerization is an extremely needed and important issue. Women's empowerization is the main theme to point out the dissimilarity in education, social, and in treasury and push aside gender discrimination in family and country.

6. A woman also possess the hidden capabilities of taking decision at the time of necessity, intelligence, and gaining skill in different other activities. If a woman is given proper education and teaching, they can also own same expertness in every field similar to a man. To make all these possible, the most important stuff is the empowerment of woman.

7. Empowerment of women is extremely necessary to abolish the problem of poverty, restriction of immortality, going against harassment and exploitation in family, country and society.

Government Schemes for Women Empowerment

The Government programmes for women development began as early as 1954 in India but the actual participation began only in 1974. At present, the Government of India has over 34 schemes for women operated by different department and ministries. Some of these are as follows;

1. Integrated Child Development Services (ICDS) (1975),

2. Rastria Mahila Kosh (RMK) 1992-1993

3. Mahila Samridhi Yojana (MSY) October,1993.

4. Indira Mahila Yojana (IMY) 1995.

5. Women Entrepreneur Development programme given top priority in 1997-98

6. Mahila Samakhya being implemented in about 9000 villages.

7. Swayasjdha. (2002)

8. Swa Shakti Group.

9. Support to Training and Employment Programme for Women(STEP).

10. Swalamban.

11. Crèches/ Day care centre for the children of working and ailing mother.

12. Hostels for working women.

13. Swadhar project (2002)\

14.The Rajiv Gandhi National Crèche Scheme for Children of Working Mothers.(2002-2003)

15. National Mission for Empowerment of Women.

16. Ujjawala (2007)

17 .Dhanalakahmi (2008)

18.Integrated Child Protection scheme (ICPS) (2009-2010).

19. Rajiv Gandhi Scheme for Empowerment of Adolescence Girls (RGSEAG) (2010).

20. Short Stay Homes.

21. Scheme for Gender Budgeting (XI Plan).

22. Integrated Rural Development Programme (IRDP).

23. Training of Rural Youth for Self Employment (TRYSEM).

24. Prime Minister's Rojgar Yojana (PMRY).

25. Women's Development Corporation Scheme (WDCS).

26. Working Women's Forum.

27. Indira Mahila Kendra.

28. Mahila Samiti Yojana.

29. Khadi and Village Industries Commission.

30. Indira Priyadarahini Yojana.

31. SBI's Sree Shaki Scheme.

32. SIDBI's Mahila Udyam Nidhi Mahila Vikas Nidhi.

33. NGO's Credit Schemes.

34. National Banks for Agriculture and Rural Development's Schemes

Beside these another schemes are Sabola project (2012) ,Nirvoya Fand(2013), Beti Bachao Beti Porao project (2015) One stop centre (2015), Sukanya Samridhi Yojana (2015)

The efforts of government and its different agencies are ably supplemented by nongovernmental organizations that are playing an equally important role in facilitating women empowerment.

Conclusion

Education of women is the most powerful tool to change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. Proper of women is very much related to regeneration of their values. The most important aim of education is to develop a woman into an ideal woman – morally and ethically sound. The education system by eradicating ignorance should empower the women and make them conscious about their rights they suffer. This is the only way to end their tragedies and brings them unto the same footing as men.

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GOVERNMENT SPENDING AND PER CAPITA GDP GROWTH IN INDIA

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ABSTRACT

After the appearance of Adam Smith's landmark treatise The Wealth of Nation a full two and a half centuries ago, an economist has posed the question 'How do economies grow?' Economists have, in some sense, always known that growth is important. The combination of theory and empirical work is the most exciting aspect of ongoing research in economic growth. Government spending plays a major determinant role for economic growth in major developing countries. The potential link between growth and various components of public expenditures is very important issue of public finances. This paper examines how growth of per capita GDP in India is affected by various type of economic factors like share of revenue expenditure, share of capital expenditure, expenditure on development by government, exchange rate, real government expenditure, real private expenditure etc. Time series analysis of data has been tried (Stationarity test, Co-integration test and OLS regression) to find out the relationship.

I. Introduction

In his book The Wealth of Nation, Adam Smith assigned to the state 'three duties of great importance.' Among these the third and last duty of the state is that erecting and maintaining those public institution and those public works, which, though they may be in the highest degree advantageous to a great society ,are, however, of such a nature that profit could never repay the expanses. His exposition of the duties of the state needs now to be amended in certain ways, but it is couched in a language which makes reinterpretation easy.

The main objective of public expenditure policy is clearly sustained and equitable economic growth. Many public programs are specifically aimed at promoting sustained and equitable economic growth. Public spending plays a significant role in the functions of economy at almost all stages of economic development and physical and human capital formation over a period of time. Appropriate public expenditures can also be effective in boosting economic growth, even in the short run. Therefore, the effect of public expenditures on economic

growth may be a comprehensive indicator of public expenditure productivity. Ideally, the two components of such an indicator should be measurable: the contribution of public sector outputs to economic growth, and the efficiency with which these expenditures yield their outputs.

A planned scheme of public expenditure provides for an optimum allocation of resources and reduces the inequality. It distributes the resources by directing the expenditure towards education, medical and healthcare of low income groups. The role of the government in infrastructure development, social welfare, improvement of health and economic growth are important issues in public economics and public finance. The nature and composition of government spending and its impact on growth has become an important area of research. Which component of government expenditure is more productive and helpful for economic growth is controversial in the existing literature.

For the purpose of the study and prospects for growth in India, the following three major partitioning period of time can be adopted, namely- before 1964, after 1965 and post reform period ,i.e, after 1991 (Balakrishnan,2010). In first case India not only started radically new economic policy regime that was instituted after independence but also on the political consideration that the Indian state then was more autonomous than before. In second case there was an almost tectonic shift of policies after the exit of Jawharlal Nehru. The powerful new actors of divided and coalition government wanted to shift the economic policy in their favour. The narrative for the period since 1991 has been approached differently from those of previous two. Our focus will be mainly on the third partitioning period- from 1990's to second decade of 21st century. In India, the functions and revenue raising power between the central and state governments is governed by the constitution. The Central government is endowed with power to levy major taxes and the state government is conferred with powers to levy less important taxes. So for the development or growth purposes the central fund plays a bigger role and the central governments' plan to equitable distribution of wealth among states is very important though some how it is bounded by the constitution. Equitable distribution of wealth is another important issue relate to GDP growth. Viner, Jacob (1937) has associated the concept of economic growth with equitable distribution of wealth. He insists that reduction of mass poverty be made the crucial test of economic growth. As such economic growth may be interpreted to mean a sustained increase in per capita output accompanied by a reduction in the existing economic inequalities and an economic betterment of masses.

For more than a half century, the conventional policy prescription for an economic downturn was based on the response formulated by Keynes; increase government spending. The conventional Keynesian approach for developing countries that wish to increase long term growth puts priority on investment. If it is done smoothly then it will stimulate private investment. Higher government expenditures may stimulate the economy and improve the economic situation so much that there's room for more investment. Similarly an increase in government spending that complements private investment can increase returns in the private sector and stimulate private investment and the economy as a whole. This phenomenon is called 'crowding in' effect.

The main objective of this study is to examine the composition and the nature of public expenditure and its impact on economic growth in India. To protect the weaker section from socio-economic changes, the goverment has introduced various distributive and welfare schemes. The increase in public expenditure and the growing fiscal deficit have become a common norm and a serious problem in our country. Always distributive politics is playing an active role in our social and cultural system. The share of public expenditure on non-development heads is increasing although economic growth cannot take place without development of infrastructure and human capital formation. Growing expenditure on distributive policies, on the other hand, adversely affects the fiscal balance. In this paper the focus is given mainly on two topics-

1. To analyse the composition and nature of public expenditure in India.
2. To examine the relationship between various types of expenditures both government and private with per capita gdp growth.

The paper has been arranged as follows: The review of literature has been presented in section II. Data and Methodology has been presented and explained in section III. Overall condition of the economy is shown in section IV, time Series Analysis has been done in section V and section VI gives the Summary and Conclusions.

II. Review of the Literature

The increasing significance of public expenditure in economic development and the identification of the determinants of public expenditure have become the subject of interest of economists. The literature on public finance abounds with studies that deal directly or indirectly with the expenditure of government at national, state and local levels. A variety of empirical studies, based on time-series or cross-country data, have aimed at estimating the contribution of public expenditures to economic

growth. Some studies relate aggregate public expenditures to economic growth; others focus on the relationship between certain expenditure components, such as public investment, education or health expenditures, or their components, and economic growth. Adolf Wagner (1940), a German economist has studied that the growth of public expenditure by establishing a functional relationship between the growth of economy and the growth of public sector activity. Bird, Richard (1970) has suggested that the positive theory of public expenditure for economic growth may be considered to encompass the study of the following subjects- i) the determination of the volume of public expenditure, ii) the determination of composition of public expenditure, i.e.,- what goods and services are financed through the public sector and how the size of expenditure changes over time, iii) behavioral properties of public expenditure such as centralization and stability.

There are some studies (V.Shivaranjani(2010), Devarajan, Swaroop, Zou(1996), Anuradha De And Tanuka Endow (2008)) which find developing countries like Bolivia , Nepal has positive relation for long run growth (unidirectional) with public expenditure while South Korea has positive bidirectional impact between public expenditure and economic growth. Some studies (Muhlis Bağdigen & Hakan Çetintaş (2002), John Mudaki ,Warren Masaviru (2012)) find developing countries like Nigeria , Malaysia, Turkey ,Kenya has no or weakly relation between public expenditure and economic growth. All those studies comprise with gap among different countries economic status regarding importance of public expenditure for economic growth. This study is an attempt to investigate the role of public expenditure in long run economic growth in India.

The role of the government in economic growth, nature of government spending and its impact on economic growth have become important issues in the literature of public policy and fiscal management (Alesina&Rodrik,1994; Meltzer @ Richard,1981; person &Tabellini,1994) . The government in the developing countries very often strategically adopts short term populist measures and resorts to distributive policies sacrificing long term growth (Marjit, Kolmar& Mukherjee, 2001; Marjit and Maity, 2006). Our common wisdom suggests that, expenditure on the development of infrastructure like road and railways, irrigation, telecommunication, power generation etc. will likely to accelerate growth. On the other hand, public expenditure on health and education, cultural activities and social welfare are less productive. But some economists like Banerjee and Newman (1993) in their paper have shown that if the distribution can enhance human capital, they can accelerate growth.

Barro (1990) in his endogenous growth model has shown that government expenditure on productive services enhances efficiency of labour and helps growth but, government spending on consumer services for household utility causes leakage of fund and thereby regards growth. It is argued that development of infrastructure is very important for economic growth in the developing nations. But the findings of Devarajane et. al (1996) and Ghosh & Gregoriou (2008) do not support this view. This may be due to the use of cross country aggregate data in the econometric analysis which may overlook many important local level factors. Mixed results are obtained when the question is which component of government expenditure is growth promoting and more productive. . Using the models of Barro (1990) and Agenor (2008) and making modifications therein Sasmal (2011) shows that the government maximizes its political gain by making greater allocation of funds to less productive heads at the cost of long-term growth. In this case fiscal balance is very much important. To meet the growing requirement of funds for populist and somewhat unproductive policies the government takes resort to continuous public borrowing, making a chain of deficit in the fiscal balance. Bruce and Turnovsky (1999) demonstrate that under certain conditions, reduction in public expenditure can improve the fiscal balance in the long-run. The deficit in fiscal balance again adversely affects economic growth.

III. Data and Methodology

Time series data from Handbook of Statistics on Indian economy, Reserve Bank of India, and Economic Survey, Government of India, for the period from 1990-91 to 2016-17 have been used for this study. The data on per capita GDP growth rate at constant price (pc_gdp_gr_cns), gross capital formation from the budgetary resources of the central government (gross_cap_centr), share of development expenditure in total expenditure of the central and state governments (share_dev_exp), annual average exchange rate in respect of dollar (exch_rt) , real money supply (real mon_ss) and money supply growth rate (gr_mon _ss_r),real government expenditure (gov-exp_r) arecalculated. Real private expenditure (pvt_exp_r), whole sale price index (wpi), gross capital formation from budgetary resources of central government (gross_cap_cetr), growth rate of real government expenditure (gr_gov_exp_r) and real private expenditure growth rate (gr_pvt_exp_r),growth of share of development expenditure (gr-sh_devt_exp), growth of whole sale price index (gr_wpi) and growth of exchange rate (gr_exc-r) are also calculated.these data are calculated in log form for easier calculation. In the first table of time series analysis, thye data are taken without any lag and in the second table the data are taken in log form.

Per capita GDP is taken at constant prices and its base year is 2004-05and its growth rate is calculated year wise .From the table it is shown that the maximum per capita GDP growth rate happened in the year of 2006-07.Gross capital formation from the budgetary resources of the central government is calculated by adding gross capital formation by the central government and gross financial assistance for capital formation. Share of development expenditure means the percentage share of development expenditure of central and state governments. Both are measured in billion rupees term. Exchange rate means the average monetary value of dollar in terms of rupee over the year. Whole sale price index is calculated taking 2004-05 as the base year. Real money supply means total money supply divided by whole sale price index and its growth rate is calculated over the period from 1990-91 to 2016-17. Real gross capital formation in government sector and private sector means gross capital formation in government and private sector divided by whole sale price index.

Time series analysis has been done for the macro variables using EVIEWS software.

ARMA (autoregressive moving average) method has been used for i) stationarity test ii)test of co-integration iii) test of causality and iv) OlS regression.

The stochastic autoregressive linear defferential equation can be written as

$$y_t = \alpha_0 + \alpha_1 y_{t-1} + \cdots \ldots \ldots + \propto_p y_{t-p} + \varepsilon_t + \beta_1 \varepsilon_{t-1} + \cdots \ldots \ldots + \beta_q \varepsilon_{t-q}$$

Here y_t is the variable y in period t and ε_t is the error term in time t

Since y_t is a linear stochastic difference equation, the stability is a necessary condition for the time series (y_t) to be stationary.

If two series are non stationary, the regression between them will be spurious. That means, there is no meaningful relationship between them in the long run.

Test of Stationarity:

There are various methods to check whether a series is stationary or not and one of them is Unit root Test.

Augmented Dickey –Fuller test is the most commonly and widely used method.

Let us consider a time series variable Y_t with the error term ε_t as

$$Y_t = \propto Y_{t-1} + \varepsilon_t$$
$$Y_t - Y_{t-1} = \propto Y_{t-1} - Y_{t-1} + \varepsilon$$

$$or, \Delta Y_t = \delta Y_{t-1} \ where \ \delta = \alpha - 1$$

Where, the error term is generated from a white noise process

If $\alpha = 1$ or $\delta = 0$, there is unit root and the series is non-stationary. Here, the procedure is testing the hypothesis whether alpha is equal to zero.

The ADF test corrects the presence of serial correlation in the disturbance term by including appropriate lags of the dependant variable.

Co-integration Test and Regression:

If series are stationary at level, i.e, $I(0)$ then OLS regression estimates gives efficient and meaningful results.

If series y_t and x_t are not stationary at level, then regression y_t on x_t by OLS method we can have estimates of residuals e_t, which can be expressed as

$e_t = \alpha_o + \alpha_1 e_{t-1} + \acute{\eta}_t$ where $\acute{\eta}_t$ is error term.

IV. Per capita GDP growth in Indian economy

Though in the recent time the predicted growth rate of Indian economy is below five but after the structural change of Indian economy, it was never seen such low except 1991-92. From the table it is shown that there is increasing trend of per capita gdp growth in India. But this rate fluctuates frequently in each year. Maximum per capita gdp growth happened in the year 2006-07 and it was lowest in 1991-92. In 2006-07 per capita gdp growth was almost 9.57 percent where as in 1990-91 it was 1.42 percent. Per capita gdp growth is shown in diagram and graph paper below-

Table 1: Growth rate of GDP of India from 1990--91 to 2016-17 at constant prices

Year	gdp_cons-price	gr_gdp_cons-price
1990-91	13479	5.00
1991-92	13671	1.42
1992-93	14405	5.37
1993-94	15223	5.68
1994-95	16197	6.40
1995-96	17377	7.29
1996-97	18763	7.98
1997-98	19570	4.30
1998-99	20878	6.68
1999-2000	22549	8.00
2000-01	23485	4.15

2001-02	24750	5.39
2002-03	25700	3.84
2003-04	27757	8.00
2004-05	29715	7.05
2005-06	32531	9.48
2006-07	35644	9.57
2007-08	38966	9.32
2008-09	41587	6.73
2009-10	45161	8.59
2010-11	49185	8.91
2011-12	52475	6.69
2012-13	55551	5.86
2013-14	58913	6.05
2014-15	63174	7.23
2015-16	68188	7.94
2016-17	72705	6.62

Source: Data taken from RBI handbook of statistics and calculated
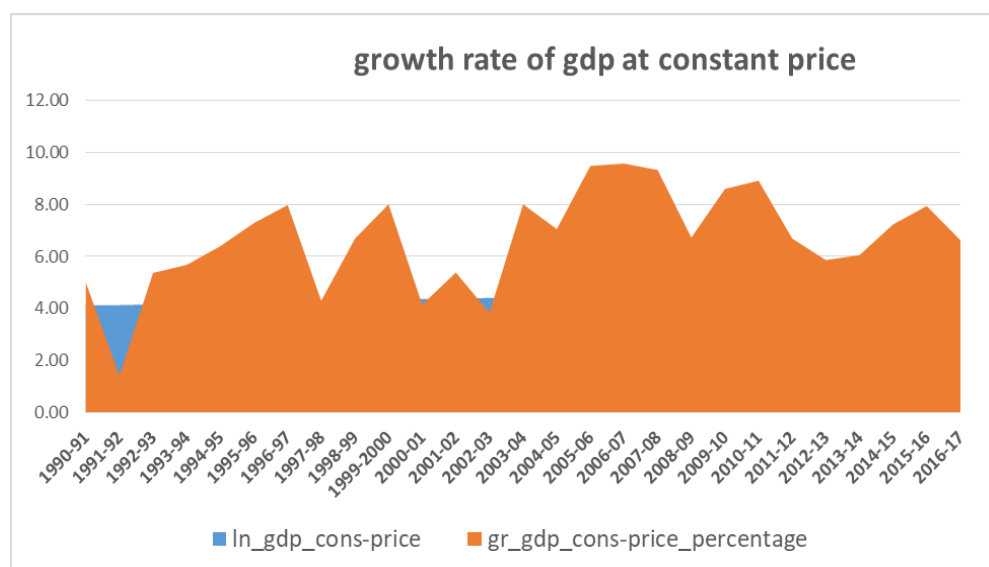
GDP growth (from 1990-91 to 2016-17) has been shown in the graph paper below

gdp growth from 1990-91 to 2016-17 at cnsp
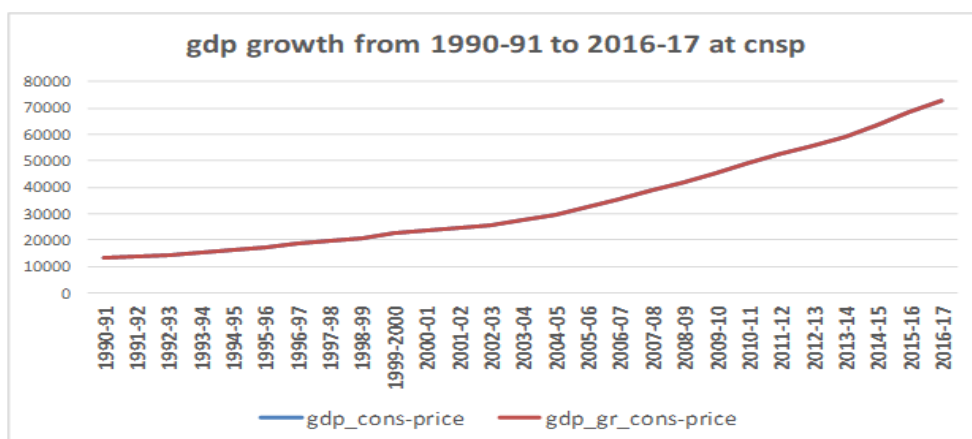
Table2: Data from 1990-91 to 2016-17 without any lag

| year	pc_gdp_cnsp	Ln_pc_gdp_cnsp	gr_pc_gdp_cnsp	gdp_cnsp	Ln_gdp_cnsp	gr_gdp	exch_rate	wpi	gr_wpi	rl-mny_ss	gr_rl_mny_ss	gr_pvt_cap	Ln_rl_mny_ss	Ln_exch_rt	Ln wpi
1990-91	16065	4.21	0.03	13479	4.13	0.05	17.94	39.3	0.1	63.48	0.05	0.28	1.8	1.25	1.59
1991-92	15972	4.2	-0.01	13671	4.14	0.01	24.47	44.69	0.14	65.43	0.03	-0.01	1.82	1.39	1.65
1992-93	16520	4.22	0.03	14405	4.16	0.05	30.65	49.73	0.11	69.22	0.06	0.37	1.84	1.49	1.7
1993-94	17067	4.23	0.03	15223	4.18	0.06	31.67	53.3	0.07	74.87	0.08	-0.05	1.87	1.5	1.73
1994-95	17799	4.25	0.04	16197	4.21	0.06	31.4	60.1	0.13	79.57	0.06	0.3	1.9	1.5	1.78
1995-96	18726	4.27	0.05	17377	4.24	0.07	33.45	64.4	0.07	85.86	0.07	0.52	1.93	1.52	1.81
1996-97	19834	4.3	0.06	18763	4.27	0.08	35.5	67.9	0.05	94.64	0.09	-0.06	1.98	1.55	1.83
1997-98	20301	4.31	0.02	19570	4.29	0.04	37.16	70.9	0.04	106.07	0.11	0.33	2.03	1.57	1.85
1998-99	21239	4.33	0.05	20878	4.32	0.07	42.07	75.1	0.06	120.01	0.12	0.09	2.08	1.62	1.88
1999-00	22527	4.35	0.06	22549	4.35	0.08	43.33	77.6	0.03	136.09	0.12	0.27	2.13	1.64	1.89
2000-01	23047	4.36	0.02	23485	4.37	0.04	48.68	83.1	0.07	147.3	0.08	-0.05	2.17	1.69	1.92
2001-02	23798	4.38	0.03	24750	4.39	0.05	47.61	86.1	0.04	164.93	0.11	0.18	2.22	1.68	1.94
2002-03	24346	4.39	0.02	25700	4.41	0.04	48.4	89	0.03	185.16	0.11	0.09	2.27	1.68	1.95
2003-04	25893	4.41	0.06	27757	4.44	0.08	45.95	93.9	0.06	198.25	0.07	0.16	2.3	1.66	1.97
2004-05	27286	4.44	0.05	29715	4.47	0.07	44.93	100	0.06	212.15	0.07	0.45	2.33	1.65	2
2005-06	29413	4.47	0.08	32531	4.51	0.09	44.27	104.5	0.05	235.3	0.1	0.21	2.37	1.65	2.02
2006-07	31768	4.5	0.08	35644	4.55	0.1	45.28	111.4	0.07	264.83	0.11	0.22	2.42	1.66	2.05
2007-08	34241	4.53	0.08	38966	4.59	0.09	40.24	116.6	0.05	309.04	0.14	0.24	2.49	1.6	2.07
2008-09	36037	4.56	0.05	41587	4.62	0.07	45.91	126	0.08	344.74	0.1	0	2.54	1.66	2.1
2009-10	38599	4.59	0.07	45161	4.65	0.09	47.42	130.8	0.04	395.86	0.13	0.18	2.6	1.68	2.12
2010-11	41472	4.62	0.07	49185	4.69	0.09	45.58	143.3	0.1	419.76	0.06	0.23	2.62	1.66	2.16
2011-12	43657	4.64	0.05	52475	4.72	0.07	47.92	156.1	0.09	446.43	0.06	0.15	2.65	1.68	2.19
2012-13	45323	4.66	0.04	55551	4.74	0.05	54.41	166.87	0.07	471.89	0.05	0.11	2.67	1.74	2.22
2013-14	47483	4.68	0.05	58913	4.77	0.06	60.5	175.61	0.05	506.63	0.07	0.02	2.7	1.78	2.24
2014-15	50265	4.7	0.06	63174	4.8	0.07	61.03	177.8	0.01	565.34	0.12	0.11	2.75	1.79	2.25
2015-16	53570	4.73	0.07	68188	4.83	0.08	64.15	171.24	-0.04	649.99	0.15	0	2.81	1.81	2.23
2016-17	55712	4.75	0.04	72705	4.86	0.07	67.2	174.21	0.02	698.08	0.07	0.07	2.84	1.83	2.24

Source: Calculated from the data taken from RBI handbook of statistics, Economic survey

Table 3: Data from 1990-91 to 2016-17 taking a lag of 3 years

year	pc_gdp_cnspaf3y	Ln_pc_gdp_cnspaf3y	gr_pc_gdp_cnspaf3y	gdp_cnsp af3y	Ln_gdp_cnspaf3y	gr_gdp_cnspaf3y	rl_ttl_exp	rl_ttl-rev-exp	rl_ttl_cap_exp	share rev_exp	share cap_exp	rl_dev_exp	rl_pvt_cap	Ln_rl_grs_capfm_natl	Ln_rl_ttl_exp	Ln_rl_pvt_cap
1990-91	17067	4.23	0.03	15223	4.18	0.06	26.79	18.7	8.09	0.7	0.3	24.86	21.38	1.59	1.43	1.33
1991-92	17799	4.25	0.04	16197	4.21	0.06	24.93	18.42	6.51	0.74	0.26	24.48	18.59	1.52	1.4	1.27
1992-93	18726	4.27	0.05	17377	4.24	0.07	24.65	18.64	6.01	0.76	0.24	23.77	22.91	1.55	1.39	1.36
1993-94	19834	4.30	0.06	18763	4.27	0.08	26.6	20.3	6.3	0.76	0.24	24.2	20.35	1.57	1.42	1.31
1994-95	20301	4.31	0.02	19570	4.29	0.04	26.74	20.32	6.42	0.76	0.24	25.02	23.46	1.63	1.43	1.37
1995-96	21239	4.33	0.05	20878	4.32	0.07	27.69	21.72	5.96	0.78	0.22	25.68	33.31	1.68	1.44	1.52
1996-97	22527	4.35	0.06	22549	4.35	0.08	29.6	23.4	6.2	0.79	0.21	27.3	29.81	1.69	1.47	1.47
1997-98	23047	4.36	0.02	23485	4.37	0.04	32.72	25.43	7.29	0.78	0.22	28.41	37.95	1.75	1.51	1.58
1998-99	23798	4.38	0.03	24750	4.39	0.05	37.2	28.83	8.38	0.77	0.23	31.92	39.03	1.76	1.57	1.59
1999-00	24346	4.39	0.02	25700	4.41	0.04	38.4	32.09	6.31	0.84	0.16	35.37	48.07	1.84	1.58	1.68
2000-01	25893	4.41	0.06	27757	4.44	0.08	39.18	33.43	5.75	0.85	0.15	37.12	42.73	1.8	1.59	1.63
2001-02	27286	4.44	0.05	29715	4.47	0.07	42.08	35.02	7.06	0.83	0.17	38.58	48.66	1.82	1.62	1.69
2002-03	29413	4.47	0.08	32531	4.51	0.09	46.43	38.06	8.37	0.82	0.18	40.37	51.23	1.85	1.67	1.71
2003-04	31768	4.50	0.08	35644	4.55	0.1	50.18	38.56	11.62	0.77	0.23	44.49	56.49	1.91	1.7	1.75
2004-05	34241	4.53	0.08	38966	4.59	0.09	49.82	38.43	11.39	0.77	0.23	44.54	77.06	2.03	1.7	1.89
2005-06	36037	4.56	0.05	41587	4.62	0.07	48.4	42.05	6.35	0.87	0.13	48.76	89.12	2.09	1.68	1.95
2006-07	38599	4.59	0.07	45161	4.65	0.09	52.36	46.19	6.17	0.88	0.12	52.78	101.82	2.14	1.72	2.01
2007-08	41472	4.62	0.07	49185	4.69	0.09	61.11	50.98	10.14	0.83	0.17	60.91	120.18	2.21	1.79	2.08
2008-09	43657	4.64	0.05	52475	4.72	0.07	70.15	63	7.15	0.9	0.1	74.9	110.81	2.19	1.85	2.04
2009-10	45323	4.66	0.04	55551	4.74	0.05	78.33	69.71	8.62	0.89	0.11	81.25	125.55	2.26	1.89	2.1
2010-11	47483	4.68	0.05	58913	4.77	0.06	83.55	72.62	10.93	0.87	0.13	88.46	141.25	2.3	1.92	2.15
2011-12	50265	4.70	0.06	63174	4.8	0.07	83.56	73.4	10.16	0.88	0.12	91.02	149.64	2.31	1.92	2.18
2012-13	53570	4.73	0.07	68188	4.83	0.08	84.15	74.19	9.96	0.88	0.12	93.93	155.52	2.32	1.93	2.19
2013-14	55712	4.75	0.04	72705	4.86	0.07	87.81	77.24	10.57	0.88	0.12	96.52	150.11	2.29	1.94	2.18

Source: Calculated from the data taken from RBI handbook of statistics, Economic survey

V.   Results of time Series analysis

Stationarity of per capita gross domestic product growth and other economic variables were tested using Augmented dickey Fuller Unit Root test. In this test the null hypothesis is that every economic variable has a unit root. Here p-value indicates the rejection of null hypothesis of unit root five percent significant level.

Table 4: Augmented Dickey-Fuller Unit Root Test:

	T-statistic	Probability
Ln_gdp-_cnsp_lag	-2.783250	0.0769
Gr_gdp	-3.192845	0.0320
Ln_rl_ttl_exp	-4.279816	0.0034
Ln_rl_ttl_cap_exp	-5.733497	0.0001
Ln_ttl_rev_exp	-3.211427	0.0361
Ln_rl_pvt-cap	-7.689838	0.0000

Gr_rl_mny_ss	-3.202806	0.0313
Ln_exch-rt	-3.541402	0.0148
Ln_rl_(cap+pvt)	-7.355801	0.0000

From table 4 we see that, capital expenditure, revenue expenditure, private capital, money supply exchange rate have unit root at first difference and they are stationary at first difference.

Table 5: Results of OLS Estimates:

	coefficient	T statistic	Probability	R square
Ln_gdp-_cnsp_lag with Ln_rl_ttl_exp	1.102032	27.31063	0.0000	0.971349
Ln_gdp-_cnsp_lag with Ln_rl_ttl_cap_exp	1.285585	3.803383	0.0010	0.396694
Ln_gdp-_cnsp_lag with Ln_ttl_rev_exp	.712022	37.18037	0.0000	0.984335
Ln_gdp-_cnsp_lag with Ln_rl_pvt-cap	0.667218	30.68189	0.0000	0.977164
Ln_pc_gdp_cnsp with Ln_rl_ttl_cap_exp	0.933087	3.790357	0.0010	0.395053
Gr_gdp with gr_rl_mny_ss	0.233505	2.014209	0.0553	0.335595
Ln_pc_gdp_cnsp with Ln_rl_(cap+pvt)	2.422934	41.38468	0.0000	9.357874

In the ordinary least squares estimate, the dependent variable is per capita gross domestic product growth at constant price. The dependent variables and their test values like coefficient, t-statistics, probability and their r-squares are given above. We see that revenue expenditure, capital expenditure, private capital and the addition of capital expenditure with private capital have highly impact on per capita gross domestic product growth.

Table 6: Augmented Dickey-Fuller Unit root test on Residual:

	T-STATISTIC	PROB
RESIDUAL OF PC_GDP_CNSP WITH TTL_GOV_EXP	-4.104060	0.0048
RESIDUAL OF PC_GDP_CNSP WITH TTL_CAP_EXP	-2.668673	0.0946
RESIDUAL OF PC_GDP_CNSP WITH TTL_REV_EXP	-4.922055	0.0009
RESIDUAL OF PC_GDP_CNSP WITH PVT_CAP	-4.025332	0.0054
RESIDUAL OF PC_GDP_CNSP WITH	-7.532308	0.0000

From the above table it is seen the Augmented Dickey Fuller unit root test of the residuals of ordinary least squares. We have got the t-statistics and probability of dependent and independent variables. The probability is less than five percent in all the cases. It suggests the rejection of the null hypothesis of no co-integration. This means that the two way relationship, i.e, per capita gross domestic product growth and the economic variables are co-integrated and since the variables are co-integrated there is meaningful long run relationship between them.

VI. Summary and Conclusions

We have discussed the nature and composition of some economic variables and its impact on per capita gross domestic product growth in India. We have tested the stationarity of some economic variables, estimates the co-integration and ordinary least squares tests between per capita gross domestic product growth rate and other economic variables. The relationships have been found positive, i.e- per capita gross domestic product growth responds positively with the increase in government and private finance. In other words, an improvement in the public expenditure will cause economic growth to increase. These results prove that, null hypothesis of economic variables and per capita gross domestic product growth has been rejected for Indian economy over the time period of our analysis. We have got satisfactory result of capital expenditure combined with private expenditure and it is seen that it will enhance the growth of per capita gdp. This is called crowding in effect.

All test find positive relationship between public expenditure and economic growth.   The economic implication of this paper is very important. An increase in public expenditure encourages economic growth and vice versa. The review emphasizes that unlike the private sector, the role of public investment has not declined substantially during the recent periods though the current Indian government emphasizes mostly on privatization. Increased public expenditure, it argues, can crowd in private expenditure.

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DIGITALIZATION—A STEP TOWARDS MODERNIZATION

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Introduction

Modern age is the age of science and technology. Advancement in technology affects the fields of industry, trading, commerce and education. Technology entered in each field in different forms:

- Information technology,
- Communication technology,
- Information and Communication Technology.(ICT)

Digitalization is often used as an extended synonym for ICT, but is a more specific term that stresses the role of computers to convert information into digital format.

Concept of Digitalization

There is always confusion in between 'Digitization' and 'digitalization'; these two terms are closely inter-related. Digitization refers to -the process of digitizing; and Digitalization is- the use of digital or computer technology .Therefore, Digitalization in general is the use of digital systems or in layman terms use of computer for data management. Technology has shrunk the globe these days. Everyone is in need of huge amount data in our day to day life for several purposes.

Why Digitalization is the Need of the Hour

Corruption is the biggest problem in developing countries. It is said, a parallel economy flourishes side by side to our main economy. This economy is run by those who avoid paying taxes to the Govt.One of the prominent reason for the parallel economy is the dependency on cash-based businesses. The culprits, running the parallel economy do not have bank accounts which simply mean no tax payment to Govt. But, digitalization makes the taxation online which is expected to lead to a positive impact on Indian Economy. Digitalization is the need of the community to develop digital skills, to improve quality of life and to save the future in 21st century.

Objectives of Digitalization:

- To promote necessary learning needed for students, teachers and society – facing the future with digitalization.

- To ensure awareness about the importance of E governance ,E- commerce, E-payment,

  E- Learning.

- To provide a platform for the delivery of knowledge about digital content.

- To increase utility of digital platforms that support information- sharing about programs, activities and events towards modernization.

DIGITALIZATION --A STEP TOWARDS MODERNIZATION:

Digitalization is making our daily life comfortable with the help of technology. Now the entire world is in our mobile handsets. We can book a travel ticket, do shopping, chat with our loved ones across the world and even share our views more freely and easily.

E-governance is the first step in digitalization. It is a way of describing the link between government and its broader environment- political, social and administrative. Data storage and retrieval is harder and tiresome in the conventional way. Once all the administrative data are digitized ,faster retrieval, better access and secured data management can be ensured ,thereby enhancing the opportunities to cope up ends: better delivery of government services to citizens, improved interaction with business with agencies of information technology that have the ability to transform relations with citizens, businesses, and other arms of the government.

The development of cyberspace has fundamentally changed the way in which people communicate with industry, citizen empowerment. The resulting benefit can be less corruption, increased transparency each other. While facilitating a vast range of interpersonal communication, internet is fast becoming a key instrument for the exercise of the '**right to freedom of expression**'. It combines within one medium both the right to receive as well as the right to express and disseminate information, idea and opinion, be it in the form of writing or through audio or video. In India, Article 19(1)(a) of the Indian Constitution recognizes it as a fundamental right and protects free speech and expression in India. The Face book case and thereafter Landmark case of Shreya Singhal vs UOI (section 66A of IT Act declared unconstitutional) have molded the IT Act according to Indian Constitution .

E-payment system is increasingly becoming a daring means of payments in today's business world. This is due to its efficiency, convenience and timeliness. It is a payment system that is continuously being embraced and adopted in the financial system of both developed and developing countries with a view to simplify and ease payments in business transactions. The initiatives taken by RBI in mid-eighties and early-nineties focused on technology based solutions for the improvement of the payment and settlement system infrastructure, coupled with the introduction of new payment products by taking advantage of the technological advancement in banks. The continued increase in the volume of cheques added pressure on the existing set-up, thus necessitating a cost effective alternative system. The RBI set-up National Corporation of India (NPCI) to act as an umbrella organization for operating various Retail Payment Systems (RPS) in India.

E-commerce is a new way of conducting, managing and executing business transaction using modern means of information technology. It is commercial transaction of services and goods in an electronic format. The UNCITRAL model law on e-commerce was adopted in1996 to facilitate the use of modern e-means of communication and storage of information, such as electronic data interchange (EDI), electronic mail and telephony. Its main objective was to bring uniformity in national laws relating to e-commerce.

E-Learning

E-learning, also referred to as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media. In simple language, e-learning is defined as "learning that is enabled electronically". Typically, e-learning is conducted on the Internet, where students can access their learning materials online at any place and time. E-Learning most often takes place in the form of online courses, online degrees, or online programs.

The Benefits of E-Learning

E-learning has the power to make learning more accessible for users around the world. In education, it brings learning opportunities to previously disadvantaged groups. In business, it helps unite and train an increasingly global workforce. When learning materials are online, users are able to access content from anywhere and at any time.

Internet privacy encompasses a wide range of issues and topics. It can be understood as privacy rights that an individual has online with respect to their data, and violations of the same that take place online. Given the dynamic nature of the online sphere, privacy concerns and issues are rapidly changing.

DIGITALIZATION OF E- GOVERNMENT--TOWARDS MODIFICATION

E-Government

E-government has been employed to mean everything from 'online government services'' to 'exchange of information and services electronically with citizens, businesses, and other arms of government'. Traditionally, e-government has been considered as the use of ICTs for improving the efficiency of government agencies and providing government services online. Later, the framework of e-government has broadened to include use of ICT by government for conducting a wide range of interactions with citizens and businesses as well as open government data and use of ICTs to enable innovation in governance.

E-government can thus be defined as the use of ICTs to more effectively and efficiently deliver government services to citizens and businesses. It is the application of ICT in government operations, achieving public ends by digital means. The underlying principle of e-government, supported by an effective e-governance institutional framework, is to improve the internal workings of the public sector by reducing financial costs and transaction times so as to better integrate work flows and processes and enable effective resource utilization across the various public sector agencies aiming for sustainable solutions. Through innovation and e-government, governments around the world can be more efficient, provide better services, respond to the demands of citizens for transparency and accountability, be more inclusive and thus restore the trust of citizens in their governments.

E-government nomenclature

Government-to-Government (G2G) involves sharing data and conducting electronic exchanges between governmental actors. This involves both intra- and inter-agency exchanges at the national level, as well as exchanges between the national, provincial, and local levels.

Government-to-Business (G2B) involves business-specific transactions (e.g. payments, sale and purchase of goods and services) as well as provision on line of business-focused services.

Government-to-Consumer / Citizen (G2C) involve initiatives designed to facilitate people's interaction with government as consumers of public services and as citizens. This includes interactions related to delivery of public services as well as to participation in the consultation and decision-making process.

IMPACT OF DIGITALIZATION IN INDIA:

Digital India is an initiative by govt of India to help the country adopt digital initiatives. Initiatives which are expected to cut dependency on bureaucratic processes, decrease corruption and help cut down time in taking public services to the citizens of the country.

The **impact of Digital India on India's economic growth** is supposed to be long-lasting. As the initiatives in the Digital India Scheme are all driven by technology.

Some of the key Initiatives of Digital India are-

- Digit Locker to help Citizens of India to store their important on-line documents.
- Bharat net to connect Gram Panchayat to digital world in rural areas through internet.
- My Gov App to help Indian citizen to express their thoughts, views and ideas in question forms to the PM directly with all India Radio.
- National scholarship portal helps the students to send scholarships directly into their account through Direct Benefit Transfer (DBT).
- Swacch Bharat Mission App launched by National Informatics Centre to take the unclean toilets photographs.
- ORS portal to help citizens of the country to handle online appointments, pay online fees of doctors and govt hospitals (e health is a way to take care of health electronically.)

The impact of Digital India was expected to:

- Reduce Corruption.
- Increase speed of public sector services rendered to citizens of the country.
- Decrease documentation.
- Provide an easy to manage online storage to store all documents.
- Provide simple and easy to use cloud space on the internet.

Our governments for years have worked towards creating an economy which is more reliant on the internet and less on the paper-based economy. The incumbent govt. provided a single name "Digital India" to all the digitization, digitalization and other initiatives taken by govt to have a positive impact on our economy.

CONCLUSION

Summarizing we can say that digital transformation requires digitalization 'en route' to digital business (capabilities) and requires digitization, since the glue and a core business asset of digital transformation *(and of digitalization)* is obviously (digital) data, leading to information, knowledge, intelligence, action and business model changes.

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EXCLUSIONARY RULE OF EVIDENCE UNDER ROME STATUTE: AN EXPLORATORY ANALYSIS

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ABSTRACT

The International Criminal Court is the apex body to deal with international crimes and various violations of human rights. This treaty was adopted by the diplomatic conference at Rome in 1998 but only came into effect in 2002 after the ratification by sixty states. The reason for the establishment of the court was because a person could stand a better chance of being tried and judged for killing one human being than killing thousands. The court has various articles and is a treatise which explicitly elaborates upon the various classes of crimes including genocide, war crimes, crimes against aggression and crimes against humanity. The investigation provisions under the statute stating that the prosecutor can start an investigation only after he has received information about a crime from the United Nations Security Council (UNSC) or any state party; but he can also start the investigation suow motu. However, in all such investigations, evidence plays an important role. This paper tends to examine the exclusionary rule of evidence which is also embodied under the Rome Statute for the working of International Criminal Court. On one hand the intent of Article 69(7) is to exclude improperly obtained evidence which is mainly violating the human rights of accused. But if it will be examined closely, accused could use this provision to exclude relevant evidence which is just incidentally violating the principles of human rights. This paper will discuss the theory underlying this exclusionary rule of evidence in International Criminal Court and also provide some analysis regarding its application and manner in which it should be interpreted for benefit of the society and to hold criminals of such heinous international crimes.

KEYWORDS: Evidence, International Criminal Court, Human Rights, Crimes, Credibility

INTRODUCTION

Rome Statute of the International Criminal Court (Hereinafter ICC) is the most significant development for hold accountability of the international crimes committed by perpetrators in a widespread manner. The statute has paved way for prosecution of some of the most heinous offences which has posed a threat to humanity ever since the dawn of mankind. The creation of a permanent international criminal court which would have the primary function of a globally

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renowned jurisdiction has been considered to be one of the significant developments of international criminal law. The Statute of the International Criminal Court not only establishes a new judicial institution to investigate and try international offences, but also sets out a new code of international criminal law. ICC is considered as the most vital body separate from United Nation established to uniformly entertain and adjudicate the matters which are not efficiently adjudicated by the previous tribunals.[3] The Rome Statute is the Magna Carta for ICC and this also provides for the rules of evidence for proper adjudication of international crimes. Criminal trials all depends upon evidences for establishing accountability of crime perpetrators. Provisions of Rome Statute also excludes some improperly obtained evidence from being used in the trial against the accused. Evidence must be collected in accordance with the principles enshrined under the Rome Statute only otherwise ICC could exclude them from the criminal trial.[4] Specially evidence which are obtained by administrative staff of ICC, if stand in violation of internationally recognized Human Rights, it is embodied under Article 69 of Rome Statute to exclude such evidence. It means these evidences could not be used in the trial to make the criminals accountable. In this research work we will analyze Article 69 in brief and the manner in which it must be applied.

RULES OF EVIDENCE UNDER ROME STATUTE

'Evidence', given by any person or sources, is considered as the pivot of the ICC in terms of investigations, prosecutions and trials. It is a sine quo non for the Prosecutor to generally select and frame the charges,[5] and also in the determination of the strategy to try the case. It is pertinent to note that whenever the evidence is produced before the Pre-Trial Chamber to decide upon the possibility of facing a trial and as to whether the trial would proceed or not, these rules of evidence provide the groundwork for the facts as well as the legal paraphernalia as to whether the said trial should go ahead, and if it does, how would the evidence be appreciated

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[3]http://www.icccpi.int/en_menus/icc/about%20the%20court/icc%20at%20a%20glance/Pages/establishment%20of%20the%20c ourt.aspx (last visited on February 10, 2019).

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http://www.icccpi.int/en_menus/icc/about%20the%20court/frequently%20asked%20questions/Pages/faq.asp (last visited on March 18, 2019).

[5] ICC, Office of the Prosecutor, Draft Policy Paper on Case Selection and Prioritisation, 29 February 2016, paras 18–19, see www.icc-cpi.int/iccdocs/ otp/29.02.16_Draft_Policy-Paper-on-Case-Selection-and Prioritisation_ENG.pdf accessed 16 June 2016.

before the court and how would the judgement aftermath affect or rather decide the fate of the perpetrators to the offence.[6]

The Rome Statute and the Rules of Procedure and Evidence of the ICC (ICC RPE) set out a detailed legal debacle and provides for the process by which the standard forms of rules and regulations can be followed and it also includes the rules for testifying the witnesses and specifies the admissibility and the relevancy of the same.[7] The legal frame on the whole includes the process of collection, appreciation, admission, rejection and evaluation of the evidence. The rules pertaining to evidence collection also illustrate and elaborate upon the role of the Trial Chambers and specifies the conditions with regard to the discretion of the same. The discretion is generally allowed with a view that the trial is following the principles of natural justice and at the same time it is adhering to the fundamental principles of justice, equity and good conscience respecting the rights of the accused and the victims and also allowing the witnesses to understand their role in the criminal justice system thereby allowing a fair trial.[8]

The statute and the rules of procedure also enumerate the various advancements in the international domain and stipulates about how to tackle the issues of sexual violence by applying the rules of evidence.[9] The growing jurisprudence with regard to the establishment and control mechanisms has also been dwelled upon, thereby providing a legal basis to try the cases with proper appreciation of evidence. Although Article 69 of the Rome Statute expressly deals in the procedure and rules of evidence to be applied by the ICC, it is pertinent to note that the subsidiary rules of procedure and evidence are also an important consideration to draw up a code or understand the complexities of persecution before the ICC with the help of these provisions. Now, the challenging domain is that it has not only give rise to the various intricacies and issues but it casts an important question about the relevance and process of understanding the same. Therefore, the rules although helpful in nature and substantiates the lacunas, it is important that certain issues might not be addressed if these issues continue. Also, Rule 64 which emphasizes about procedure relating to relevancy and admissibility

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[6] Rome Statute, Art 74(2) states: "The Trial Chamber's decision shall be based on its evaluation of the evidence and the entire proceedings. The decision shall not exceed the facts and circumstances described in the charges and any amendments to the charges. The Court may base its decision only on evidence submitted and discussed before it at the trial."
[7] Rome Statute, Art 69 and ICC RPE, Chapter 4(I).
[8] Rome Statute, Art 64(2).
[9] ICC RPE, Rules 70, 71, 72.

is ambiguous and calls for speculation.[10] These rules need to be scrutinized thoroughly before any predicament is made with regard to its implementation. The problem is that the rules are effective depending upon the versatility of the cases and therefore provisions being incorporated leaves little scope for proper examination, leave alone challenging them. In analyzing all this, it becomes crystal clear that the evidentiary rules have an exclusionary clause which may pose threat and therefore the clause needs to be interpreted in accordance with the settled and customary principles of international law.

EXCLUSIONARY RULE UNDER ROME STATUTE

The accused and perpetrators of international crimes has right to challenge the evidence obtained and produce in court if is in violation of human rights standards. The legality of such challenge is embodied under Article 69 (7) of the Rome Statute.[11] This particular provision creates an exclusionary rule to exclude evidences obtained against the accused is violating the Rome Statute or the international standards set for the human rights. Defence has the right to examine confront and challenge the evidences produced for holding them accountable for international crimes. Fair trial is also need to be ensure that's the main reason behind including such exclusionary rule of evidence under the provisions of Rome Statute.[12] The intent to include such rule in Rome Statute is to ensure fair trail and such improperly obtained evidence somehow lead to substantial doubt regarding credibility of such evidences produced before the ICC.

The main problem arises here when this rule could be used by accused to flew from liabilities as there may be circumstances where the evidence obtained are incidentally violates the international standards.[13] This would hinder the objectives

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[10] "Rule 64 (ICC RPE): 1. An issue relating to relevance or admissibility must be raised at the time when the evidence is submitted to a Chamber. Exceptionally, when those issues were not known at the time when the evidence was submitted, it may be raised immediately after the issue has become known. The Chamber may request that the issue be raised in writing. The written motion shall be communicated by the Court to all those who participate in the proceedings, unless otherwise decided by the Court.
2. A Chamber shall give reasons for any rulings it makes on evidentiary matters. These reasons shall be placed in the record of the proceedings if they have not already been incorporated into the record during the course of the proceedings in accordance with Article 64, Paragraph 10, and Rule 137, Sub-Rule 1.
3. Evidence ruled irrelevant or inadmissible shall not be considered by the Chamber."
[11] Article 69(7) of International Criminal Court, Rome Statute, UN Doc A/CONF. 183/9 (July 17, 1998) [Rome Statute].
[12] "Rome Statute: Article 69(6) The Court shall not require proof of facts of common knowledge but may take judicial notice of them."
[13] Devin O. Pendas, '*War Crimes Trials: Between Justice and Politics*', 49 Tulsa L. Rev. 557 (2013).

of ICC as if perpetrators of international crimes were held not accountable due to such procedure it would not be in the interest of justice. This rule must be applied with proper examination as the violation in obtaining evidence if not stand as a serious one then such evidence must not be excluded.

THE DUAL TEST

Article 69(7) of the Rome Statute implements a similar approach as it is seen in rules of ICTY and ICTR related to evidence. The provision creates mandatory rule of excluding evidence which is obtained from breach of international norms of human rights and Rome Statute itself. In two circumstances such exclusion is justified as the evidence must cast a substantial doubt on reliability of such evidence produced and the admission of the same is antithetical to the integrity of the court proceedings. Scholars have criticized such wordings as the second test laid down would eventually triggered as every human right violation would be against the integrity of court proceedings. Thus, the dual test would stand satisfied if even one condition was fulfilled.[14]

But one interesting fact is that such drafting would not automatically lead to exclusion of the tainted evidence as it would distort the objectives of ICC. The Pre-Trial Chambers of ICC has observed a noteworthy thing that –

"Article 69(7) of the ICC Statute rejects the notion that evidence procured in violation of internationally recognized human rights should be automatically excluded. Consequently, the judges have the discretion to seek an appropriate balance between the Statute's fundamental values in each concrete case."[15]

This proposition was upheld by the trial chamber rejecting all the contentions of automatic exclusion. The abovementioned proposition properly defines that a flexible view is adopted by the ICC to not make such exclusionary rule in conflict with the main objectives for which such permanent court was established.[16] The two sub clause of Article 69(7) leads to development of a *'Dual Test'* for examining the evidence obtained and produce before the ICC. The words of such provisions lead to development of first test related to examining the reliability as if the evidence obtained case substantial doubt on its credibility and the second is that admission of such evidence must not be antithetical against the integrity of the court proceedings. This Dual Test if stand satisfied would trigger the

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[14] Beth Van Schaack and Ron Slye, A Concise History of International Criminal Law (OUP, 2007)
[15] Carsten Stahn, *A Critical Introduction to International Criminal Justice* (Cambridge University Press, 2019).
[16] Karim A. A. Khan, Caroline Buisman, Christopher Gosnell, *Principles of Evidence in International Criminal Justice* (OUP, 2010).

exclusionary rule of evidence. Such test must be used properly to maintain a balance between two claims as of fair trial, right of accused and delivery of justice.[17]

The main intent behind such provision is to exclude evidences which are mainly obtained by serious human right violations like confession and some statements recorded by torture.[18] This helps in analyzing the evidence obtained as such evidences is really a serious violation of human right of accused or some incidental breach of obligation which does not affect the fair trial.

The Trial Chamber of ICC have clarified in case of *Lubanga*[19] that such provision is a *lex specialis* in terms of other rules of admissibility. Such provision must not be applied in strict compliance with the international recognized norms of human rights as it would allow serious international crime perpetrators to escape from the liability. This would make the ICC as inefficient in holding the accountability of serious crime perpetrators which would affect the objects of its establishment. In many instances such violation of Human Rights standard must be proved in its entirety which satisfying the "*Dual Test.*"

By applying this Dual Test in case of *Lubanga,* the ICC have rejected the view of automatic exclusion of such evidence which are obtained by violating the human rights of perpetrators of crime. ICC is also duty bound to maintain the balance between the seriousness of crime committed and the principles of fair trial. Such view is against the observations of many jurist that obtaining evidence by violating the human rights of accused is a direct threat to the integrity of court proceedings. But this is not true as the ICC is not established to look for human rights violation but to hold international crime perpetrators accountable for their misdeeds.[20]

In application of this dual test one more thing need to be kept in mind which is embodied in sub clause 8 of this provision. Such two provisions i.e. sub-clause 7 and sub-clause 8 of Article 69 were both lead to a conflicting situation. On one hand sub-clause 7 states about exclusionary rule if the evidence is obtained by violating the human right norms. But sub-clause 8 provides a rule that the ICC does

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[17] Petra Viebig. *Illicitly Obtained Evidence at the International Criminal Court* (TMC Asser Press, 2016).

[18] Mark Klamberg, ed. *Commentary on the law of the International Criminal Court*. Vol. 29. (Torkel Opsahl Academic E Publisher, 2017).

[19] *The Prosecutor v. Thomas Lubanga Dyilo*, ICC-01/04-01/06.

[20] World Affairs, Frontline, Volume 18 - Issue 07, March 31 - April 13, 2001-India's National Magazine from the publishers of THE HINDU, available at: http://www.frontline.in/navigation/?type=static&page=flonnet&rdurl=fl1807/18070670.htm (visited on February 5, 2018)

not have to rule out against the domestic laws. Such provision leads to the ICC not considering the violation of search and seizure procedures which are also embodied under the domestic criminal procedural rules.[21]

PROBLEMS FOR THE ICC

Lubanga's case have shown a situation regarding examination of human rights violation which is also enshrined under domestic laws of particular nation. Sub-clause 8 of Article 69 expressly creates a bar on ICC to rule out against the domestic laws of any state. But human rights were already specified in almost every nation to fulfill their international obligations.[22]

Such claims were decided in another ICC's decision of *Bemba et.al.*,[23] in which the Trial Chamber of ICC have considered evidence obtained by Western Union which is also violating the right to privacy of the accused. The evidence obtained and produced before the court were challenged by the Defence as they put an allegation that such evidences were obtained as witness statements were tamper by paying some amount to every witness involved in the case.

For proving such contention defence has produced some details of money transfer to the witness which support the allegation against the Western Union. The Trial Chamber in this case has accepted the evidence produced as such violations are not serious human right violations and thus admission of such evidence would not affect the integrity of the court proceedings.[24]

Defendant appealed against such admissions in the Appeal Chamber and they have provided a clear proposition on such conflict of two provisions.

The admissibility of witness statement in this case was upheld by the Appeal Chambers, but on basis of different reasoning. Article 69(8) of the Rome Statute creates a bar on the examination of domestic laws.[25] In the view of Appeal Chamber the examination of Trial Chamber in concluding that such records were not violating the human rights were incorrectly held such evidence as admissible.

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[21] EBC India website http://www.ebc-india.com/lawyer/articles/813.htm Last visited on 21 February 2018.

[22] Friman, Hakan; '*An Introduction to International Criminal Law and Procedure*', (Cambridge University Press, 2017).

[23] *The Prosecutor v. Jean-Pierre Bemba Gombo, Aimé Kilolo Musamba, Jean-Jacques Mangenda Kabongo, Fidèle Babala Wandu And Narcisse Arido,* ICC-01/05-01/13-1605.

[24] Christopher Keith Hall, '*The First Proposal for a Permanent International Criminal Court*' (1998) 332,
International Review of the Red Cross 57 available at https://www.icrc.org/eng/resources/documents/misc/57jp4m.htm (last visited on February 9, 2019)

[25] Robert Cryer, Darryl Robinson, and Sergey Vasiliev. *An Introduction to International Criminal Law and Procedure* (Cambridge University Press, 2019).

No doubt such evidences are admissible in the court but the observations made were erred by the Trial Chamber.

The Appeal Chamber provides that such provision does not create a mandatory bar the court by restricting them to rule out for domestic law in such situation of conflict. The unnecessary examinations and ruling out of domestic laws validity are prohibited in the Statute but nor examinations for ruling out admissibility of such evidence. This is because human rights norms are present in domestic laws of every nations and the human right norms of every nation is based on the international standards as the domestic laws are replication of international standards to fulfill their obligation arising out of various conventions and customary international law.[26]

The Appeal Chamber also provides some observation that if the State have indulged in collection of evidence then they must have done in compliance with the national laws and the accused of such heinous international crimes must not be allowed to use provisions of Rome Statute to escape from the liability.[27] Thus, incidental human right violations must not be used to exclude evidence which can show the guilt of the perpetrators of international crimes.

CONCLUSION

Inference can be observed that, the ICC is mainly established to hold the accountability of International criminals who have committed some serious crimes against the humanity. In doing so strict human right adherence would only act as an obstacle against the objectives of the ICC. Such exclusionary rule must be applied with proper examinations only, otherwise it would make the ICC as a dummy body to adjudicate International Crimes as the main objective would not be actualize due to such rules of procedure envisaged in the Rome Statute. The dignity of the ICC is to be preserved under all circumstances as it is not just a court but the apex court for prosecution of serious violations of human rights and other possible criminal acts. Exclusion is welcomed only under certain circumstances wherein the rights of the parties are not compromised with and principles of natural justice are always adhered to. Any deviation from the same, would result in rampant violations, thereby degrading the settled international norms and customary rules. Therefore, it is suggested that the exclusionary rule definitely serves a good defence but is a bad master as it can destroy standing and must be used carefully under extreme circumstances.

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[26] Willian A. Schabas, *The International Criminal Court: A Commentary on the Rome Statute*. (Oxford University Press, 2017).

[27] V. S. Mani, '*Handbook of International Humanitarian Law in South Asia*', (Oxford University Press, 2007).

INTELLIGENCE AND ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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ABSTRACT

Education is a wide concept which has a solid effect upon pupil's success. It is very vital for the progress of individual and society. Intelligence is a broader term used to define a property of the mind that includes many related abilities, such as the capacities to reason, to plan, to solve problems, to think abstractly, to understand ideas, to use language, and to learn. Intelligence is cognitive ability that carries strong evaluative meanings and is linked with several positive outcomes. Achievement is a multidimensional phenomenon. It plays a very significant role in the life of a child. It is one of the bases for the harmonious development of the personality. It refers to the degree or level of success or that of proficiency attained in some specific areas regarding scholastic or academic work. It is the outcome of education - the level to which a student, teacher or institution has achieved their educational goals. It generally refers to how well a student is achieving his or her tasks and studies. The most well-known indicator of achievement is the student's 'score' for their classes and overall tenure. The present study is intended to find out the relationship between Intelligence and Achievement of High School Students. The objectives of the study were to construct and validate a tool on Intelligence Test , to find the level of Intelligence and achievement, to find the significant difference in the Intelligence and achievement with respect to the background variables namely Gender, Medium of Instruction, Locality of School, Religion and Monthly Income and to find the relationship between Intelligence and achievement of High School Students. Survey Method is used for the present study. 300 secondary school students were selected randomly from Kanyakumari District. A self-made intelligence test was administered to gather information. Mean, Standard Deviation, t'test, Analysis of Variance and Correlation were the statistical techniques used. Data were analysed by SPSS. Based on the findings, educational contributions were made.

Key Words: Intelligence, Personality, Cognition and Achievement

INTRODUCTION

Intelligence and achievement are two different, but interrelated, constructs. They have been studied for over a century in an effort to explain differences in education and life outcomes. Intelligence is the ability of human being which helps to make reason, understanding and well-judgment. It is the capacity to attain and apply knowledge. It includes the ability to benefit from past experience, act purposefully, solve problems, and adapt to new circumstances. Intelligence enables humans to recall descriptions of things and use those descriptions in future behaviors. It is a cognitive process. It gives humans the cognitive skills to learn, form concepts, understand, and reason, including the capacities to recognize patterns, comprehend ideas, plan, solve problems, and use language to communicate. Intelligence empowers humans to experience and think.

INTELLIGENCE

Psychologists' definitions of intelligence often reflect intellectual goals, aspirations, or doubts rather than providing a clear definition of intelligence (Anastasi, 1986). Intelligence is the intellectual power of humans, which is marked by complex cognitive feats and high levels of motivation and self-awareness (Tirri, 2011). It is the mental quality that consists of the abilities to learn from experience, adapt to new situations, understand and handle abstract concepts, and use knowledge to manipulate one's environment. Factors connected to a child's home environment and parenting, education and availability of learning resources, and nutrition, among others, all contribute to Intelligence. Intelligence is an important predictor not only for educational outcomes but also is associated with various social outcomes such as joblessness, captivity, and illegal births. Scientific researches on intelligence has shown evidence that people with higher IQ scores get better education, have more respected jobs, and earn higher income than do people with lower IQ scores (Gottfredson, 1997, 2003; Jensen, 1980, 1998; Schmidt & Hunter, 2004).

ACHIEVEMENT

Achievement is a broad and multidimensional construct (Jackson, 1976). Academic Achievement refers to the knowledge attained and skill developed in the different subjects. It plays a very significant and pivotal role in the attainment of harmonious development of child. From an educational perspective, the ability to perform is hypothesized as the academic ability to achieve in academic domains. Lindquist (1957) defined achievement as the degree of ability to perform on predetermined facts and concepts both quantitatively and qualitatively.

Achievement is an accomplishment of success in bringing a desired end. Achievement includes student ability and performance; it is multidimensional; it is complicatedly related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single occurrence, but occurs across time and levels, through a student' s life in public school and on into post -secondary years and working life. (Steinberger (1993: 2).

NEED AND SIGNIFICANCE OF THE STUDY

Intelligence is one of the most useful concepts used in psychology, as it correlates with lots of related variables. It is the ability to learn something new or develop a skill. Intelligence is unique to the culture that one is studying. Achievement provides a basis for intelligence, which is the ability to think rationally and the ability to learn. Its emphases on things you know you can do and content areas. It is the ability to accomplish something based on knowledge or an acquired skill. However, none of us were born with an innate ability to perform those skills, so some level of intelligence is needed to yield achievement. In order to acquire a skill, you have to be able to learn. Achievement and intelligence are often intertwined. There is some overlap between achievement and intelligence, the two concepts are much more different than they are alike. The similarity between achievement and intelligence is that they often improve the other. Intelligence measures potential for academic achievement rather than progress. Educators, policy makers, and educators have been increasingly interested in the assessment of student achievement. The factors that determine the achievement level of students have also received attention by many researchers. Since educational achievement, as an educational output, is a primary concern of educators, policy makers, and parents, researchers focus on the underlying factors of achievement, in particular, how educational outputs vary according to the characteristics of input. Hence the study.

STATEMENT OF THE PROBLEM

The investigator has selected the present study with the aim to know the intelligence of the high school students. Hence the study is entitled as *Intelligence and Achievement of High School Students.*

OBJECTIVES OF THE STUDY

The objectives of the study are

- To construct and validate a tool on Intelligence Test
- To find the level of Intelligence of high school students

- To find the level of achievement of high school students

- To find the significant difference in the Intelligence of high school students with respect to the background variables namely Gender, Medium of Instruction, Locality of School, Religion and Monthly Income.

- To find the significant difference in the achievement of high school students with respect to the background variables namely Gender, Medium of Instruction, Locality of School, Religion and Monthly Income.

- To find the relationship between Intelligence and achievement of high school students

METHODOLOGY

Method

Normative Survey Method was adopted for the present study

Sample

The sample consisted of 300 high school students of Kanyakumari District selected by Random Sampling Technique.

Tool

The tool used for the present study is a self-made questionnaire to test the Intelligence of high school students. Annual Examination mark was considered for achievement of the students.

Statistical Techniques Used

Percentage Analysis, Mean, Standard Deviation, t-test, Analysis of Variance and Correlation were the statistical techniques used for the study.

DATA ANALYSIS

Table - 1 Level of Intelligence and Achievement of High School Students

Variable	N	Low		Average		High	
		N	%	N	%	N	%
Intelligence	300	51	17.0	195	65.0	54	18.0
Achievement	300	36	12.0	216	72.0	48	16.0

Table - 2 Difference between the Background variables Gender, Medium of Instruction and Locality of School in the Intelligence of High School Students

Background Variable		Mean	SD	N	Calculated t value	Table Value	Remark
Gender	Male	9.41	3.91	140	4.70	1.96	S
	Female	11.51	3.77	160			
Medium of Instruction	Tamil	10.78	4.05	133	0.98	1.96	NS
	English	10.33	3.90	167			
Locality of School	Rural	11.14	3.75	157	2.81	1.96	S
	Urban	9.36	4.10	143			

(S = Significant at 5% level: Null hypothesis is rejected) (NS = Not significant at 5% level: Null hypothesis is accepted)

Table – 3 Religion and Monthly Income of High School Students in the Intelligence

Variable	Source of variation	Sum of Square	Degree of freedom	Mean Square Variable	Calculated F value	Table Value	Remark At 5% Level
Religion	Between	102.56	2.00	51.28	3.29	3.03	S
	Within	4632.17	297.00	15.60			
Monthly Income	Between	79.03	2.00	39.51	2.52	3.03	NS
	Within	4655.70	297.00	15.68			

Post-Hoc Analysis for Intelligence of High School Students with regard to Religion

	Hindu	Christian	Muslim
Hindu	-	0.09	2.40
Christian		-	*2.50
Muslim			-

Table - 4 Difference between the Background variables Gender, Medium of Instruction and Locality of School in the Achievement of High School Students

Background Variable		Mean	SD	N	Calculated t value	Table Value	Remark
Gender	Male	311.27	206.72	140	3.10	1.96	S
	Female	390.52	235.57	160			
Medium of Instruction	Tamil	207.24	79.46	133.00	13.42	1.96	S
	English	470.05	236.97	167.00			
Locality of School	Rural	325.69	188.62	157	2.22	1.96	S
	Urban	384.11	257.61	143			

(S = Significant at 5% level: Null hypothesis is rejected)

Table - 5 Difference among Religion and Monthly Income of High School Students in the Achievement

Variable	Source of variation	Sum of Square	Degree of freedom	Mean Square Variable	Calculated F value	Table Value	Remark At 5% Level
Religion	Between	1394884.00	2.00	697442.00	-41.86	3.03	S
	Within	13936000.00	297.00	46922.55			
Monthly Income	Between	1674456.00	2.00	837228.00	18.21	3.03	S
	Within	13656430.00	297.00	45981.24			

Post-Hoc Analysis for Achievement of High School Students with regard to Religion and Monthly Income

	Hindu	Christian	Muslim
Hindu	-	97.34	*262.20
Christian	-	-	164.86
Muslim	-	-	-
	Below 5000	**Between 5000-10000**	**Above 10000**
Below 5000	-	9.43	205.68
Between5000-10000	-	-	* 215.11
Above 10000	-	-	-

Table – 6 Relation between Intelligence and Achievement of High School Students

Variable	∑X	∑Y	∑X2	∑Y2	∑Xy	N	Calculated r value	Table Value	Remark
Total	15795	530306	190265	217672928	5536660	1500	1.085	1.971	NS

FINDINGS OF THE STUDY

- The level of intelligence of high school students is average.

- The level of achievement of high school students is average.

- There is significant difference between male and female high school students with regard to intelligence.

- There is no significant difference between Tamil and English medium of high school students with regard to intelligence.

- There is significant difference between high school students of rural and urban locality with regard to intelligence.

- There is significant difference between male and female high school students with regard to achievement.

- There is significant difference between Tamil and English medium of high school students with regard to achievement.

- There is significant difference between high school students of rural and urban locality of school with regard to achievement.

- There is significant difference among Hindu, Christian and Muslim high school students with regard to intelligence.

- There is no significant difference among high school students with monthly income of parents below 5000, between 5000-10000 and above 10000 with regard to intelligence.

- There is significant difference among Hindu, Christian and Muslim high school students in their achievement.

- There is significant difference among high school students with monthly income of parents below 5000 between 5000 to 10000 and above 10000 in their achievement.

- There is no significant relationship between intelligence and achievement of high school students.

EDUCATIONAL CONTRIBUTIONS OF THE STUDY

Intelligence is more than a storehouse of knowledge. Parents shall provide conducive learning atmosphere to children to develop their intellect. Rather, intelligence comprises the capability to use knowledge to make sense of the world around us. Parents shall give freedom to children to choose their future studies.

Classroom teachers are taught strategies for constructing achievement, but not how to use intelligence measures to effectively design instruction in a way that leads to increased achievement. Teachers shall give activities to students by considering their individual differences. The higher the level of intelligence, the easier it is to understand abstract content and comprehend the complexities of a mentally demanding career. However, a determined level of intelligence does not command that an individual cannot learn specific content or pursue a particular career. What it does tell us is how tough one might have to work to learn specific content or which careers will take more vigor and effort if one is to pursue them with a high level of competency. It is advisable for students to study well for achieve their career.

Understanding intelligence and its relationship to achievement is also crucial for educators charged with finding and providing services to gifted students. If educators do not understand the relationship between verbal intelligence and achievement, students with high nonverbal scores and low verbal scores will never be sufficiently served in existing gifted programs. Therefore, an understanding of intelligence and its relationship to achievement can provide schools with diagnostic data which can be used to design services for gifted students from poverty which emphasize the development of verbal abilities for students with high nonverbal scores to better formulate these students to succeed academically. Teachers shall take lessons for students according to their capacities and skills.

CONCLUSION

Curriculum standards are part of most educational structures and students are expected to acquire knowledge and experiences to attain those standards. Educational systems usually have an assessment procedure that is aligned with standards in order to test students' level of learning or achievement. Assessment of intelligence is one of the important criteria for the identification of gifted and talented students. In order to identify students with high achievement and abilities and predict students' academic performance precisely, assessment of verbal abilities should accompany with the assessment of nonverbal abilities. A variety of methods have been used by researchers to assess educational achievement. School based

assessments such as final grades, grade point average, and teacher evaluations can be used to evaluate achievement.

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ROLE OF QUALITY TEACHING OF ENVIRONMENTAL EDUCATION IN TEACHER EDUCATION

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ABSTRACT

India is a country that is to a great extent diversified geologically economically climatically geographically ethnically economically and socially. The environmental variations and the measures to be taken for conservations of the environment in India can vary too. The Indian education system gives much importance to environmental education and it is that in the environmental education is imparted in most of schools and colleges. The present paper deals with the issue of environment education in teacher education. Studies reveal that the quality of the current environmental education system in India is reasonably good while in some areas the system needs improvement. Some suggestions have also been provided in the paper way to improve the status of environmental education in teacher education institutions and how teachers can achieve the objectives of environmental education. The paper is based on critical reflection about innovative teaching strategies and learning experiences of a facilitator and learners about the environmental education course. This is elective course on environment education was offered from different periods. This examines the teaching strategies and learning experiences are most effective in environmental education course for bringing about positive change in knowledge skills and attitude towards environmental conservation. Our findings indicate that the courses has impacted learners in terms of knowledge and personal development   through the experiences of partnership community interaction and taking responsible for conservation action in schools. They were able to understand cope with and positively influence with the environment in which they found themselves. We conclude that environmental education can be effectively offered to in-service teacher educators by providing them real life experiences of environmental conservation in the environment appreciation about the environment project conservation work in schools for the environment through developing collaborative work partnerships between facilitator and learner and also encouraging learners to think themselves as environmental literate citizens of our country. Environmental education is a pragmatic response of the defacement of the environment. Environmental education is a kind of education which will seek to make pupils fully aware of the problems connected with their environment so

that they will be able to tackle these problems with a sense of responsibility and with the technical skills which will enable them to contribute to their solutions along with other members of their community. This awareness of environmental problems is social awareness. Such problems will be solved through collective action aimed at eradicating the social and economic causes of degradation of human environment.

Keywords: Quality Teaching, Environmental Education, Teacher Education.

INTRODUCTION

This paper is based on critical reflection by a facilitator and learners on the innovative teaching strategies and learning experiences of the environmental education. This paper examines the teaching strategies and learning experiences that are most effective in the environmental education course for bringing about positive change in knowledge skills and attitude towards environment conservation. Teaching strategies for environmental education must provide learners with learning experiences and opportunities to confront their own views and values related to the environmental issues in order for them to address the environmental issues. The aim of the learning process and experiences should be to increase knowledge and awareness about the environment and its associated challenges develop the necessary skills and expertise to address these challenges and foster attitudes motivation and commitment to make informed decisions and take responsible action Abdullah (2010). Learners in this course viewed the experience of designing and implementing the conservation project as one of the most contextually relevant experiences. Teaching through infusion of environmental education in different disciplines in order to deliver the content of the real context was also an opportunity to develop skills and knowledge for environmental conservation. The introduction of environmental education as a means for addressing environmental issues presents a major challenge to the dominant conception organization and transmission of knowledge in the schools and colleges. This creates a conflict for teacher with their approach to teaching and learning process. The goals principle and guidelines of environmental education UNESCO (1976) suggest a particular orientation of curriculum and pedagogical practices in which learners engage individually or in a group in problem solving action based activities. The real focus of environmental issues calls for interdisciplinary and flexible inquiry. There has been sudden increase in the activities for environmental education during the last two decades. This has resulted in the development of different kinds of curricula out of school activities and literature. The purpose is to regenerate man's interest in preservation conservation and improvement of the environment before it is too late and reaches

the point of no return. It has been perceived differently by various educationalist and thinkers. They differ in its objectives the kinds of activities that are used to achieve the objectives and resources to attain these ends. It is the vastness and variety of the area that necessitates taking a holistic view of the various aspects of education. This will help us to see its strength and weakness and draw conclusions for the future. The purpose is to make a review of the situation in this context and examine different roles played by the school level and see how these are achieved Hargreaves and Fullan (1992). Moreover, it is of interest to see how this is molded in different circumstances such as those present in the wide spectrum of developing and developed countries. It is common to use the term environmental education for different meanings. For the sake of clarity and to avoid ambiguity it is necessary to state at least in brief the meanings of environmental education in our context. It is a process to promote the awareness and understanding of the environment its relationship with man and his activities. It is also aimed at developing responsible actions necessary for preservation conservation and improvement of the environment and its components. Any curriculum working for all or any of these objectives shall be considered as environmental education curriculum. There are some excellent accounts that throw light on different aspects of environmental education and have provided guidelines from time to time Muppudathi (2012).

Environmental education includes conservation out door and natural resource education as well as nature of study but it also includes every-thing that relates to man and his environment. It is the study of man and how he shapes his total natural and cultural surroundings for good. Man yet not his technology nor the physical or biological world as a separate entity but the arts or professions operating in segregated spheres to all of these as affect the quality of human life to become the pivotal concern. Man cannot be separated from the earth's ecosystem for the only conscious manipulator of the environment and must be directed towards enhancing the quality of environment. Education through the environment is not a separate subject. It is a multi-disciplinary approach both to education and to the problem of environment itself Hassan and Ismail (2011). The subject in the existing curriculum does have some information pertaining to environment but in their present form the subjects fail to relate to one another. Just as piece meal attacks on environmental problems are ineffective so is piece meal education about the environment is inadequate because it does not take into account of the inter dependence of the pieces. Therefore be of wholes not of parts, if human race is to understand the totalities of environments subject areas must collaborate integrate and co-ordinate in environmental education that may prove effective in overcoming

the environmental crisis. The multidisciplinary approach integrates environmental education into all learning subject in grades all year long and beyond the formal years to a lifelong education. Environmental education should result in the knowledge desires and ability necessary to direct one's conduct to it for improving the quality of life. It should enable the individual to perceive the problems that exist and to devise solutions to them. In order for students to develop an environmental ethic man is a part of this earth rather than careless exploiter of it Hart *et. al.*, (1999). If we exploit the nature in unwise manner it will be difficult to support even a small population. But if we protect the nature it will continue to meet the needs of all living things and not only for man. The consideration of environment as natural heritage may be the integral part of environmental education only when our life is guided by respect for the earth and all living things. We will be able to live in harmony with our environment as they must now throw off their arrogance and perceive with humility their place in the earth's ecosystem and their ability to manipulate the environment. Their energies will have shifted from material growth to environmental protection. In short the environmental ethics must provide them with a new rationale for their existence or all the technology and power will not sustain their existence.

CONCEPT OF ENVIRONMENTAL EDUCATION

Various combinations of words such as environmental education environmental study and environmental approach are being used in the literature in the context of environment and education. Although according to semantics of the words (E.E., E.S and E.A) have different meanings in the strict sense of the terms, but one finds that these are being used many a time synonymously and interchangeably. Defining environmental education is not an easy task unlike other curriculum areas the specific content of E.E. has never been well defined. It is universally agreed however that environmental education should be interdisciplinary drawing from biological sociological anthropological economic political and human resources. It is also agreed that a conceptual approach to teaching E.E. is best. The majority also agrees that E.E. is the process of recognizing values and clarifying concept related with environment and its problems in order to develop skills and attitudes necessary to understand surroundings. It also entails practices in decision making and self-formulating a code of behaviour about issues concerning environmental quality. The most prevalent opinion is that E.E. can be treated as discipline which heavily banks upon basics of existing subjects such as Physics Chemistry, Mathematics, Zoology and Botany. This opinion supports the training of specialists in E.E. which will be much needed for planning management development and taking remedial steps for

existing problems. Some courses have been formulated on these lines. A typical course of this type has the following components:

1. Man and Environment
2. Population and Urbanization
3. Ecology
4. Government Policy and Citizen

DEFINITION

For the purpose of this Act, the term environmental education means the educational process dealing with man's relationship with his natural and man-made surroundings and includes the relation of population pollution resource allocation and depletion conservation transformation technology and urban and rural planning to the total human environment.

British Royal Commission on Environmental Pollution (1971)

The best insurance for the environment is a commitment on behalf of the public to prevent the deterioration of air water and land.

Finnish National Commission (1974)

Environmental education is a way of implementing the goals of environmental protection. The environmental education is not a separate branch of science subject of study. It should be carried out according to the principle of life long integral education.

PRINCIPLES OF ENVIRONMENTAL EDUCATION

One of the methods of developing observational skill is encouraging children to explore experience and assess their own environment and to modify it as far as possible to suit their own needs of their community and of the society at large. Keeping these objectives in view an emphasis is being increasingly laid on environmental education as an integral part of the curriculum. The educational principles that support to the inclusion of environmental education in curriculum are that the environmental education helps in programme learning experiences from simple to complex. Environmental education helps to proceed from indefinite ideas to definite ones. In this connection it may be said that the first perceptions and thoughts are as vague as their first movement and the first attempt at speech. Environmental educations help in sharpening the development of these observational skills and transfer the ideas in children's mind. Environmental education helps children to proceed from concrete to the abstract. This is a very simple educational maxim and does not need any elaboration. Education of the child

must follow the same sequence as existed in the education of mankind considered historically. This means that the genesis of knowledge in the individual should follow nearly the same course as the genesis of knowledge in the race. This principle can be followed both in letter and spirit in programmes of environmental education. Last but not the least important principles of environmental education is its social relevance human interaction with his physical and social environment and its relevance to changing attitudes which curve man to learn more.

MEANING OF ENVIRONMENTAL EDUCATION

The environment is a totality of natural and built technological social economic political cultural and historical moral aesthetic studies. It should be a continuous life long process beginning at the pre-school level and continuing through all formal and non-formal stages. It may be inter disciplinary in its approach drawing on the specific content of each discipline in making possible a holistic and balanced perspective to examine major environmental issues from local national regional and international points of view so that students receive insights into environmental conditions in other geographical areas. Focus on current and potential environmental situations while taking into account of the historical perspective and to promote the value and necessary of local national and international co-operation in the prevention and solution of environmental problems. The consideration of environmental aspects in plans for development and growth enable the learners to have a role in planning their learning experiences and provide an opportunity for making decisions and accepting their consequences. To relate environmental sensitivity knowledge problem solving skills and values clarification to every age but with special emphasis on environmental sensitivity to the learner's own community in early years to help the learners to discover the symptoms and real causes of the environmental problems. This emphasizes the complexity of environmental problems and thus the need to develop critical thinking and problem solving skills in utilizing diverse learning environments and a broad array of educational approaches to teaching and learning about the environment with due stress on practical activities and first-hand experience.

ENVIRONMENTAL AWARENESS CONCEPT AND ITS ATTRIBUTES

If we look at various curricula from different places it provides a wide range of objectives. These include both prescriptive and suggestive ones. Environmental education is mostly considered as a process to develop awareness knowledge and understanding about the environment positive attitudes towards it and commitment to protect and improve it. To achieve this at secondary level it requires assistance to

gain and develop basis skills and concepts. This help in required to stimulate creative work and to give opportunities for making first hand observations and their analysis. This approach results in the development of an awareness of personal environmental responsibilities. Thus it entails development of environmental awareness skills problem solving value clarification attitudes and relating concepts to local environment and resources. This is the first step in E.E. and is reflected in various curricula in different forms. Mainly include to foster awareness of the concern about economic social political and ecological inter dependence in urban and rural areas. It has developed instructional material whose aim is connected with environmental awareness and language development Mortori (2004). Another similar aim is to develop empathetic relationship with various members of community and understanding their role and importance. Here the world community has been used in the wider sense and includes flora and fauna. Sometimes the objective related to environmental awareness is focused on a single issue. To promote environmental awareness towards the elimination is to inquire into its related aspects of recycling packaging waste disposal and consumerism. Here attention has been drawn to the problem of the instructional material has been used all around in this specific theme. It is often considered as a medium for the development of information processing skills. In this case the methods of making first hand observations recording of physical and social events conduction of physical and social experiments and communication of results are its main characteristics. Studies are based on students own natural or physical surroundings and it is expected to develop skills which will help them in the study of the environments. When the objective is the development of skills then how learning is mere important to what and how much is seen in these way skills are content free. The difficulty with this kind of identification of skills is that they are not independent of each other and there is much to overlap. Hence they pose difficulty in evaluation Sanera (1998). The skills can also be categorized into three groups namely study skills basic skills and social skills. Skills such as mapping collecting and classifying materials experimenting preparing interviews and questionnaires and the reading of photographs and documents are classified as study skills.

AIMS OBJECTIVES OF ENVIRONMENTAL EDUCATION

Cognitive Aims: These include imparting knowledge about environment and ability to think which will enable the individual and his social group to work out political solution to the wide variety of problems connected with environment.

Normative Aims: These relates to the inculcation of ecological awareness which will be conducive to the creation of modification of value models enabling the

individual and the group to identify the factors that upset the environment equilibrium which is nothing other than the ecological equilibrium and protest against them.

Technical and Applicative Aims: This means planning collective practices which preserve improve or restore the quality of life as understood by the community in the light of formal and informal education in such a way that the demands made by economic development do not conflict with the biological rhythms of the ecosystem.

HYPOTHESIS

1. Relationship is inseparable part of a system including of cultural and bio-physical environment of human being and his ability to interact with the system.

2. Understanding the biophysical environment of both natural and man-made and its role sin the contemporary society.

3. The fundamental aspects of the environmental problems and how these problems can be solved.

4. Role of quality teaching of environmental education in teacher education and development of attitudes.

SIGNIFICANCE OF THE STUDY

The needs of the society for the problems of developing and developed countries are different and there may be variation in objectives due to this also. In the Indian context this may be the inclusion of appreciation of many religions and develop a sense of respect for all of them. The appreciation for the cultural unity in the diversity of the country is to develop a sense of belongings for poor and down trodden ones. Thus development of sense of concern for the environment in both physical and cultural aspects for its problems ability to solve those and to evaluate the environmental measures and programmes to forms an important part of e environmental education. The probable concept map of stating aims and objectives in conceptual terms is divided into eight categories such as the identification perception inter dependence interaction caring controls changes and challenges. Each category has three levels of personal development the social relations and environmental perceptions. This includes for one self and one's actions at personal level for other's feelings of its values actions for ones role in groups' at social level and for total environmental elements in it at perception level. There is increasing literature on some of it describes characteristics.

CHRACTERISTICS (UNESCO, 1976)

1. Environmental education should be integrated into the whole system of formal education at all level.

2. Environmental education should be inter-disciplinary in nature.

3. Environmental education should adopt a holistic perspective which will examine ecological and social cultural aspects of particular problems.

4. It should be centred on practical problems related to real life and aim of building up sense of values.

The environmental education course has its own theoretical foundations in the notion of teacher development where its aims are to develop the knowledge of skills and attitudes necessary for the integration of environmental education into teaching and learning process. The content of the environmental education course is based on major themes given below. Each theme in the course is delivered through various pedagogical approaches and strategies.
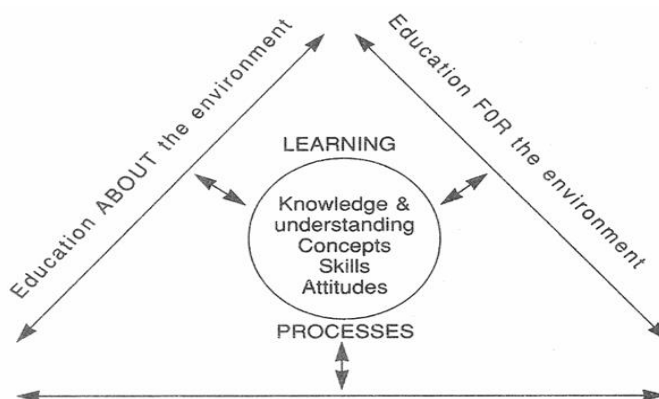

Figure1: Suggest that teaching and learning experiences in environmental education.

METHODOLOGY

In order to answer these problems we have collected and analyzed learner's reflections after getting their consent. Out of thirty learners who completed the course and twenty learners participated in this study. They did these reflections as part of their assignment. Eighteen learners also responded to an open ended questionnaire. The purpose of the questionnaire was to get specific views about the teaching and learning experiences in the course. These reflections from learners were analyzed based on the following themes such as learner's ability to connect their learning to the understanding of complex systems affecting the environment.

The political economic and social knowledge is evidence of inquiry into real world of environmental issues for the teaching and learning skills. The ability to understand the relationship of environmental education and sustainable development of knowledge for preparedness and willingness to take social action for its conservational changes in attitude and action for the future ones. Each theme was then separated into various learning experiences according to the environment. The voices of learners in the reflection are significantly important for this study. The learner's questionnaires were analyzed based on the themes of innovative teaching strategies and valuable experiences.

RESULTS AND DISCUSSION

It can be seen that environmental education environmental studies and environmental approach all three are important but in different contexts. It is important to achieve universalization of education. It gains more importance when we encounter the physical facilities available in the colleges. We are aware that majority of them have little or no equipment available and they have to take help upon local resources and community. In such situation the only meaningful and sensible answer for promoting functional education. This approach is likely to succeed because the requirements of primary education are vast and environmental awareness does not need many additional resources for its implementation Loughran and Russell (1997). Any approach that does not take into account the realities of the situation is not likely to succeed. The other important feature of environmental awareness has been pointed out earlier and it can also be adopted with the existing syllabus. The only change we need for its successful use in the thinking of the teacher. Once the teacher is convinced that he and his environment are the best resources at his disposal the purpose is half served. What remains is his orientation in the skills that are employed in use of environmental approach Mortori (2004). Developing positive attitudes towards environment is easy at primary level as it is formative stage for the children. This can be achieved by relating concepts with environment as this is done in environmental awareness as trees river local places of historical importance can easily be related to various concepts of science and social studies. At higher level of education one tends to take more generalized view of the things. Living and interacting in a particular environment and community is essential for developing learner's communication and information analysis skills Palmer (1998). Learners viewed the experience of getting into the environment as very valuable as they had the opportunity to interact with the environment in reality. They claimed that live experience contributed in their sensitivity about the environment and motivated them towards action. They learned

skills to protect the marine environment and understood the dependence and relationship of the environment to human beings. Theoretical knowledge in the course was extended to real life experiences through experiential learning. They viewed this as a connection of local action to global environmental issues. This connection and understanding is very important for their future role as professional development of teachers. The variety of experiences in the environment contributed not only to the learner's knowledge but also provided them with skills to analyze environmental issues to see the big picture and to appreciate the environment Palmer and Neal (1994). Their being in the environment and seeing what could be done to conserve the environment was an experience which contributed to their learning.

At the level children would acquire knowledge in an incidental and informal way and would be able to retain it permanently contrasted with this cramming difficult words given in the science and social studies does not result in permanent learning. Moreover learning through environment is very enjoyable and fruitful. One other benefit that help to learn many desirable attitudes and would also develop observational skills and scientific approach. Therefore it should be taught only literacy and numeracy and that too for part of the school day and for the rest they should be left to play or taken out an excursion to a nearby river or ponds. These observations would help children to acquire knowledge according to their needs knowledge which would not stifle their originality as learning most often does Muppudathi (2012). While on excursion are free to dart from one object to another and examine and explore it and discuss about it. Thus excursion substitutes passive receptivity of the class room with joyful experiential and active learning. The teacher may also use this occasion to help children to learn new words which describe man and his environment. This opportunity can also be used for teaching children literature on nature prescribed in their course. Besides the teaching of children literature there are many other learning out comes attainable through the exploration of the environment, one very important among them is the development of the senses and sensibilities of the child. Apart from senses children's sensibilities also develop while they observe their environment the beauty of nature. Sensibilities develop in them because the children experience the beauty of nature and to read about it within the leaden walls of a placid class room and this experience is the back bone of their emotional development for chemical formula or any cognitive paradigm Nicol (2002). Emotions related to heart i.e. to feelings and therefore the methods of developing mind cannot be applied to them. It is the method of developing heart that develops emotions and sensibilities and when one's sensibilities have been developed one would lead a happier and contented life.

Learners considered teaching to be a rich and rewarding experience. In teacher education attention to pedagogy is critical how one teaches is part and parcel of what one teaches. The process of self-realization involves identification with empathy for and heightened expansion of concern for non-human beings. Self-realization depends on the individual's own experiences and teaching in the school provided learners the opportunity for self- realization. Learners viewed it as a way of transforming the knowledge skills and attitudes of future generations in order to create awareness for future actions to conserve the environment. Learners realized that teaching was possible through infusion in different subjects Sanera (1998). Learners were able to integrate and infuse environmental education themes and concepts in English, Science and Social Studies. The integration was innovatively done through incorporating the learning from the course. For science it was integrated through relating ecosystem human needs and relationship of humans with nature. This emphasized the importance of providing experiences in the natural place of feeling of earth. Integrating and teaching environmental education in school has its challenges and addressing real life issues develop critical thinking skills but also create challenges in teaching Siddqui (2015). Environmental education helped citizens young ones and older ones to explore their own question. This reflected in the challenges of teacher education based on his experience. He reflected that teacher also confronted the challenges of planning like selecting the topic for the lesson and designing activities without knowing the level of students. The students were eager to learn although them when they fully participated to the activities planned and were ready to ask for assistance whenever they encountered difficulties. To create awareness positive attitude skills and action environmental education teachers should use various teaching strategies like field visit so as to relate it to the students own environment. Integration of teaching with the learner's context had immediate impacts. This is because students were very active while discussing the topic of the lesson. One suggested social action to save environment by creating green clubs volunteers who will look after the cleanliness. Learners were introduced to the local issues through effective and quality teaching which impacted the learners and they were able to see the bigger picture. Thathong (2010) stated that teaching through infusion of environmental education in different disciplines was an effective strategy in delivering content of environmental education in learners' own area of specialization subject in a real life setting. Despite the challenges they faced they used innovative strategies to deliver environmental education content to school children. This was possible due to the practicing of integration and teaching content during the course Orr (1994). They

got the confidence that it was possible to teach and bring about small positive change in the attitude of future generations.

CONCLUSION

Environmental education for teacher educators is critical for developing teacher educators with context specific learning experiences in a variety of environments. Teacher educators with knowledge skills and attitudes to conserve the environment are able to teach conservation to the future generations. In order to deliver effectively the teacher education programmes for the environmental education framework and constructivist teaching pedagogies are essential. Learning through the conservation project in the course provided learning opportunity to learn conservation skills and take social action. Teaching in the real life context with infusion of environmental education guide learners the opportunity to experiment with their pedagogy and the skills to bring about changes in the context. The field visit helped them to observe and discuss with polluted environments with stake holders and changed their attitude to care for and to take social action. The forum provided learners and facilitators the opportunity to reflect on their learning and to collaborate with each other. According to learners the two most profound learning experiences in the course were designing and implementing the conservation project in colleges which provided them contextually relevant experience and teaching to deliver content of education. These were also seen as opportunities to develop skills and knowledge for environmental conservation.

IMPLEMENTATION AND SUGGESTIONS

Environmental improvement requires co-operative effort and planning means of fore seeing the effects of our actions and the systems approach. Gathering is necessary to assure optimum environmental decisions to use the patterns of land and reflect the values of a society. The growth syndrome has placed a premium on development at the expense of the environment. The attainment of environments of quality depends on the communication of ideas which aim of education. The environmental education is inter-disciplinary multi-disciplinary and trans-disciplinary. Environmental education operates at the grass roots level and is concerned with individual behaviour involves students in activities. Environmental education necessitates field studies rural or urban and experiences beyond the class room. Environmental education develops as an ethic contributing to the quality of life. It respects individual life style which is based on constructive attitudes. The sharing of resources is a global concern with materials of the earth become resources through human perception of potential uses. Earth resources are unevenly

distributed and unequally consumed. The consumption of resources may convert them into irretrievable forms or into substances dangerously harmful to living organisms. Recycling of industrial production and ecologically balanced agricultural production are means of maintaining sustained yields from resources. The earth is our only home it supports our life systems. The limits of the human population carrying capacity of the earth are currently unknown but observations indicate the desirability of some forms of population limitation and redistribution.

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Economic Impact of Covid-19 Pandemic in India

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ABSTRACT

The outbreak of the Covid-19 pandemic is an unprecedented shock to the Indian economy. We all know that with Corona Virus Disease (COVOD-19), the world is fighting a health pandemic as well an economic pandemic, almost impacting trillions of dollars of revenues across the world. In this paper we do not want to focus on health care system, rather we will focus on economic sector i.e, how the life style and economy is working throughout the period. After Covid-19 break up there is a new look at the challenges of creating a sense of belonging, shared identity and common purpose when some people will work in their homes and some in factories and offices. The Indian economy was already in a parlous state before Covid-19 struck. This pandemic has forever changed our experiences as customers, citizens and humans and our behaviors and attitude are changing as a result. . In this paper we describe the state of the Indian economy in the Covid-19 period, assess the potential impact of the shock on various segments of the economy, analyse the policies that have been announced so far by the central government and the Reserve Bank of India to ameliorate the economic shock and put forward a set of policy recommendations for specific sectors.

1. Introduction

The economic impact of the 2020 corona virus pandemic in India has been largely disruptive. The global COVID-19 pandemic has forever changed our experiences—as customers, employees, humans, citizens and our behaviors and attitudes are changing as a result. The crisis is fundamentally changing how and what consumers should buy and this process is accelerating immense changes in the consumer goods sector. Once the immediate threat of the virus has passed, companies will need to consider the impact of these changes on the way of design, communicate and run the experiences that people need and want. Covid-19 has changed the way the world works; just like the Great Depression after the First World War and the 2008 financial crash did in the past.

India's growth in the fourth quarter of the financial year 2020 went down to 3.1%. The drop is mainly due to the corona virus pandemic effect on the Indian economy. Notably India had also been witnessing a pre-pandemic slow down. The current pandemic has "magnified pre-existing risks to India's economic outlook". Major companies in India such as Aditya Birla Groups, Larsen and Toubro, Tata

Motors, BHEL, Ultratech Cement have temporarily suspended or significantly reduced operations. Young startups have been impacted as funding has fallen. Fast-moving consumer goods companies in the country have significantly reduced operations and are focusing on essentials.

The Indian Government announced a variety of measures to tackle the situation, from food security and extra funds for healthcare and for the states, to sector related incentives and tax deadline extensions. On 26 March a number of economic relief measures for the poor were announced totaling over Rs.170,000 crore . The next day the Reserve Bank of India also announced a number of measures which would make available Rs. 374,000 crore to the country's financial system. The World Bank and Asian Development Bank approved support to India to tackle the corona virus pandemic. On 12 May the Prime Minister announced an overall economic package worth Rs. 20 lakh crore , 10% of India's GDP, with emphasis on India as a self-reliant nation. The Indian government declared lockdown in three phases, from 25th March-14th April, 2020, 15th April to 3rd May, 2020 and from 4rth May to 17th May, 2020.

The recent COVID-19 pandemic has drastically changed the mindset of majority of us. Many of our habits have changed. It has changed the way we behave and perceive things. We are experiencing a new world altogether. This unexpected and adverse shift in habits and mindset has impacted the economies heavily. Many of us have suffered severely. In long term the adaptability and creative decision making will play a key role in the sustainability of the business world. This pandemic has brought fundamental changes in the mindset of people, businesses, and economic functions. The next few months will be difficult. Many businesses will struggle, some may even die. But as with economic adversities of the past, new industries will emerge bringing with it renewed hope of recovery. Eventually, things will go back to new normal, if we change the definition of normal. Businesses sectors must navigate the financial and operational challenges of COVID-19 while rapidly addressing the needs of people, customers and suppliers.

2. Situation of the Indian Economy

In India, up to 53% of businesses have specified a certain amount of impact of shutdowns caused due to COVID-19 on operations. By 24 April the unemployment rate had increased nearly 19% within a month, reaching 26% unemployment across India, according to the 'Centre for Monitoring Indian Economy'. Around 140,000,000 (14 crores) Indians lost employment during the lockdown. More than

45% households across the nation reported an income drop as compared to the previous year.

GDP Estimates: The GDP growth rate of India will be the lowest in three decades since India's economic liberalization since 1990's as per the World Bank estimates. On 27 March, Moody's revised its estimate of India's GDP growth for 2020 from 5.3% to 2.5%. India Ratings & Research' also downgraded the FY21 estimate to 3.6%. On 12 April 2020, a World Bank report focusing on South Asia said that India's economy is expected to grow 1.5% to 2.8% for FY21. The World Bank report said that the pandemic has "magnified pre-existing risks to India's economic outlook". In mid-April the International Monetary Fund projection for India for the FY21 of 1.9% GDP growth was still the highest among G-20 nations.

Agriculture: A study during the pandemic period by the Public Health foundation of India found that "10% of farmers could not harvest their crop in the past month and 60% of those who did harvest reported a yield loss" and that a majority of farmers are facing difficulty for the next season.[1] Due to logistical problems following the lockdown tea estates were unable to harvest. The entire Darjeeling tea based tea industry will see significant fall in revenue. Tea exports could see a yearly drop up to 8% as a result.

Manufacturing: Major companies in India such as Aditya Birla Groups, Larsen and Toubro, Tata Motors, BHEL, Ultratech Cement have temporarily suspended or significantly reduced operations. iPhone producing companies in India also suspended a majority of operations. Nearly all two-wheeler and four-wheeler companies put a stop to production till further notice in the pandemic period.

E-commerce: In the pandemic period in India, Amazon announced that it would stop sale of non-essential items in India so that it could focus on essential needs. Amazon followed the same strategy in Italy and France. After Amazon, Flipkart temporarily suspended some of its services on its e-commerce platform and would only be selling and distributing essentials. In the pandemic period the Local police began issuing delivery agents curfew passes to make it easier for them to keep the supply chain open.[1] E-commerce companies also sought legal clarity related to defining "essentials".

Migrant workers and labour force: Due to the lockdown, daily-wage workers (the urban poor and migrant laborers) were left with no work. At the same time, the lockdown restrictions put a stop on the movement of buses and trains. Large numbers of migrant workers ended up walking back to their villages. The central government did not think about them before declaring lockdown. Migrants in camps

of Kerala were provided with medical essentials such as masks, sanitizers, and medicines.

3. The Sectors which Suffered Most in India

i) The banking sector will suffer severely. This is despite central banks' (RBI) efforts to reduce interest rates, banks and financial institutions will be under immense pressure as the fear of NPAs, insolvency and bankruptcies increase multifold. The government will focus on meeting hyper demand for essential goods while non-essential businesses will focus on recovering their receivables/outstanding money due from debtors. New strategic alliances or business partnerships will not emerge during this period.

ii) Construction and Building businesses are generally leveraged and hence will face the dual challenges of high-interest payments and lack of sales.

iii) Business Sector will face severe impact of this pandemic. It is not an old story when we were going to our offices and work for whole day. We got to interact with the fellow teammates face-to-face and the discussions were important. The environment was energetic and indulging in office gossip was frequent. But suddenly things changed. Majority of the employees are now working from home. Discussions are happening over a video conference and low internet speed is a regular cause for the delay in task completions. Prior to this situation, many companies were already providing work from home facilities, but the majority of the businesses were not ready for this sudden shift. Therefore, productivity has reduced and projects are getting delayed. Enterprises are trying to adopt different digital tools to manage their operations. This spike in the demand for these tools has worked as a catalyst for some firms to develop work from home solutions.

iv) Education sector: Children are missing their school environment, as they have been caged at home for a long period of time. Digital education has experienced new growth in these periods. Many schools have tried different online teaching platforms to suit their requirements. The assessment of assignments and taking online exams are the newest challenges these schools are facing. Besides these, teachers are struggling to make their students understand the concepts. Home tutors and coaching centres are having a severe backlash as they have fewer resources and facilities to avail these tools. Though they are trying to manage the situation an adequate solution for them is yet to come. More than hundred private colleges in India have already shut their doors in this pandemic session.

Aviation and tourism is one sector which has the highest probability of going under without direct government intervention. In the next few months, it's

highly unlikely people will travel for leisure apart from very essential travel. Hotels and restaurants have been shut down since many days which are hugely impacting the pockets of owners. Many owners had to fire workers to sustain the period, though the future revenue figures are uncertain. Nearly fifty percent of the restaurants may permanently shut down in India. The only ones surviving, are the branded ones. This has shown us the value of branding and good service in the hospitality industry. Hygiene has become a must to maintain in order to attract customer

v) Automobile sector will continue to face challenges on account of lack of demand, global recession and falling income levels.

vi) **Apparel & Textile** will get hit adversely due to disruption in labour supply, raw material unavailability, working capital constraints and restricted demand due to limited movement of people and purchasing ability.

vii)   Aviation and tourism is one sector which has the highest probability of going under without direct government intervention. In the next few months, it's highly unlikely people will travel for leisure apart from very essential travel. Hotels and restaurants have been shut down since many days which are hugely impacting the pockets of owners. Many owners had to fire workers to sustain the period, though the future revenue figures are uncertain. Nearly fifty percent of the restaurants may permanently shut down in India. The only ones surviving, are the branded ones. This has shown us the value of branding and good service in the hospitality industry. Hygiene has become a must to maintain in order to attract customer

viii) **There will be a sudden change in self care system.** All had lost ourselves in our busy schedules. We forgot to treat our body and mind well. This pandemic has shown us the importance of self-care during pandemic times. We got to know, to lead a stable and efficient life, keeping our mind stable is essential. This has resulted in a boost of self-care content consumption online. Consumptions for motivational contents, exercises, healthy diets, mind management etc. has increased exponentially.

5. Sectors with Arguably in Good Position

i) Online based products & services companies will find more consumers. Online education along with firms involved with online-skill development is dire needs at this point of time. There will be a sudden spike in the demand for Content, with digital content being in demand more than ever.

ii) Retail sectors will benefit immensely. With continued fear, food-based retail chains, and companies catering to low-ticket consumption demand will emerge as winners.

iii) Firms dealing in Chemicals will see a jump due to increased demand for disinfectants, drugs and medicines.

iv) Pharmaceutical firms are set to see growth in the near future. China will continue to remain a dominant exporter of raw material as well as finished goods, but businesses will ensure dependency on China is reduced.

v) Technology for many businesses, until today, was considered to be a support function with it being used as a means to get to an end. This is set to change as technology will now become the frontline requirement in most organizations. Its importance will be comparable to that of revenue-generating functions – sales and business development. Automation will gain momentum as the spending on sophisticated IT infrastructure outpaces human resources. Job creation will be limited with more offers being rolled out on a contractual basis than on a full-time basis. This sort of gig economy will emerge in the emerging markets as well as the more developed markets. Work from home will be the new normal. Firms in some sectors will realise that employees working from home are equally productive as compared to when they are working from the office. This will also help in saving infrastructure costs.

vi) Businesses will rethink their strategy of focusing on sales without profitability/profitability growth. Organizations claiming hefty valuations just on the basis of sales growth will no longer find buyers – focus on profit and profit growth will be the new normal.

vii) Indian Economy: There is no doubt that COVID-19 will have a large impact on the Indian economy. The recovery of the underlying economy will be slow and it will take some long period for normalcy to come back across sectors. While the overall economy might take a hit because of the government lockdown, some sectors are set to see immense growth in the post-COVID era – gold-dependent companies, food retail and pharmaceutical companies to name a few.

6. Conclusion

So far we have discussed the effect of COVID-19 on Indian economy. This period may be the time to reset. Never before has the world come to a standstill where one can pick apart the many moving pieces. We have the opportunity to rethink everything. If we do things right, we may be able to fix challenges that face humankind – environmental damage, inequality etc. More importantly, we must

ensure something like this never happens again. History says that humankind has never learnt from history. We will hope that it's a thing of the past.

We have been forced to adopt digitalization in our everyday life, like-online classes in schools and colleges in our country, workers from ecommerce sector are working from home etc. These new habits have created new opportunities but at the cost of huge economic losses. Enterprises and the education system had to adopt new normals and smartly diverse their operations. Other industries like tourism, travel, real estate in our country have also been impacted. In these adverse times, the role of decision-makers of central and state governments to implement smart and sustainable business models is very important. Workers also need to be aware of changing scenarios and adopt new skills for themselves. Change is the only constant, adopting it wisely is in our hands.

A global recession now seems inevitable. But how deep and long the downturn will be depends on the success of measures taken to prevent the spread of COVID-19, the effects of government policies to alleviate liquidity problems and to support families under financial distress. It also depends upon how companies react and prepare for the re-start of economic activities. And, above all, it depends on how long the current lockdowns will last. The country is facing an extra ordinary challenging time in this financial year. India has to urgently find a way to cushion the demand side shocks induced by potential lockdowns.

Developing countries like India has more fragile economic and social fabric and the present situation. Borrowing the words of former RBI governor C Rangarajan "Government of India must provide lifelines to businesses - extend loans and tax waivers to small businesses and the self-employed to retain staff -- give direct support to severely affected industries and provide more funds to states, tax waivers to households etc."

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TEACHING EFFICIENCY AND INNOVATIVE IDEAS IN TEACHER EDUCATION

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ABSTRACT

The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. Teacher education is a programme that is related to the development of teacher proficiency and competency that would enable and empower the teachers to meet the requirements of the profession and face the challenges there in. Now a days the field of education is not only limited but has broadened in various new horizons. Development and changes in education have affected teacher education necessitating review and reforms. Indian education system is rapidly changing with the explosion of knowledge population growth advancement of science and technology and innovative ideas and practices. It demands preparing teachers who in turn will help to strengthen the knowledge in society to meet the challenges of globalization and to mould the society. Empowering the teacher's performance is essential to increase the quality in teacher education in India. The teaching process will be viewed as a true profession in its own right underpinned by a solid base of knowledge derived from empirical studies on learning and student development in the effects on students and the management of learning in complex organizations. Teachers will routinely conduct class room research using input process and outcome assessment methods to understand their students in educational processes and thus to improve learning. The system of incentives provided for education and particularly teachers will change substantially. There is long standing tradition of informal sharing of pedagogical innovation among teachers and a whole line of research on this phenomenon which is known as teacher leadership. Institution having innovative ideas can be tricky. When we talk about innovation it includes the study of the knowledge base of teaching and learning activity of communication which is a core issue of teaching learning process. The planning for instructional management and posting a visual out line of what will be done during the classes helps students to follow the lesson and stay on their task. Teaching with variety of strategies in the study of the literature and learning approaches such as learner centered teaching guided active learning lecture group works and online discussion process. Building relationships of trust and providing appropriate space in the

classroom. Empowering students to maintain academic integrity in the technology rich in class room faculty must promote digital citizenship.

Key words: Teaching Efficiency, Innovative Ideas, Teacher Education.

INTRODUCTION

The progress of a nation to a great extent depends upon the quality of its teachers and for this reason teaching is being considered as the noblest of all professions. The teacher, therefore, occupies a pivotal position in the educational system as well as in the society. But teaching is not a mechanical process. It is an intricate exacting and a very challenging one. Though teaching is being considered as a science and skill, basically it is a sublime art because the teacher unconsciously designs the growing young mind of the child. Like an artist the teacher is also responsible for shaping the behaviour of the young ones in a socially desirable way. Thus the teacher cannot give any shape to the young living being he comes in contact with rather he has to be a very careful artist. Throughout history people called teachers that have played many different roles and they continue to do so today. But, today's world is passing through rapid changes and great advancements. In such a climate even education system cannot resist change. As a result the imperatives of new times new demands and new visions assign more challenging role and responsibility to the teacher. Now a day's advanced technology has effectively revolutionized human society. An unexpected byproduct of this revolution has been the emergence of generation of children weaned on multidimensional interactive media sources generation whose understanding and expectations of the world differ profoundly from that of the generations preceding them. If we want to give these children the education necessary to succeed in our technologically intense global future then new form of educational practice that builds on children's native learning abilities and technological competence must replace our existing methods. Since challenges in educational system have no permanent and fixed answers so teachers themselves will have to make the final choices from among many alternatives. Therefore it is imperative for teachers to constantly re-evaluate their choices. This can be achieved through introducing or promotion of innovative ideas and practices in teacher education. Man is a social animal. He is an integral part of society. The human is product of society where as society also depends upon its individuals for its development. The aims and objectives of any society can be achieved through proper education of its men. For such an educational system we require efficient teachers. It is well known saying that teacher is the nation builder. To be able to discharge such a high responsibility it is very necessary that the teacher must become conscious of his role towards society. His behavior should indicate his

attempt to do his job properly. His personality must reflect characteristics of good citizenship, dignity of the individual rights and duties so that he may transmit the same to the younger generation. The above said facts express the importance of teacher education. Numerous empirical studies conducted by social scientists have established a strong correlation between education and national development which attaches the utmost importance to education as an effective tool in reducing poverty by building a viable work force capable of competing in an increasingly competitive and global economy. The present paper intends to focus on the problems and related concerns in teacher education and to suggest some remedial measures. The Education Commission (1964-66) after reviewing the status and service conditions of teachers have pointed out of all the different factors which influence the quality of education and its contribution to national development and competence of character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession providing them with the best possible in professional preparation and creating satisfactory conditions of work in which they can be more effective. In view of the rapid expansion of educational facilities expected during the plan periods and especially in view of the urgent needs to raise standards of the highest level and to keep them continually in proving these problems have now acquired unprecedented importance and urgency. Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis these have to be interpreted and implemented by teachers as much through their personal example as through teaching learning process.

The National Educational Policy (1986) has similarly said the status of the teacher reflects the socio-cultural ethos of a society that no people can raise above the level of its teachers. The government and the community should endeavor to create conditions which will help them to motivate and inspire teachers on constructive and creative works. Teachers should have the freedom to innovate and devise appropriate methods of communication in activities relevant to the needs and capabilities of the concerns of the community.

MEANING OF TEACHER EDUCATION

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge attitudes behaviors and skills they require to perform their tasks effectively in the school and classroom. In early times teachers were often regarded as scholars who had no formal training in how to teach the subjects of their expertise. In fact many believed that teachers were born not made. It was not until the emergence of pedagogy the art and science of teaching as an accepted discipline

that the training of teachers was considered important. Although there has been continued debate about whether teaching is science that can be taught or whether one is born to be a teacher it has generally been agreed at least since the nineteenth century that certain characteristics are needed to qualify a person as a teacher. The knowledge of the subject matter should be taught in teaching methods and practical experience in applying both. Most educational programs for teachers today focus upon these points. However the internal character of the individual is also an important aspect of teaching whether that is something one can be taught and the qualities that are needed for the role of teacher are also a matter of debate.

OBJECTIVE OF THE STUDY

The teacher needs orientation in various fields of education. This is necessary to enable him fresh in the light of progress and new developments in the field of education. The teacher education has to achieve the follow objectives:-

1. To equip the teachers with the latest content or subject matter in their specialized fields.

2. To initiate the teachers in the habit of self-study with ultimate aim of keeping them a best of the latest developments in their own and allied field.

3. To help the teachers learn economical and effective methods of teaching.

4. To develop suitable and varied programme to meet individual needs and the state with regard to educational extension.

ISSUES AND CHALLENGES

A number of write ups have appeared on educational quality in recent years examining factors that help to improve education and proposing ways to promote better learning in schools. The issue of quality has become critical in many countries. In countries like India where with constrained resources the successful effort to increase access to basic education has often led to declining quality of education. In a search for the factors that promote quality various programs as well as the literature increasingly emphasize teacher's schools societies and communities. The rapid changes in society led to teachers facing new and complex issues resulting in changes in the area of teacher education. Some issues and challenges in teacher education are mentioned here along with probable suggestions.

QUALITY EDUCATION

The practices and procedures insisted upon by teacher education institutions usually tend to be quite at variance with the content instructional objectives nature and level

of the learner group in teacher's inclinations and capacities and the context in which the instructional process is carried out. Irrespective of the institution and where it is situated all student teachers generally conclude that the programme is useful once they become regular teachers in schools, although it is essential in passing the examination to become a regular teacher. The significant question that it poses to teacher educators is whether there is any methodology for teaching.

LACK OF TECHNICAL ACTIVITY

There is lack of technical activity about that are proposed and insisted upon as essentials in practice teaching. To some extent this could also be due to the fact that several teacher educators which provide feedback to student teachers are themselves in no position to be sensitive to the instructional process. They can hardly visualize effective alternatives and suggest them to student teachers. The reasons could be that several of them have become teacher educators after completing studies. This leaves them with the rarest minimum exposure to actual classroom or more appropriately to instructional processes of practices sessions while under training. As a result when they attempt in providing technical ways they sound too theoretical and may appear bookish. To combat this problem experienced teachers may be associated while teaching accomplishing the task of practice teaching. The services of superannuated teachers can be availed for the same.

PROCESS OF ASSESSMENT

The procedure of assessment is inappropriate for a complex practice like teaching the nature of the tasks being highly creative individualistic and non- standardized. Its evaluation should also necessarily possess similar characteristics. The practices adopted for assessment of practice teaching tend to emphasize objective standardized and fair assessment. For fear of being unfair and subjective they do not often reflect concern for the rigor of teaching in technique and spirit.

INTEGRATION TECHNOLOGY

In most of colleges of Education lecture method predominates which makes the teaching learning process dull and monotonous. In such a scenario teaching is no longer remains interesting. To make teaching effective and learning permanent there is a need to integrate technology in class room teaching. For this the colleges need to provide suitable infrastructure and instructional facilities and equipment's such innovative strategies augment students' involvement. They no longer remain passive listeners rather they become active participants in the teaching learning process. The teaching increasingly will be viewed as a true profession in its own right under pinned by a solid base of knowledge derived from empirical studies on

learning and student development college effects on students and the management of learning in complex organizations. Teacher will be understood to need solid grounding in both theory and practical in both higher education and one or more disciplinary content areas intended student outcomes will become far richer than they in many cases.

Beyond what is often primarily factual and low level conceptual learning in a particular discipline to mastery of diverse higher order cognitive skills such as critical thinking complex problem solving and principled ethical reasoning and the cognitive and psychomotor domains of learning to outcomes that will include significant affective components such as self-esteem and inter personal and team skills. Together these outcomes can lead to the development of the whole person a result we profess to value but often fail to achieve and can fit a student for a fulfilling life. The successful professional career is rapidly changing the world and significant contribution as a citizen in a democratic society to achieve these diverse complex and often difficult to develop outcomes. Teachers will use student development theory based on empirical psychological research to adapt their instruction and advising to the needs of individual students. Teachers will routinely conduct class room research using input process and outcome assessment methods to understand their students and their students' educational processes and thus to improve learning. The courses will be viewed as inter-relating parts of curricular systems and faculty will be members of educational teams. Teachers will view these corporate endeavors as important means of improving their effectiveness. The educational efforts of the faculty will be increasingly linked with those of our colleagues at the secondary and elementary levels as we move toward becoming all in one system. Evaluation of educators is increasing and based on the results of modern input process and outcome assessments using multiple criteria and indicators to reveal effectiveness in facilitating learning. Faculty evaluation will focus on the quality with which teachers implement what is currently considered as good professional practice in curriculum design instructions academic advise and other educational activities as appropriate to defined and written intended outcome goals and objectives and the characteristics of their students. Evaluation of faculty performance as educators also focus on their informed contributions for improving the quality of their institutions' educational processes curriculum courses and advising and assessment programs.

METHODS OF THE STUDY

There is a long standing tradition of sharing of pedagogical innovation among teachers and a whole line of research on this phenomenon which is known as

teacher leadership. The innovative teaching from the various aspects of personality same time faculty leadership exists in higher education. In an effort to better understand leadership in higher education research conducted that combined faculty surveys and other groups of interviews at various training colleges of Hazaribag. It's about causing institutional change simply by a faculty member trying out something different and as it works spreading the word in collaboration can help to move one faculty innovation from the individual to the institutional level. They were faculty respondents and the survey includes professional course running by the colleges at Hazaribag district. The role of the center for teaching and learning respondents indicated that a well-managed center for teaching and learning plays a significant role in faculty leadership. The center should be located to provide easy access for faculty from the campus.

INNOVATIVE PRACTISES

There is a wide variation among countries with regard to what they believe constitutes an innovation reform or development in the teaching learning process. In our country also this educational technology has dramatically changed into every area of our society and every aspect of our social and cultural lives. In such a condition it is very important to focus on educating this new generation. To answer this supportive environment one in which they can create their own ideas both individually and collaboratively must be provided. Etymologically the word innovation is derived from the Latin word innovare which means to change something into something new. It is a promotion of new ideas and practices in education and training. There has been seen a tremendous shift in the ways and means of education services over the years. Research and innovations play an important role in improving the quality of teachers and the training imparted to them for all levels of teaching. They demand to introduce new ideas and practices in classroom transaction and other co-curricular activities. The teacher's effectiveness can be enhanced with good leadership and appropriate teaching methodologies. No teacher education programmer can prepare teachers for all situations that they will encounter. Teachers themselves will have to make the final choices from among many alternatives. The purpose of teacher education is to prepare teachers who have professional competencies to lead the nation forward through their manifold roles.

COLLABORATIVE LEARNING PROCESS

When teacher and students have to work under so many constraints then the practice of co-operative or collaborative teaching is always a good option. Co-operative learning process is a team work where members support and rely on each other to

achieve an agreed upon goal. Co-operative learning is a successful teaching strategy in which small teams each with students of different levels of ability use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates to learn thus creating an atmosphere of achievement. Students work through the assignment until all groups members successfully understand and complete it.

REFLECTIVE TEACHING

Reflection of one's own work is a key component of being a professional and is essential to teacher education. Teachers must examine their belief assumptions and regarding teaching and learning to determine how those beliefs influence classroom practices. Reflection is a natural process that facilitates the development of future action from the contemplation of past and current behavior. Reflection refers to the ongoing process of critically examining and refining practice taking into careful consideration the personal pedagogical societal and ethical contexts associated with schools classrooms and the multiple roles of teachers.

ROLE OF CONSTRUCTIVISM

The concept of constructivism has evolved from cognitive psychology and it is a synthesis of many dominant perspectives on learning. It is believed that the key element of constructivist theory is that people learn by actively constructing their own knowledge comparing new knowledge with their previous understanding and using all these to come to new understanding. Constructivist learning is based on student's active participation in problem solving and critical thinking regarding in learning activity. Students construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience applying them to new situations and integrating new knowledge gained with pre-existing intellectual constructs. The teacher is a facilitator or guides the student's critical thinking analysis and synthesis abilities throughout the learning process. The teacher is also a co-learner in the process. Hence teachers should facilitate cognitive change by presenting difficulties through specific tasks that pose dilemmas to students. In this context, problem-solving teaching procedure is defined as a process of raising a problem in the minds of the students in such a way to stimulate purposeful reflective thinking in arriving at a rational solution.

BLENDED LEARNING

Blended learning describes an approach to learning where teachers use technology usually in the form of web-based instruction in concern with and as a supplement to

live instruction or perhaps utilize components of a learner centered and web course with components that require significant instructor presence and guidance. The strength of a blended learning approach is that it provides a means to ensure learners are supported and guided as they under take independent learning tasks. Use of the web in such settings provides many affordances for the teacher and students in the form of communication channels information sources and management tools. These aspects appear to make blended learning particularly well suited to teacher training students especially those in large groups where direct instructor support may be difficult to deliver. Blended learning commonly describes learning that combines traditional teaching and learning approaches with information and communication technologies. It is anticipated that blended learning will enhance the student learning experience at the same time it also demands that the teachers should be trained as online facilitator.

SOFT SKILLS DEVELOPMENT

Development of human capital is an important asset since it drives the development of a nation. Quality human capital comes from quality education process through carefully designed and well planned education system. Soft skills are personal attributes that enhance an individual's interactions job performance and career prospects and hard skills which tend to be specific to a certain type of task or activity. The skills refer to personality traits social gracefulness and fluency in language personal habits friendliness and optimism that mark people to varying degrees. These skills are broadly applicable in teacher education programmes thus the curriculum of teacher education could contribute to the development of a holistic human capital that can foster economic social and personal development. Infusing the soft skill in the curriculum of teacher education is the need of the profession hours.

DISCUSSION

As an integral part of educational system the teacher education has to be responsive to socio-cultural ethos and national development. For this teacher education needs to undergo rapid change in keeping pace with the demand of learning and expectations of learner's community and society as a whole. Various efforts have been made to improve teacher education. But these are not enough because gaps are still visible and wide. Emphasis on four modern teaching approaches such as constructivism comprehensive learning contextual pedagogy and ICT integration needs to be highlighted. The role of teacher educators today is to mend the existing system with vision to help teacher education grow as a profession and produce

quality teachers for schools. It should aim to upgrade the standard of teacher education enhance professionalism and produce quality teachers for schools upgrade the social status of teachers and develop sense of commitment among them. The center for teaching and learning is informal faculty leadership and necessarily the place where innovative pedagogical ideas are hatched but they are often shared there. They wanted to be able to choose the areas in which they wanted to grow. Collaboration and recognition is the study also showed that an atmosphere of collaboration is essential to informal faculty leadership. Collaboration can help move one faculty members innovation and passion from the individual to the institutional level. Two of the three institutions in the study had sharing mechanisms that helped to spread good ideas. When it came to rewards and recognition for faculty leaders members and administrators in this study viewed this issue quite differently. This approach got such good results and such high levels of student engagement that the idea spread. Now the campus has a service learning center and an administrator who actively seeks partners in the community for service learning projects and institution have innovative ideas. Study the knowledge base of teaching and learning we have chosen to teach in higher education because we are a subject matter specialist with a tremendous knowledge of discipline. As we enter or continue our career there is another field of knowledge we need to know teaching and learning. We know about teaching and learning continues to grow dramatically. It includes developing effective instructional strategies reaching today's students and teaching with technology. Books articles in pedagogical periodicals newsletters conferences and online resources provide ample help. Clarity of communication is a core issue of teaching learning process. Successful educators teach in such a way that their students understand the subject matter communicating clearly in both subject matter and procedure. Successful instructors make their expectations clear and provide a variety of opportunities for students to demonstrate their learning.

Successful teachers plan the organization of the class with same care with which they design the lesson. Class organization includes a wide variety of components such as room arrangement appropriate routines positive disciplinary strategies and the building of mutual respect. A key difference between mediocre and outstanding instructors is that the former focuses on the content to be delivered while the latter focuses on creating a positive class room environment within which the academic component is more likely to be appreciated and embraced. Plan for instructional management for decades the instructors never thought of class room management as something they had to plan but times have changed and students need to know what is happening. Posting a visual outline of what will be done

during the class helps students to follow the lesson and stay on task. Various aspects of teaching such as distributing papers taking attendance and making time for students to ask questions need to be part of course planning. The teachers expect good things to happen and if teachers do not expect much learning to take place it generally it will not. However these expectations should not be so unrealistically high that students are unable to meet them. The goal should be to develop and communicate expectations that are as positive as they can be still remaining realistic. When we seek after a balance between our emotions our goals or intentions our cognitive mental operations and there are challenges that match our skills there is potential for flow of experiences in students. Teaching with a variety of strategies and the study of the literature and learn about approaches such as learner centered teaching guided inquiry active learning lecture group work and online discussion. Use works for best given for content and students learning needs. The best advice is to be visual followed by keeping students actively thinking writing comparing and applying new knowledge. Students learn more easily when they have been given the rationale for what they are learning and when they understand why the teacher has chosen certain instructional methods and learning activities. The capacity for self-evaluation and continuous growth of successful teachers are learners. They pursue continuous self-study and analysis so that skills can continually be enhanced over time. They are open and able to receive the constructive criticism of others and can evaluate such criticism honestly and fairly. Assessment helps them to understand their achievement and helps teachers meet their needs. Maintain a hospitable relationship with students successful teachers find ways to build relationship and hence reduce the fear and mutual hostility that are endemic in higher education through building relationships of trust and providing appropriate space in the classroom. Students are shown respect when instructors arrive on time and finish on time and when they read comment upon and return student work within a reasonable time frame. For most of us it was a true passion for the subject desire to learn all about it and further desire to share that knowledge. In higher education we have opportunities to learn research teach and shape the future of our disciplines and influence the larger world. Successful college teachers recognize that many of today's students have learning needs. Taking actions like these helps them to meet those challenges successfully. Hence, new technology continues to emerge and influence the classroom learning environment. Students now have immediate and unlimited access to digital content resources and databases. When used responsibly mobile internet that are capable devices which can provide opportunities for inquiry evidence based reasoning and collaborative

learning. However welcoming such devices in the classroom involves educating students about the responsible use of the information retrieved from the internet. Therefore to maintain academic integrity in the technology rich classroom faculty must promote digital citizenship. Experts define digital citizenship as the norms of appropriate responsible behaviour with regard to technology use which includes the safe legal responsible and ethical use of digital information. Faculty can promote digital citizenship and academic integrity in the classroom by addressing three essential components prevention awareness and role modeling. Thus we conclude that there is a vast gap between traditional teaching and modern teaching. The idealism schools of philosophy are dominant in teaching learning process but naturalism school of philosophy is attracting to the people of new era of effecting teaching with reference to higher education of professional teaching.

EDUCATIONAL IMPLEMENTATIONS

The teacher education has to be considered a national priority area for which the govt. of india should assume a special responsibility. All efforts should be made in right earnest to implement the above suggestions for improving teacher education through upgrading curricula providing in service education utilizing modern educational technology encouraging experimentation innovation and above all improving service conditions of teachers as well as teacher educators at various levels. Teacher education institutions have to be provided with adequate and appropriate resources human as physical and academic for meeting successfully the new challenges of the emerging society. The revised NPE (1992) and the POA for its implementation have reiterated and reinforced the provisions for improvement of teacher education. But in actual situations many things are yet to be done for achieving the desired objectives. The teacher education system has not yet been streamlined and geared to meet the emerging needs and challenges of the present times.

CONCLUSION

Thus it can be concluded that in today's era of information and technology knowledge stand out as very important and critical input for growth and survival. Rather than looking at education simply as a means of achieving social uplift of the society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development. Innovation is the path to progress for any nation and the future of the nation is in its classrooms. It is not necessary that each innovation is structured and invented it could be even a crude structured formal method adopted by the teacher for the sake

of meaningful learning of the students. Hence we need to respect such innovations as well to promote innovative methods and new ideas and practices of teaching in our schools college universities and other higher institutions.

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FUNCTION OF STATE MACHINERY, AS PRESENTED IN ARUNDHATI ROY'S FICTION AND NON-FICTION: ROLE OF COMMUNISM AND ITS CRITICISM IN HER WRITING

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ABSTRACT

Arundhati Roy, in her fiction and non-fiction writes exclusively and phenomenally about political and social crisis of an individual in so called 'democratic' countries, and the role state plays in promoting the benefits of the capitalist and in coercing the destitute in the name of progress and good governance. In a healthy democracy every individual retains the right to enunciate his intrinsic opinion, without any trepidation of aggravating the government by ventilating his contradictory reflections, which should be adjudged with regard and respect, as they are the representative voice of some of the citizens, but unfortunately, according to Roy, the state branded the dissenters as 'anti-national' or 'anti-country' individual. Arundhati argues that the state frequently seeks refuge to the media, sponsored by multinational companies, to manipulate the public opinion in its favour with fallacious contrivances and ostentatious mode of presentation, which gratifies the dual intentions of hoodwinking the public and escalating the TRPs that inevitably enthral the attention of corporate tycoons. Now, according to communism the dominant class adopts the machinery of the state to serve its own interests which involve the exploitation of the dependent class. And Roy, advocating the doctrines of communism, accentuates, in her writing, this function of the state being an instrument of oppression and exploitation, and thereby evolving as an embodiment of injustice and despotism under the camouflage of democracy. However, she does not forget to connote to the drawbacks and loopholes in the ideologies of communism, which leads to the termination of most of the communist governments around the world and the maltreatment of the working class by the ruling communists in some states. Now, Arundhati is a fervent optimist, who envisions the emanation of 'another world', where all the discordances and discrepancies will be obliterated, entrusting the principles of equality, equity and freedom. In this paper, I will accentuate on Roy's presentation of the state machinery, her corroboration for the tenets of communism as well as ascertaining its flaws, and her vision of an optimistic 'Another World'.

Key words: state machinery, dissenters, corporate media, communism, progress, good governance, oppression.

Introduction: Essentially both Roy's fiction and non-fiction deal with the oppression of the powerless by the powerful, be it the mistreatment of the double standards in its policies or the problems affecting globalization. It is obvious that the author's ire is directed at the 'Big things' and her mission is to awaken her readers to those atrocities and induce in them a non-violent resistance to Power. Her attempt is to decentralize this kind of hegemonic practice by voicing her protest against such a culture. She states in the essay 'War is Peace':

The issue is...About how to accommodate diversity, how to contain impulse towards hegemony-every kind of hegemony, economic, military, linguistic, religious and cultural...A hegemonic world is having a government without a healthy opposition. It becomes a kind of dictatorship...It's like putting a plastic bag over the world, and preventing it from breathing. Eventually, it will be torn open.(220)

In the preface to "The Ministry of Utmost Happiness", with the scientific explanation of the reason behind the disappearance of vultures, 'the friendly old birds', Roy hints at the indigenous method of state machinery, which by engrossing its citizen with crude and base entertainments, delicately and mystically eliminates those forces, which though appear violent, are actually beneficial for ideal democracy. The state moulds the do's and don'ts, can's and can not's of its citizen in such a way that whenever a person dares to break the existent boundaries and decorum, he is 'scratched' by its fellow citizens mercilessly, without realizing that the victim is actually extending their probabilities and options for existence:

When she first moved in, she endured months of casual cruelty like a tree would-without flinching (page 3/ "Ministry of Utmost Happiness").

Sponsored media is one of the effective tools state uses to illusionalize the people of 'good governance', by shifting focus from the grim facts of the fire absence of basic needs. Thus, sensitive issues like nationalism is circulated to blind the people of the misdeeds of government. To blame a government of its policies, does not mean that a person is an 'anti-country' individual, as he is criticizing a government not a country, and it is a 'deliberate and extremely effective strategy'("Come September"/page 13) of the government to suppress the merit of criticism by tagging him as anti-national. It helps the state to isolate a dissenter from his countrymen:

Once someone is branded anti-American, the chances are that he or she will be judged before they are heard and the argument is lost in the welter of bruised national pride ("Come September"/ page 13).

The state often manipulates facts and data to legalize and authenticate its action against the dissenters, who questions it's plans and policies: I don't care what the facts are... The facts can be what we want them to be ("Instant Mix Imperial Democracy"/page 102).

State Machinery: the Hidden Motives of its Policies:- In a broad sense state machinery includes not only the bodies of state authority themselves but also such extremely important tools of power as the armed forces, intelligence, and punitive and other bodies of enforcement. In a narrower sense state machinery is often understood to be the aggregate of executive (administrative) bodies of power that carry out the daily work of state administration. The typical functions of the state machinery of an exploiter state include the protection of the privileges and interests of the exploiting classes, the collection of taxes, the organization of the armed forces, and the use of force against revolutionary outbreaks among the toiling masses. In "The Ministry of Utmost Happiness", Roy unmasks the intention of the state, which sometimes deliberately unleashes a small portion of its denizens, who are 'brainwashed' in the name of power or religion, to turn against their own fellowmen, as was done by 'Sanjoy Gandhi's acolytes', who had been unleashed on the general population to carry out his fiat'(page-35), or by the mobs in Ahmedabad, 'who were armed with swords and tridents' and the'killing went on for weeks and was not confined to cities alone' (page-45).

Roy taunts Democracy as 'Demon Crazy', because the state regulates its administration in such an intricate and belligerent way that thousands of its citizens are exterminated merely on the basis of distrust that they may be involved in the conspiracy against the state:

> The story of Kashmir
>
> Dead=68,000
>
> Disappeared=10,000

Is this Democracy or Demon crazy (page-115).

The state pledges to implement the basic principles of freedom, but literally weaves means to plunder it in the name of actualizing it. Similarly it is an irony that in a democratic country, those who use their democratic rights to elect their representatives, are themselves deprived of their basic rights by those representatives, as they become playthings at the hands of corporate magnates:

...as long as corporations... are given a free hand, our 'democratically elected' leaders can fearlessly blur the lines between democracy, majoritarianism and fascism ("Do Turkeys Enjoy Thanksgiving"/ page-148)

The state, with its banner of democracy and even-handedness, made an entente with corporate tycoons to run its affairs in such a labyrinthine way that the capitalist can multiply its finances with the occasional illegal gratification to the agents of the state machinery:

Multinational corporations on the prowl for sweetheart deals that yield enormous profits cannot push through those deals... without the active connivance of state machinery- the police, the courts sometimes even the army.("Come September"/page-29).

In the name of progress or beautification, the slums or squatter settlements or unauthorized colonies, which are the bi-product of state's faulty administrative policies, are 'flattened by yellow bulldozers imported from Australia', without securing even the minimum human rights that they are entitled to enjoy as the citizen of the state. Quite shrewdly, the state disseminates the fanatical theory of 'sacrifice' in the name of love for state, but it is quite deplorable that this kind of sympathy for the country never jeopardizes the interest of the capitalist tycoons:

Paris was a slimy area before 1870, when all the slums were removed, the Lieutenant Governor of the city said...'And look at Paris now.'("Ministry of Utmost Happiness"/page -98)

Experts aired their expert opinions for a fee: Somebody has to pay the price of progress, they said expertly ("Ministry of Utmost Happiness"/page -98).

The state seems to uphold democracy and its principles, but an underlying current of threat, which an individual cannot help feeling, flows. The ruthlessness and inflexible attitude of the state mislead many young boys to enrol themselves into the militant camps, who misguide them in the name of revolution. That so many people are turned to be extremists, raises serious doubt about the principles and dogmas of the authorities of the state:

... there is something terribly wrong with a society that drives so many people to take such desperate measures ("How Deep Shall We Dig"/page-161)

If the state is an ideal kind of democracy, how can its military promote ferocity in their 'in-house poetry', as is postered on the wall of the cinema hall cum interrogation house: 'We fellow our own rules/ Ferocious we are/ Lethal in any form/ Tamer of tides.("The Ministry of Utmost Happiness"/ page-220).

The child that was left at Jantar Mantar in "The Ministry of Utmost Happiness", with the note:' I cannot look after the child. So I am leaving her here', shows another example of the dark side of the control of the state machinery on the so called antagonists, as the child's mother was Comrade Revethy, a Maoist, who

was raped and tortured by the embodiment of Politeness, Obedience, Loyalty, Intelligence, Courtesy and Efficiency (POLICE), as is described in "The God of Small Things" (page-8). The state enjoys the unquestionable authority of arresting anybody on any ground without any proper evidence and simply on the basis of suspicion, and if this encroaching rashness on individual freedom is questioned, the military falls on them with full muscular strength:

'Why did you get me arrested and brought me here?' Upon which Major Amrik Singh got furious and beat him ruthlessly and took him to a separate room.("The Ministry of Utmost Happiness"/page 295)

Roy depicts the gradual denigration of the destitutes, who are browbeaten to appease the whims and pleasures of the representative of the state. In "Do The Turkeys Enjoy Thanksgiving", Roy very elegantly and precisely points out the working of the state by referring to presidential pardon, given to a turkey on every Thanksgiving ceremony. Behind this show of ceremonial magnanimity, more than fifty million Turkeys are killed to celebrate the Thanksgiving party. Roy argues that such is the case with the common citizens- some individuals are chosen to provide priority and liberal treatment, so that they can be projected as the examples of the state's generous democratic attitude, but under this classified fact, will be suppressed the tale of deprivation of the million people.

The state sometimes bribes some opportunistic militant groups into surrender, so that their militant members can be shuffled among the citizens to elicit intelligence, which is impossible to extract by the state otherwise. Thus, the fray, for which the emergency atmosphere loomed over a region and the individuals suffer panic stricken, are sometimes the shrewd manipulation of the state machinery. The state appoints certain officials in different spheres of public affairs to maintain dominance and to have classified information about the secret proceedings, and the leaders who are inciting the mob to oppose state's decision, are actually doing it on purpose, for being instructed to so by the state:

Some of the radical among them-- those who preach against the idea of nationalism and in favour of the great Islamic Umrah are actually on our pay-roll.("The Ministry of Utmost Happiness"/page-170)

The state machinery often directs 'a film' to build a trustworthy story behind their excuse of annihilating a chosen victim. The local people are also trapped to bear witness in this story very artistically, as is presented by Roy through Ghafoor's story in "The Ministry of Utmost Happiness". She is full of sarcasm at the fairy tales that the state fangles to justify its unrelenting ferocity in suppressing the peaceful dissensions of the dissidents:

POTA is the broad-spectrum antibiotic for the disease of dissents ("How Deep Shall We Dig"/page-171) or

What a delightful parallel government his would be!'("Peace is War"/ page-73).

The non-violent dissensions are not imparted any significant importance about their different way of observations, rather they are tormented physically and mentally by creating adverse situation to protest, and Roy insists that this privileges the ground for those 'who turn to violent means' ("Ahimsa"/page-5). Roy provides a list of violences of the agent of the state on the peaceful meetings or protests of common people in the "Peace Is War"(page-72). After such inhuman repression, the state, in justification of its violence against non-violence loses no time in putting the blame on the protesters, asserting that the police is enticed into implementing forceful retaliation, being provoked by the large storage of ammunition and weapons, which ironically proves to be only 'stones, a couple sickles and axes...and a few kitchen knives'

However, Roy is not blind to the inhuman ruthlessness of the militant also, and is not supporting the cause of the zehadis; she is only attempting to unravel the misery, helplessness and oppression of the common individuals being stuck between two opposite forces, who are endangering their individuality and basic rights:'... Anyway it's not a one-way street... Some of those militants are maniacs' ("The Ministry of Utmost Happiness"/page-194).

The hollowness of the state's enterprise to usher in the progress of its citizens, is proved by the fact its army is itself engaged in selling ammunition to the militants. It proves that the state's mega show of the relentless endeavour of improving the life condition of the is a farce, and the state is intentionally willing to let this tension or struggle go on, as it benefits them in controlling other people by proclaiming the issue of development. After any attack, accident or mishap, the focus is dispersed very intricately from the loopholes of government policies to the emotional drama of exhibiting grief clamorously. Grief, the sincere expression of bereaved heart, becomes polluted with the nasty politics of the state, which uses its machinery to centralize the focus of the people to the grief, and every now and then new strategies are invented not to cool off its intensity, as it helps the state to conceal its deficiencies and corruption.Infact the state invents new doctrines of freedom, which helps it in the expediency of curbing the spirit of emancipation by contending it as an exponent and harbinger of anarchy:

US Defence Secretary Donald Rumsfeld said : It's untidy. Freedom's untidy and free people are free to commit crimes and make mistakes and do bad things("Instant Mix Imperial Democracy"/page-107).

Corporate Media: Rule of Capitalism:- Etymological meaning of Democracy is an illusion, as in every democratic country it is controlled by corporate tycoons. The democratically elected so called 'servants to the public', never ever dare to initiate policies for the welfare of the public, sacrificing the interest of the corporate multinationals. That is why, for the actualization of the citizen-friendly programmes, the corporations swindle work-orders from the state, appearing as the only redeemer available to dissolve the distress of the impoverished. Thus, the penniless has to sacrifice their hard-earned money to privilege the tycoons, who multiply their capital in the process of materializing the policies for the development of the underprivileged. Roy ridicules this hypocritical process as the 'price of progress'("Ahimsa"/page-5), the destitutes have to pay. The media, which blow their own trumpet about their steadfast determination to voice the cause and words of the people, are in fact sponsored by the magnates, who manipulate the broadcasting of the selected news very sinuously. They are committed to deflect the public opinion to the direction that is beneficial to the profits of their employer, but at the same time they persist tenuously on retaining the public faith of their impartiality, by hoodwinking them:

Free elections, a free press... mean little when the free market has reduced them to the commodities available to the highest bidder ("Peace is War"/page 67).

Every country is, indeed, a market for the capitalist, and its leaders are the medium in creating an ideal ambience for investing their finances, which will proliferate in the name of enhancing the life conditions of the distressed, as if they are implementing social service. The state in the disguise of reform and invigorating development, creates the seedbed for more corporate investment, as it's leaders are elected utilising the capital of these tycoons. Often the media recur the viewpoints of the state, and the irrefutable justification of implementing those reforms, as the statesmen work as the negotiator of the multinationals, who finances the media network. The vast expenses, indispensable for the representatives to overwhelm the mass during election campaign in favour of them, are certainly funded by the magnates, with the promise of repaying their dues after getting elected, in the form of incorporating these tycoons in the essential affairs of the public directly or indirectly:

'...there's no much scope for defiance because the media is the government. Nobody except the corporations who control it, can tell it what to do ("Trickledown Revolution"/page_119).

Roy argues how 'the truly vanquished' consider their leaders as their guardian, who dictate every course of their lives, and for whose sake they are even ready to stake their own lives. These innocent people can never conjecture that their 'mai-baap' ("Public Power in the Age of Empire"/page-207) are engrossed in secret liaison, endangering their fundamental needs, with the corporates, against whose aggression the leaders outcry vehemently in public. Thus, the so called champion of the fundamental rights of the downtrodden, are literally the treacherous executioner of those elementary needs, as they are in league with the multinational corporations to smooth their roads of large scale profits:

India Pvt Ltd is on its way to being owned by a few corporations and major multinationals ("How Deep Shall We Dig"/page-166).

To perpetrate the unscrupulous interest of multiplying the capital of the corporates, the state deliberately formulates a tottering hostility within its jurisdiction by stigmatizing the nonconformists as an usurping threat to the sovereignty and integrity of the nation, and thereby enshrouding the whole atmosphere in a warlike emergency, as it helps the state to evacuate the inhabitants, who are hitherto building protests against the confiscating motif of the capitalists, from the place, which is the sole object of their engrossing interest:

The mining companies desperately need this 'war'. It's an old technique. They hope the impact of the violence will drive out the people who have so far managed to resist the attempts that have been made to evict them("Mr. Chidambaram's War"/page-23).

And in this manoeuvre of embezzling the land of the downtrodden for swindling money from it, hundreds of confidential MoUs , covenanted between the state and the magnates, play a significant role by disseminating their obligatory essentiality to run the affairs of a state felicitously:

...the governments... have signed hundreds of MoUs with corporate houses...In order for the MoUs to translate into real money, tribal people must be moved. Therefore, this war.("Walking with the Comrades"/page-30.)

It is a matter of grave irony that a so-called 'democratic', 'republic' government, which asseverates its electors to exert itself for the privileges of its people, exhibits its hypocrisy by broadcasting its mandatory inefficacy in resettling even a meagre portion of the millions of homeless families, who are constrained to

abandon their abode for the implementation of its much endorsed 'development' project, while no crisis emanates at all 'to identify 140,000 hectares of prime land to give to industrialists to set up special economic zones'("Mr. Chidambaram's War"/page-14).

Here, media plays a vital role, on behalf of both the state and multinationals, by endorsing the ameliorated policies of the government to be productive for the impecunious, while they are essentially lucrative for the capitalists. The media very subtly play double standard games by dividing themselves into two opposite groups, who yell for and against the state strategies to give the impression of ideal democracy, while there underlie the mazy manipulation of moulding the opinions of the commoners. The citizen, without realizing such complexities, believe naively in the verity of the media's nonpartisan stand, while they very artistically frame the inclination of the public towards the corporation-boosted government. Media invents various bewildering modus operandi to exhibit their adherence to truth and facts only, but their commitment to capitalists and assistance to the state in implementing corporate-friendly philanthropic reorientation of economic and social policies, remain unalloyed. Thus, being entranced by the hype of the media, the citizens elect their deep cherished government, with the hope of the eradication of their oppression and actualization of their rudimentary requirements more productively, but in fact, they cast their votes for materializing the possibility of the tycoons to accumulate their finances more organized manner:

Most (not all) of them will get the governments they vote for. But will they get the governments they want?("Public Power in the Age of Empire"/page-211).

Doctrines of Communism in Roy's writing:- Roy advocates the cause of the poor and the downtrodden, and protests extensively against their oppression by the state in the name of bringing them 'into the mainstream' or 'giving them the fruits of modern development'. The situation is so worse that whenever the government declares its exclusive intention of mass welfare, the underprivileged begins to intimidate about the upcoming latest mode of coercion on their quotidian lifestyle.

"In The End of Imagination", Roy laments the frustrated hope of the penniless, who cast their votes for the veritable transformation of their necessitous lifestyle by welcoming a new government, but their new 'mai-baap' never loses time in exasperating this optimistic expectation, as 'They wear masks within masks. They moult and reinvent themselves all the time.'(page-7). And this disillusionment is generated by the arduous endeavour of the state in ensuring the interest of the

corporations, whom Roy, referring to the German mythology, has categorised as 'Rumpelstiltskin', who provides assistance primarily only to betray in near future. Similarly, the magnates, in confederacy with the government, are tirelessly engaged in contriving means for privatising the elementary services in the name of 'progress for all' or 'reaching the remotest', but underneath this 'mega-show' of development, the destitutes are being fleeced relentlessly, by enforcing them to pay far more than plausible, as is documented by Roy, citing the scam of Ernon plant in Maharashtra:

The power that the Ernon plant produces is twice as expensive as its nearest competitor and seven times times as expensive as the cheapest electricity available in Maharashtra.("Power Politics"/page-114).

It is a matter of grave irony that the relation between the citizens and their representatives who are elected democratically to materialize their promise of 'social service, or public health care, or employment guarantees', are not of mutual trust and comprehension but of apprehension, and it is this 'synthetically manufactured fear' which aids and abets in hegemonizing the commoners. Then the state, sometimes misinterprets constitution and its laws intentionally for exploiting the destitutes of their last remnants of meagre possessions, and thereby initiating favourable atmosphere for the voluminous investment of the multinationals in every aspect of public affairs:

They're pitted against the juggernaut of injustices, including policies that allow a wholesale corporate takeover of people's land and resources ("Mr. Chidambaram's War" /page-4).

According to Communism, the state neither originates in the will of the people, nor does it stand for the benefit of all society, but is an instrument devised by a dominant class for its own benefits. It is imposed on society from above to serve the interests of a particular class. It is, therefore, the oppressive function of state which is the basic reason for the state's existence; that the state creates order by modifying the class struggle only to legalize and preserve the class oppression and domination; that the common interests which the state serves are in reality the specific interests of the ruling class.(" The American Slavic and East European Review" by Richard J. Medalie). The state is 'nothing but a machine for the oppression of one class by another (Engles: "Introduction to 'The Civil War in France'"), and the modern state is essentially a machine of the capitalists or bourgeois, the executive of the state being 'but a committee for managing the common affairs of the whole bourgeois' (Marx: "Manifesto of the Communist Party"/page-323).

Roy warns that this relentless process of oppression and domination can never be continued forever, and the tycoons along with their sponsored state representatives, have to confront disastrous consequences, as the impecunious will, 'eventually and inexorably', repel against this systematic and well manipulated aggression. The radical alternative vision that Roy endorses, is in many ways reverberate the communist tenets of equality, independence and impartiality, escaping from any kind of extortion and exploitation and the stabilization of regards and resources, irrespective of class,sex and place in society. Thus, she upholds her exemplary vision on love and marriage in "The God of Small Things", through Ammu-Velutha relationship, which unlike other love patterns in the novel, is not based on subordination of women to men but based on independence, mutual respect and equality.

One of the most damaging aftermaths of this tug-of-war between the capitalist and the penniless, is the ruined future of the destitute children, as they are compelled to compromise with their education either for lack of funds, or for the generated adverse atmosphere of society, or for the helplessness of performing the duty as an extra hand of income. In his essay "Principle of Communism", Frederick Engels, the co-propounder of the theory of scientific communism along with Karl Marx, highlights the solution to this problem in the existing pattern of society:

It is able to do this because it abolishes private property and educates the children communally, destroying thereby the two foundation stones of hitherto existing marriage--the dependence of the wife upon her husband and of children upon the parents conditioned by private property. ("Selected Works 94").Citing the opinions of Che Guevara and Bhagat Singh, the celebrated revolutionists, about the swindling of the toiling masses by a 'handful of parasites', Roy revolts against the shameless promotion of the capitalist interests by the state machinery, and the termination of the rudimentary principles of equality, impartiality, non-discrimination and emancipation:

Equality is a utopian fantasy. That word has more or less evicted from our vocabulary. The poor have been pushed to the wall("Trickledown Revolution"/page_118). But Roy disaccords with the remedy of 'forcible overthrow of all the existing social conditions', that the communists advocate to usher in the utter change in the unpleasant circumstances; rather she promotes the idea of mass awareness about their fundamental rights as a citizen and the exploitation they are subjected to, and thereby organise a vibrating non-violent protest, as was expounded by Gandhiji by 'openly defying imperial Britain's salt tax laws, which banned local

production in favour of British imports'("Public Power in the Age of Empire"/page-225).

She persistently emphasizes on the obligatory interaction of views between the citizens and the state, as in an ideal democracy the elected representatives have a committed compulsion to interpret the justifiability of every step, they have administered for governing the country, to its people. Roy analogizes the strength of freedom to the strenuousness of human body, which can keep its strength active only when its organs are commissioned into arduous labour. Thus, the flavour of freedom can only be assimilated, when it is 'wrested' from the government, which is, by default, reluctant to bestow freedom to its people, who should engage themselves indefatigably to fortify their liberty from the oppressive forces of the state, otherwise the spirit of emancipation will disintegrate and deteriorate:

If we do not use them, if we do not test them from time to time, they atrophy ("Peace is War"/page-78).

The Connotation towards the Drawbacks of Communism:- It is palpable that Roy cherishes an affinity towards the tenets of communism but that does not encumber her inquisitive and impartial spirit in construing its dogmas from conflicting point of view, and thereby envisaging its flaws and disadvantages. While Roy holds the state responsible for the engendering of 'gangster, terrorist, insurgent or extremist', because of its 'terribly wrong' strategies, which exasperate their fundamental rights so aggressively that are left with no alternative but to retaliate with atrocity, she never let communism to brush off its accountability when it appears that a state, governed by communist representatives, fails to inculcate a feeling of reliance and assurance among its citizens regarding its dedicated commitment to progressive policies, as it is the doctrines of communism that stimulate the commoners to vote for its propagandists. The concomitance of the proletariat and the privileged in a democratic society is an expected situation, and if an agency wishes earnestly to develop the life conditions of its people, it should think about the benefits of the both, as it is the policy of democracy to think about the welfare of its members equally, irrespective of class, race and gender. But, communism, whose elemental endorsement is to elongate the prospect of the downtrodden at the 'cost' of the detriment of the prosperous, undoubtedly precipitates an ineluctable crisis, as it ignites an inimical situation among the populace, instead of amicable cohabitation in society. It is an unanimous actuality that to gratify the expectations of both the privileged and the underprivileged at the same time is an unfeasibility, but that should not necessarily lead to a conclusion that the members of the utterly diametric classes in a society, must confront each

other consistently in hostile and belligerent circumstances, which would be fraught with uncertainty and agitation, as each will reckon the other as their antagonists:

> ... the interests of both the rich and the poor, because the interests of one can only be represented at the cost of the other. My 'interests' as wealthy Indian (were I to pursue them) would hardly coincide with the interests of a poor farmer in Andhra Pradesh.("How Deep Shall We Dig"/ page-173)

Further, Arundhati by demonstrating the instance of Soviet union, has corroborated the existence of a substantial hiatus between the proposed fundamentals of Communism and its application in society, by arguing that the administration of most of the communist states has been inefficacious in keeping the integrity of its society, which occasionally suffers from unrest or revolution, as the implementation of the doctrines of communism was faulty, as 'It allowed too few people to usurp too much power'("Come September"/ page-31). Again the propagandists of different wings of the same communist ideology never esteem each other as associate members, who aspire for the same destination, following a different path, but as hostile opponents, and boasting of their segment to be the rudimentary version of communism, each group equips itself for fatal encounters among themselves. This shows the lacuna of unanimous ideological conviction of communism, which is manifested in "Trickledown Revolution", where Roy substantiates that each faction of the communist party thinks itself to hold the baton of revolutionary Marxist party 'genuinely', while 'the other has misinterpreted Communist theory and misunderstood history'(page-129). And from the unbiased point of view, Roy emphasizes, anyone can realize this flaw of Communism, as none of its wings has been competent enough to incorporate the recommended doctrines entirely, but only has complied with its principles fragmentarily, and therefore none of the faction believers are 'entirely wrong or entirely right about what they say'(page-129).

Now, Communism cannot disassociate itself from the liability of thrusting the populace into this pugnacious agitation, which is the concomitant offshoot of the antagonism between its variegated and conflicting ideological wings. Essentially, a genuine bewilderment perturbs the commoners regarding the bona fide partisanship of fundamental Communism, as every sect avows its doctrines to be the authentic manifesto, and here lies the imperfection of Communism, which fails to promote an unanimously acknowledged doctrine of itself, and thereby exterminates the mainstay of all these conflicting embarrassment, which becomes conspicuous with the branding of "The God of Small Things", as an 'anti-Communist' novel, by Communist Party of India (Marxist) in Kerala ("Things That Can and Cannot Be

Said"/page-36), while the rest of the wings of Communism in India and around the world endorse a contrary opinion.

Roy's Vision of Another World:- By accentuating the enormous hiatus between the 'sarkar' that most of the people long for and the government they confront in actuality, Roy envisions the emergence of an utopian society, that will meet up the expectations and anticipation of its dwellers. Now, for the actualization of this 'another world' Arundhati very strategically, promulgates policies to retaliate the inexorable motifs of repression of the state machinery, which strives ardently to assure the financial gain of the corporations by hoodwinking and exploiting the deprived. Roy administers the ordinary people to fling the magnates into a claustrophobic situation by boycotting their products, schemes and services, which are the medium of fleecing the public, and with the help of art and literature promulgate and disseminate the bona fide facts of their exploitation at the hands of the corporate, who, in alliance of the state, distorts not only the account of individual story of coercion, but also the version of chronicles and even history. She implores the oppressed to unite in their counterstrike against 'the corporate revolution', as the multinationals are in dire obligation of selling 'their ideas, their version of history, their wars, their weapons, their notion of inevitability ("Confronting Empire"/page-61) to the innumerable number of the impoverished to multiply their capital, and now if this multitude repudiate, the tycoons as well as the state will crumble absolutely.

          She formulates the tactics to disintegrate the confederation of the corporate and the state by dislocating each part of this mega coalition, and thereby incapacitate the organised subjugation of the underprivileged, as every small step towards success is a giant leap for the realization of ideal democracy. It is expected that this 'battle to reclaim democracy is going to be a difficult one' ("Instant Mix Imperial Democracy"/page-122), so as a preamble, the treacherous schemes of the persons, who are involved in this conspiracy of plundering the poor, should be unveiled for the greater benefits of public awareness. Roy makes an urgent and heartfelt appeal to all the deprived to enrol in this sustained battle for ascertaining their rights against impoverishment, not in 'hundreds of thousands, but in... millions', as the more large and potent the procession will be, the more effective and influential. To 'inflict real damage', Roy confides in non-violent movements, as was archetyped by Gandhiji's Salt March, 'when in a simple act of defiance, thousands of Indians marched to the sea and made their own salt...It was a direct strike at the economic underpinning of the British Empire' ("Do Turkeys Enjoy Thanksgiving"/page-153). But, the inauguration of a new political party to eliminate

this asymmetrical discrepancy, Roy affirms, is not the solution, as no 'mainstream political party' can consummate the requirements of both the privileged and the underprivileged at the same time, as their interests are absolutely antithetical to each other, and the necessities of one group can singularly be accomplished at the renunciation of the other.

But, Roy is an earnest optimist, as when the whole world is engrossed with 'opportunism' and nothing escapes the strict evaluation of business dealings, she encourages, with fiery enthusiasm, her fellow citizens to dare to dream of a new world, where 'believing in justice, in freedom and in dignity' ("How Deep Shall We Dig"/page-175), every threat to equality, equity and democracy will be obliterated, and the advent of that 'another world' is near at hand:

Another world is not only possible, she's on her way...on a quiet day, if I listen carefully, I can hear her breathing ("Come September"/page -31).

Conclusion: From the above discussion, it is, therefore, an unambiguous conviction that Arundhati Roy in her writing unmasks the multifarious, abstruse and deceitful contrivances of the state, which function as a machinery in purloining the fundamental rights, property and basic amenities of the commoners, and thereby augmenting the prosperity of the privileged, as the state, she thinks, considers the populace to be its 'enemy'. Now in ventilating her loathing against the coercion of the common, she advocates some precepts and principles, which conform to the doctrines of communism, but she never bridles herself from denigrating its failings. However, she enunciate her innate affinity towards communist or socialist dogmas, as she believes it to be 'a worthy opponent' of capitalism, in spite of its imperfections and being besmirched by the adherents of some of its sects. Declaring herself to be an 'independent, mobile republic' and a 'citizen of the earth', she refuses to circumscribe herself within a territory, to ponder on the problems of a particular nation only, but to embrace and incorporate the whole world and to brood over its disadvantages from a cosmopolitan point of view, as she is 'fully aware that venality, brutality, and hypocrisy are imprinted on the leaden soul of every state'. Hopefully, Roy is an optimist, who believes in the advent of 'another world', where every discrepancy, dispute and drawback will eventually be dissolved but this transmuted scenario will be heralded either by 'bloody' or by 'beautiful' procedure, depending on our psyche.

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RECENT TRENDS OF RESEARCH IN TEACHING AND LEARNING PROCESS IN SCHOOL CHILDREN

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ABSTRACT

The relation between teaching, instruction and children's learning arises whenever models of the teaching learning process are discussed or whenever problems of learning occur. Despite massive research efforts we still know little about how differences in learning activities are related to students learning. The primacy of teachers and teaching as the primary subjects of research has contributed to a rather limited understanding of what goes on in schools and classrooms. Few studies of teachers and teaching have examined the extent to which differences in teacher effectiveness are related to differences in teacher's subject matter knowledge, and there is still a tendency to discuss issues of teaching and learning in general terms separated from the content that has been taught. In this article it argues for the need to bridge studies of teaching and learning with studies of the subject involved to establish a conversation between didactics and class room studies. An analytical design and framework able to bridge the teaching learning gap needs to be developed. The didactic triangle as a relation between teachers and learners (who), subject matter (what) and instructional methods (how) points to a long tradition within educational research. Despite the long history of the didactic triad teaching, learning and content there is a need for an analytical and methodological framework that integrates the three elements in the triangle and explores the relationship between them. The aim of this article is to reconceptualise the relationship between teaching, learning and subject matter through a review of research traditions in this field where each of the three elements has its relative strength during different periods. Didactic frame work and research design able to bridge the teaching learning gap struggle with institutional and disciplinary boundaries and fragmentation, policy initiatives and power relations the different stake holders. Recent developments within the research field of subject-specific didactics and classroom studies combined with emergences in technologies able to document teaching learning processes at micro and meso level provide for opportunities to study how different thematic patterns are linked to instructional activities and interaction formats in classrooms. Funding structures in research together with policy initiatives such as the creation of networks across research communities,

disciplines, and national contexts support this research ambition even further.

INTRODUCTION

The didactic triangle as a relation between teachers and learners (who) subject matter (what) and instructional methods (how) points to a long tradition within educational research. Despite the long history of the didactic triad teaching learning and content there is a need for an analytical and methodological frame work that integrates the three elements in the triangle and explores the relationship between them. Studies of teachers and teaching have been poorly aligned with studies of students learning processes and vice versa. We know little about how differences in teachers' activities are related to students learning process Anderson and Burns, 1989; Oser and Baeriswyl, 2001; Klette, 2004; Alexander, 2006). Despite a growing forms of studies that disclose how students learn (Leinhardt, 1992; Brown and Palin scar, 1989; Ball *et. al.,* 2001) these studies are seldom linked to how learning activities in classrooms reflect and support teacher's activities and instructional repertoires. Moreover few studies of teachers and teaching have examined the extent to which differences in teacher effectiveness are related to differences in teacher's subject matter knowledge Shulman (1986). Two decades after Shulman and his colleagues' prominent research programme on pedagogic content knowledge as a special amalgam of content and pedagogy essential to teachers' professional understanding we still tend to discuss teaching and learning in general terms separated from the content of what has been taught. Mortimer and Scott (2003) notice how later studies on interaction and learning seldom take content coverage and subject matter issues into account. The analyses are carried out and the findings were reported solely in terms of patterns of interaction and the actual content of what is being taught and learned is not as being a significant feature' (Mortimer and Scott 2003). The aim is to reconceptualise the relationship between teaching learning and subject matter through a review of research traditions in this field where each of the three elements has its relative strength during different periods. In the case of tradition parallel with empirically oriented classroom studies has been essential to define research traditions capturing studies of teaching and learning in schools. The Didactic tradition as a way of thinking about and studying teaching and learning (Klafki, 1995; Hopmann and Riquarts, 2000; Westbury, 2000) held for a long period of core position in the field with an emphasis on interpretative stances. In the Didactic leaned heavily on textual sources such as

curriculum planning, policy documents and text books as its primary sources for data and analysis by (Gundem, 1992; Karseth *et. al*., 1997). Its analytical framework was often derived from a normative and dichotomized conceptual language of teacher centered versus student centered, academic knowledge versus vernacular knowledge ones and studies of concrete practices in classrooms and other pedagogical were seldom in the fore front. During the (1970) empirically oriented classroom studies become a more frequent setting for studying teaching and learning processes Klette (1998) and today studies of pedagogical practices in schools and classrooms together with curriculum and other textual subjects analyses constitute teaching and learning as a field of research in India. In our overview we will draw on both traditions though with a major focus on recent classroom studies and classroom research. In the analyses the following arguments will be put forward. The relation between content matter issues of what instructional activities how and teachers and students involved who in studies of teachers and teaching has changed over time. While the Didactic tradition historically had aspects of the what backed up with arguments concerning why questions in the fore front empirically oriented classroom descriptions have been more occupied with issues of teaching styles and teaching methods (the how) and characteristics and traits of the persons involved i.e. teachers and students as (who). During recent decades especially thanks to an increase in subject matter focused investigations we recognize a renewed interest in aspect of regarding teaching and learning process in schools. Studies of teachers and teaching hold a strong position within studies of teaching and learning in classrooms and as a consequence the other two angles in the triad are underdeveloped and may be more important. The relational dynamics between the elements continue to be vague and obscure. Despite massive research efforts we continue to search for qualities of the individual teacher. The role of content is underestimated in studies of teaching and learning. Such neglect is surprising given the need to be specific about issues of knowledge when we address the curriculum of knowledge societies. There is a need for more integrated frameworks that link instructional activities and procedures (how) with thematic patterns (what) and mode of interaction (who) process respectively.

RESEARCH IN LEARNING PROCESS

The studies of teaching for long period tend to depicts learning and knowledge acquisition as a rather. Instructional design theory is concerned with what teachers do whereas learning theories are occupied with what happens to the learner. Like instructional theory learning theory may be descriptive or prescriptive. But prescriptive learning theory is not instructional theory. Later research movements

have on the one hand clearly tried to resolve this tension yet on the other hand never properly dis approved it. Like Reigeluth (1983) later surveys of research of studies in teaching and learning notice a split between research on teaching and learning the missing paradigm problem (Shulman, 1986; Ball *et. al.,* 2001). In their research in mathematics education Romberg and Carpenter (1986) are worried about what they see as weakening gains in understanding student's mathematical conceptions and development findings from and Carpenter (1986). During the (1980) researchers in learning produced portraits envisioned the complexities in student's conceptions of rational numbers area functions etc., and researchers within teaching continued to disseminate reports on the consequences of grouping arrangements among pupils how different teaching styles make an impact on student behavior and student achievement and the like. Mortimer and Scott (2003) emphasis how content coverage seldom is included in studies of learning. Content matters and disciplinary subjects are mostly seen or treated as vehicles and independent variables while teachers and teaching have been the primary concern of research. In their overview of the discrepancy between studies of learning and studies of instruction by Fritz Oser and Franz Baeriswyl (2001) revealed about the relationship between the activities of the teachers and the operations for the learners in a classroom with a high complexity of contexts. They claim that the study of education has neglected to make the mental activity of learners the center of observations and analyses. Their solution is to give primacy to the study of learners to give priority to studies with a focus on construction rather than instruction to paraphrase their vocabulary. We desperately need to know in more detail how visible teaching structures and instruction influence children's invisible learning operations and construction. The pedagogical view point needs to be turned around it needs to emphasis the activation of learners' mental activity and not the teaching methods social forms and content structure' Ozer and Baeriswyl (2001) respectively.

    To give studies of learning and the operations of the learner an exclusive position will not solve the missing paradigm problem. Instead we need to elaborate on studies that pay attention to the relational nature between the three elements constitutive of learning situations in school instructional repertoires learning activities and content coverage. Studies of teachers and teaching detached from both studies of student's operational learning and subject matter involved both sides unproved. We have to move from general to specified context and practice based studies that take into account how students' are operational in learning interactions with both content coverage and specific teaching activities. More complex complete and detailed studies of and teaching is needed before we are likely to understand

and improve life in classrooms.   Make a short historical review of research traditions that connect to the three corners of the didactic triangle. It will use empirical and descriptive studies of teaching and learning in classrooms as a point of departure of discussion. Anglo-American studies together with examples from Nordic classroom studies will be the empirical floor for this mapping exercise. This shows how the teacher and teaching as the primary subject of research has contributed to a limited understanding of what goes on in schools and classrooms. It shows how recent technological and methodological developments give opportunities that open up more integrated analyses of life in classrooms of children.

LIFE IN CLASSROOM LEARNING

In this section we will comment on several decades of empirical studies of who how and what in classrooms. The basis for selection of research is that the studies put forward analytical conceptual and methodological approaches central for studies of teaching and learning during this period. The studies comprise the ground by mapping exercise and seek to roughly outline the purpose of the different studies conceptual and methodological design and type of conclusions to be drawn from the different studies. For the most part and throughout the whole period we are examining teachers and teaching constitutes the central subject of investigations. Studies of teaching and learning in classrooms have mostly been occupied with trying to identify and characterize what constitutes good teaching and the good teacher. At the beginning of the period (1929-45) good teaching was mostly investigated through the moral characteristics and traits of the individual teacher. After (1950) behavioral characteristics such as observable teacher styles played a more prominent role while teachers within a contextual framework and environment. The teachers in their classroom context speak and depict dominant perspectives of the investigations of teachers during the (1970) and early (1980). Teachers' cognition and their personal and practical knowledge represent the fore ground of the studies during the (1990) along with studies of interaction and discursive practices in classrooms. The learner plays a less prominent part in the studies conducted for most of the period. It was not before the late (1980) that pupils as learners began to take a central position in studies of teaching and learning. We can   identify a shift in research focus of whom from considering teaching from a functional rather than a behavioral point of view during the late (1960) but this shift was not followed up by considering functional teacher behavior from the point of view of students Anderson and Burns (1989). As this short historical description will show it took more than two decades from the recognition

of learners as central to studies of teachers and teaching and how this was recognized throughout empirical designs in classrooms. The prevalence of studies of the teachers is further obvious in this rough examination. The primary interest in teaching and teachers reflects teaching and learning as synonymous concepts. One seems to believe that studies of teachers and teaching exhibit studies of learning. The students' learning and knowledge acquisition are seen as a consequence of the teacher's behaviors and aims. Learning is regarded as equal to teaching instruction the same as construction. This does not mean that the students are regarded as of no interest in the teaching learning process but reflects research approaches and research designs where instruction and construction on teaching and learning are considered as more or less identical processes.

TEACHER CHARACTERISTICS AND TRAITS

Teachers' personal traits and characteristics were central during the first part of the period examined. The teacher as a strong moral individual represents a main research focus and personal and moral characteristics of the individual teacher were the focal point of analyses (Charters and Wrappels, 1929; Waller, 1932; Kristvik, 1946; Kleven and Stromnes, 1998). Charters and Wrapples (1929) aimed at producing masters lists Anderson and Burns (1989) of teachers' traits illustrative actions to follow and activities that teachers performed were expected to perform in the classrooms. By objective and measurable methods Charters and Wrapples wanted to discharge discrepancies between what is and what ought to be and as such provide a ground floor for a master list for teaching and teacher training curriculum. In the era after the second world war researchers continued to be interested in traits and characteristics of the individual teachers but now with a focus on external behavioral categories to be measured. This is illustrated in the teacher characteristics study of Ryan *et. al.,*(1960). He wanted to compile information about significant teacher characteristics and to develop objective measures that might be used in evaluating and predicting teacher behavior Anderson and Burns (1989). Ryan *et. al.,* saw teacher behavior as a function of situational factors and characteristics of the individual teacher. In their methodological design they used both direct observable measures such as teachers' activities and interactions. All data were gathered within a written and text based format.

In (1968) Philip Jackson's book, Life in classrooms was published. The Jackson study stands out as a classical study of teaching and learning for two reasons. For the first time we got a detailed and picture of life in classrooms from the point of view of both teachers and pupils. By a mixture of data reports interview data personal observation of classrooms and opinions about the schools from both

the teachers and the pupil's perspective were introduced to intended and experienced aspects of classroom life. His description of the pupil's role organized around three classroom characteristics crowds' praise and power has acquired an elevated position in descriptions of students' roles and repertoires. Jackson is further interesting because of its mixture of methods combined with an extensive use of ethnographic observation techniques applied to the classroom level. In retrospect according to Munby *et. al.,* (2001) and other scholars Jackson study marks the end of work on teachers' personality. The next period (1979-86) characterizes a shift from research on individual behavioral categories to functional categories regarding studies of the teacher. Galton *et. al.,* study inside the primary classroom (1980) could stand out as a prototype example of studies from this period (Blichfeldt, 1973; Broch Utne, 1981; Goodlad, 1984). Galton *et. al.,* study had primarily and descriptive ambition. Through systematic observation Galton and his colleagues wanted to describe some of the richness and variety of what goes on in a modern primary classroom. The study relied on structured observations combined with qualitative field notes. In the decades to follow cognitive (Leinhart and Greeno 1986) and interactional (Palinscar and Brown, 1984; Edwards and Mercer, 1987; Wells, 1999) learning studies together with studies of teachers' tacit (Elbaz, 1983; Carlgren, 1987; Eraut, 1994) personal Clandinin (1986) and professional (Clark and Peterson, 1986; Shulman 1988) knowledge were conducted. Shulman's study knowledge growth in teaching (1988) has become a classical study in how to describe teacher's practical professional knowledge. The study was designed in response to the missing paradigm problem in education. According to Shulman few studies of teacher effectiveness had examined the extent to which differences in subject matter knowledge were associated with differences in teacher effectiveness. The Shulman investigation evolved from the general examination of how knowledge in teaching develops in general to more focused study of how teachers learn to transform their own understanding of subject matter into representations and presentations that make sense to students. Although the Shulman study stands out as an almost paradigmatic shift in the studies of who is the linking teachers' classroom activities to specific subject matter knowledge it is still rare to find educationalists occupied with fine grained studies of subject matter issues. As we shall see, it is within the subject-specific communities. The new approaches for studying life in classrooms were taken up in this study.

STUDIES OF INTERACTIONS

Edwards and Mercer (1987) and contextual learning studies Palinscar and Brown, (1984) Brown and Palin scar (1989) became additionally an expansion field of

research during this period. The learners' perspectives are central in these studies and thus aspects of content coverage and thematic patterns involved continued to be pushed into the background. Three conclusions can be drawn from this rough analysis of studies of the (who). First teachers as the primary subject of investigation in studies of teaching and learning in classrooms have been given and still hold a strong position. For the period up to the beginning of the (1980) the concern for the general traits of the teacher behavioral functional or biographical has given the way for most of the studies trying to understand teaching and learning processes in schools. After the mid (1980) the learner's perspectives have been taking into account to certain degree. This is especially true for those studies interested in verbal interaction and communication in classrooms. Second studies of teacher's style envision that differences in teacher's styles and behaviors are related to differences in classroom performances and achievement. There is little evidence that teachers' attitudes interest's values and motivation are related to their performances in the classrooms. There is further little evidence that differences in personality characteristics Getzel and Jackson (1963) or general teacher knowledge Shulman (1986) are associated with differences in student achievement. Third the period analyzed documents are an expansion in methodological design and frame work used. Although the predominance of quantitative studies is obvious in the first four decades qualitative and biographical studies become more prevalent during the (1970) and today studies of teachers and learners draw on a rich tool kit of methodological instruments is available. An increase in technologically supported data gathering techniques such as audio taping and video-taping classroom events recognized throughout the period. The studies with a prime interest in interaction patterns and discursive practices (Cazden, 1988; Wells, 1999) have strongly contributed to the introduction of new technologies as tools investigating into classrooms. Studies of how to have mainly been concentrated around consequences of different teaching styles and instructional frame works Flanders (1960) and how different educational formats (Bennett, 1976; Dahloff, 1971; Cuban, 1984) and verbal (Bellack, 1966; Cazden, 1988) transcripts affect in students' learning. Taken together and compared with studies of the teachers few studies have teaching methods and instructional format as a point of departure for their research. Flanders interaction analyses (1960) were designed for investigating the effects of teacher directedness relative to different groups of students as gifted slow and average groups of students. The study was concerned with the differential impact of teachers' directedness towards different types of students and represented a move towards studying new ways of teaching. Flanders *et. al.,* were however not able to

identify any strong correlation between teacher style and student achievement Flanders and Simon (1969). The Flanders system has however had great impact as an observational system for conducting classroom behavior in Anglo-American and Nordic classrooms Anderson and Burns (1989). During the (1960) Bellack (1966) and his colleagues started to examine the verbal interaction taking place in classrooms and how this interaction was related to students' achievement. Their study did not set out to identify the good teacher or the best teaching method. They were interested in how differences in verbal communication may be related to differences in teacher's classroom control and student's achievement. Since the teacher controls the communication in classrooms they saw insight into verbal communication as a central tool for exercising classroom control. They sought to identify the various types of verbal moves teachers and students make and the rule they implicitly follow in making these moves. He developed an elaborated coding scheme for identifying verbal moves and rules in the classroom. It was also one of the first studies using audio as a tool for gathering data in classrooms. Coding categories and methodological design inspired by the study had a strong impact on empirical classroom studies in the countries in the years to come (Lundgren, 1979; Haug, 1994) respectively. Inspired by the Flanders study Urban Dahloff (1971) conducted an observation study on the relation between grouping curriculum teaching processes and student achievement in Swedish especially the ability level of the steering group that is the group of students teachers use to pace their instruction. Seen as a frame factor grouping indirectly sets standards for the frame factor model has pacing of the instruction which again ultimately affects students' achievement has been used to show how the environmental characteristics frame the conditions under which teaching and learning take place. In this model for observing life in class room played an influential role for the decade (Lundgren, 1979; Bernstein and Lundgren, 1983) respectively.

TEACHING METHOD OF TEACHER

Larry Cuban's (1984) aimed at understanding the high degree of stability in certain teaching behaviors despite an effort to try to move teachers towards what he describes as student centered instruction. It discusses the stability in teacher student behavior within a period of   years. He selects five criteria as indicators for the degree of change with the dimension of student centered instruction versus teacher centered instruction class arrangements group instruction class activities and student movement. In his study he draws on multiple sources of data historical sources biographical sources journals newspapers interviews survey studies. During the (1980) several studies on verbal interaction and discursive practices in classrooms

were conducted. Morine Dershimer (1985) was interested in the relation between classroom interactions and students' misconceptions. Edwards and Mercer's study Common Knowledge (1987) focused on teacher initiated versus student initiated questions and responses while Cortny Cazden's study, classroom discourse (1988) used language patterns to discharge participation structures in classrooms. During the following decade numerous constructivist social constructivist and socio-cultural studies aimed at discharging how verbal interaction and discussion were framed as an aspects of the how to facilitate and support students' learning Wertsch, 1998; Wells, 1999. The following conclusions can be drawn from the studies of the classrooms. The prevalence of lecturing plenary discussion and seat work in classrooms has been well documented. For several reasons tradition disciplinary order and effectiveness in classroom life is structured around some rather stable features known as lecturing seat work. The classroom discussion plenary discussion demonstration is an analysis of research on the aspect of further suggestion that there is little if any evidence that changes in format for giving priority to subject integration as a result of higher level of student achievement.

However that the teacher's deliberate and systematic use of grouping arrangements together with sufficient scaffolding structures especially regarding classroom discussion is beneficial for student learning (Meichenbaum and Biemuller, 1998; Klette, 2003; Alexander, 2006). Instructional time pacing and high academic expectations and content coverage are further associated with high levels of students' achievement. Methodologically studies of the classrooms draws on a rich tool kit. Observational systems for the registration of classroom behavior across contexts and settings have been one pertinent outcome. New data gathering tools such as audio taping classroom conversations represent another. Studies of the studies of content coverage within the Didactic tradition studies of the what have been in the fore front (Gundem, 1992; Klafki, 1995) are either related to the Bildungs potential Klafki (1995) and democratic values embedded in the different epistemic content areas Englund (1997) how these content areas could be reduced down to teachable sequences throughout a teaching session in a school year and within a life-long perspective. The Didactic tradition in the countries has mainly used curricular plans textbooks and other textual documents that have intended or written curriculum as the point of departure for analyses and with a little and minor interest in learning and teaching practices at the classroom level. Within a didactic and curricular vocabulary of analyses will then consequently have studies with an interest in the implemented and experienced curriculum Goodlad (1984) as their primary focus of education. As remarked at the beginning of this section studies of

the played a rather peripheral role in empirical studies of learning in classrooms at the beginning of the period examined. Watson (1963) drew on the field of science education as an example and used the (1963) edition of the hand book on teachers and teaching of research for   publications that paid attention to aspects of content coverage in science teaching. Watson found 69 publications which discussed aspects of science teaching all of them stemming from research groups within the US research. Thirty-five years later in (1998) it was enough research to issue the first American handbook on science teaching of 600 pages. This historical development illustrates the role of content coverage within the studies of teaching and learning on a general level. Studies of the in terms of content coverage and subject matter areas were during the first part of this period of investigation treated either as (i) unquestioned (ii) as a background variable and a vehicle for other and primary research concerns. White (2001) makes this point for science education when he states that for most of the studies in science up to (1975) the content the students were asked to learn was treated mainly as a background variable and the teaching method was the primary interest for the researcher. If we look at issues of knowledge domains and subject matter in more detail the following picture emerges. For a long period (1929-60) issues of content coverage and subject matter were hardly analyzed as empirical practices at classroom level. During this period subject areas and knowledge domains were treated as rather unproblematic within empirical studies of teaching and learning. Within the didactic tradition content coverage and knowledge areas were discussed in terms of Bildungs potential issues of inclusion and exclusion and to what degree the different epistemic areas contributed to integrate larger groups and cohorts into the educational enlightenment project. Contestation between academic disciplines, such as the contest between humanities and sciences Hoigaard and Ruge (1963) and the role of vocational knowledge versus theoretical knowledge Goodson (1987) played further a certain role in the discussion on teaching and learning but with minimal influence on the research going on during this period. In the first part of the post-world war period (1945-69) subject matter issues and knowledge continued to play rather invisible part in studies of teachers teaching and learning. If content areas happened to occur in studies of teaching and learning at that time the content coverage of the students were supposed to acquire was treated as means and background variables rather than playing a distinct position in the foreground Bellack (1966).

During the first part of the (1970) content coverage and knowledge domains were playing a certain role as themes of investigations for studies of teaching and learning. This was not in terms of subject matter and content coverage as academic

disciplines embedded with certain qualities of knowing but rather how academic subjects and their disciplinary boundaries reflect and support mechanisms of social control in the society. The new sociology of education with its emphasis on areas and knowledge domains as tools of social reproduction was taking a leading role in this discussion. Following the new sociology of education realms of knowledge were merely mechanism of social control (Young 1971; Bourdieu and Passeron 1975) a device for securing capitalist hegemony Bowles and Gintis (1976) or a means of enforcing the power of ideological state apparatus Althusser (1972). Although fewer references ha d been studied on teaching and as their primary focuses they played an influential role for the studies which were about to be conducted in the following periods. Studies interested in language games in classrooms and how they reflect hegemony and hierarchical positions were produced during the following decade (Bernstein, 1975; Project Skolesprog in Denmark, 1979). Studies of schools and school disciplines as reservoirs for knowledge hegemony (Hogmo *et. al.,* 1981) class control (Freire, 1972; Willis, 1977) and gender interests (Spender and Sarah, 1980; Bjerrum Nielsen, 1981) were performed. Cross-disciplinary working such as project work Project Skolesprog (1979) and ways of working that linked school knowledge and school disciplines to forms of everyday knowledge were examined (Negt 1971; Ziehe, 1980; Hogmo *et. al.,* 1981). The evidence from these studies all inspired labelled under the umbrella of new sociology of sknowledge is not consistent or convincing. Few of the studies came up with warrants such as cross disciplinary work was positively linked to student achievement or documented the benefits of horizontal knowledge organization. There was little evidence that supported the basis that learning from everyday experience and inductive ways of working was more likely to produce learning compared to disciplinary based learning. Willis's classical study on schools contributes to actively reproduce how working class kids get jobs few possible and preferable alternatives. The learning experiments of the (1970) investigating the benefits from different forms of inductive cross disciplinary and inquiry based learning programmes were based on too simple models of learning (Borgnakke, 1996; Klette, 1998). A lot of the studies referred to above were designed within a methodological model of action research and where researchers and practitioners worked together collaboratively (Freire, 1972; Hogmo *et. al.,* 1981). The year (1986) indicates a shift regarding studies of the in learning and teaching processes in classrooms. After (1980) we recognize a huge number of studies with a primary interest in content coverage subject matter issues and pedagogical content knowledge (Shulman, 1986; Wilson *et. al.,* 1987; Grossman *et. al,* 1989; Ball,

1991). Studies focusing on content coverage were explicitly highlighted within studies of subject matter theory such as within the fields of science mathematics reading and writing. But also educationalists like (Shulmann, 1986; Cohen, 1990) have stated to discuss learning and teaching within a subject specific framework. This time content coverage was not merely a vehicle for discharging related variables but took center stage as focus topic and departure of research. The knowledge and growth in teaching holds a classical position in this shift. As indicated above the study was designed in response to what has been referred to as the missing paradigm problem in studies of teaching and learning process. With the introduction of pedagogical content knowledge to the text of research in teaching and learning is called attention to a special kind of teachers' knowledge that linked content and pedagogy. Pedagogical content of the knowledge and is a unique kind of knowledge that intertwines content with aspects of teaching and learning of the missing paradigm. The perspective was highly recognized and appreciated within research of subject matter theory. Within studies of mathematics education for Begle (1979) and Monk (1994) found that courses in mathematics methods had more effect on student performance than typical mathematics courses because the curriculum of methods course often focuses on pedagogical content knowledge. In studies from science classrooms, White (2001) comes up with similar conclusions. Not surprisingly the field of subject matter theory was a central driving force for a renewed interest in the to teach aspect in classrooms. Although Nuthall and Church already in (1973) indicated that subject matter being taught made an impact on some if not all aspects of teaching and instruction it was to take more than decade before this insight were followed up with subject specific in-depth analyses at the classroom level. Especially we can see growing interest in studies of subject matter in science mathematics and reading and writing in classrooms. In the following we will use studies of science education and writing skills as illustrations for an enhanced interest in content coverage influences teaching and learning processes in schools.

SCIENCE EDUCATION

The studies of science education are expanded dramatically during the late (1980) and cover today a widespread field of research. White describes the expansion in studies of science classrooms as revolution (2001). He shows how this shift has influenced the focus of research questions and topics of research in studies of investigations its methodological design of data collection and analyses. The researchers involved and how the studies are to be represented. He documents on how for example studies pay attention to conceptions and misconceptions,

strategies and socio-cultural studies in science have expanded. In (1971) White registers 14 articles that have misconceptions in classrooms as their research focus while this number has increased to 226 in (1986) and 285 in (1991) (White, 2001). Constructivist studies of science in classrooms were none in (1971) and (1981) and 233 in (1991) (White, 2001). In his overview White claims that students' learning holds a core position in studies of science education.

Like studies of science in classrooms the studies of writing were relatively newly recognized as a serious area of study in education (Dyson and Freedman, 1991; Nystrand *et. al*., 1993). Like in science education Nystrand *et. al.,* (1993) point to an expansion and intellectual movement in writing research equal to that described in science education. Hairston (1982) links this shift of what he labels a paradigmatic shift especially to the fact that research on writing processes has taken a primary conceptual model for studies of writing. Hairston uses the field of native writing (L1) for his reference to paradigmatic sequencing but as Sperling and Freedman recognize (2001) this shift in conceptual framework was soon picked up by research within second language studies (L2) as well. During the (1980) studies of writing processes understood as a process of planning translating and evaluating became frequent Flower and Hayes (1981) in combination with an interest in examining how expert writers compose. During a few years process writing had become the dominant perspective and conceptual framework for studies of writing processes in schools. This interprets paradigmatic shift in studies of writing in the schools as an example of how new research findings fit with old paradigms of writing (Sperling and Freeman 2001). The writing process performed at classroom level included the following stages plan write and revise. Brainstorming activities and whole class conversations seemed to be rather frequent in most classrooms while problem solving focus had a tendency to get lost in the translating process Sperling and Freeman (2001). Appelbee (1984) Gutierrez (1992) and others indicate that what went under the label of writing process pedagogy could be vastly divergent from one classroom to another. Hillock's meta-analyses (1986) of the effectiveness of various kinds of writing instruction and writing improvement supported the primacy of the environmental model of process writing. During the (1990) studies of the writing process model become the dominant model (Hillock, 1986; Nystrand *et. al.,* 1993; Evensen and Wagle, 2004) and it is only that fears regarding the quality of students' written products have been uttered. Evensen and Wagle (2004) use text production at the classroom level to examine writing qualities and writing profiles among secondary students of today. The following conclusions can be drawn from the studies of content coverage in classrooms. The old didactic

tradition had knowledge areas and epistemic content at the center of its research. However fewer studies used classroom level and concrete pedagogical practices as their point of reference and analyses. As a consequence there is a split between general didactics and studies of concrete and subject-specific didactics at the classroom level. While the first tradition tends to discuss the what aspect of education in terms of general aims and devices often held in dichotomized and normative language and where pedagogic practices are treated as a consequence of the general aims in the latter position has neglected the subject matter involved and tended to study life in classrooms without paying attention to how instructional activities and interaction patterns are linked to content coverage involved. Subject specific analyses especially within the field of mathematics science and writing in education have contributed to a renewed interest in knowledge areas and within schooling. The use of new technologies especially video studies as a way to document teaching and learning processes in classrooms have developed strongly during this period is closely linked to an increase in subject specific studies.

TRENDS AND KNOWLEDGE PROCESSING

The study by who how and what to teach points in the development trends involves the shift from considering teaching from a functional rather than behavioral point of view during the late (1960) and (1970) but this shift was not followed up by considering functional teacher behavior from the students' point of view in move from psychology and behaviorism in studies of education. This is a move from behaviorism to cognition as the dominant model for understanding learning. Knowledge of information processing and constructivist theories of learning spread through the (1970) and (1980). These theories provided a more useful basis for instructional design than behaviorism since they could encompass the complexities of learning in schools. However knowledge processing theories did illuminate the social context or the content coverage involved. The new sociology of education reframed studies of knowledge acquisition and its epistemic basis in subject content but was used in perspective when knowledge issues were conceived as primarily mechanisms of power relations and devices for harmony. Subject and content specific investigations of teaching and learning in classrooms have contributed to produce more complex portraits of classroom learning. A shift from evaluative and predetermined methods developed and controlled by the researchers to interviews and observations and quantitative data aiming at changing individual differences among the stakeholders in the classroom. The value of lengthy context rich observations of the interpersonal dynamics occurring in classrooms has been asserted throughout the last two decades (1986-2006). Throughout there was a

growing interest in individual understanding of contexts. Researchers started to appreciate the active role of learners' play in forming the situation. They turned to interviews narratives, participants' beliefs, feelings and purposes. The shift from experimental or descriptive design where one compared two or more teaching models or styles in order to estimate how they contributed to students' achievement and pupil's progress to in-depth descriptions through lesson scripts or narrations of natural classroom events have extensively increased over the period analyzed. Today qualitative studies hold central positions in studies of teaching learning and subject matter issues in classrooms. The shift from the primary technologies for gathering data to audio, video and other technologically supported data gathering techniques. Today video audio documentation and quantitative and qualitative data supported with existing software tools for analyses are one of the driving forces for methodologically and conceptually designing studies of teaching and learning process in children's respectively.

CONCLUSION

Didactic frame work and research design able to bridge the teaching and learning gap struggle with institutional and disciplinary boundaries and fragmentation its policy initiatives and power relations among the different stakeholders. Recent developments within the research field of didactics and subject specific and classroom studies combined with emergences in technologies able to document learning processes at micro and meso level provide for opportunities to study how different thematic patterns are linked to instructional activities and interaction formats in classrooms. Funding structures in research together with policy initiatives such as the creation of networks across research community's disciplines and national contexts are supported to this research ambition even further.

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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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EFFECTIVENESS OF CONDITIONING PROGRAMME ON CARDIORESPIRATORY FITNESS AND WELLNESS OF OVERWEIGHT ADOLESCENT BOYS

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ABSTRACT

The main objectives of the study were effect of 12 weeks conditioning programme on BMI, cardiorespiratory fitness and wellness of overweight adolescent boys. To conduct this study 40 overweight adolescent boys were taken from obesity prevention camp of Baranagar Ramakrishna Mission at Kolkata and there aged were ranged between 14 to 17 years. The measurement of BMI, Cardiorespiratory endurance and Wellness were the criteria of this present investigation. The Height in meter and weight in kilogram were taken for BMI, the performance of 12 minutes' walk/run Cooper test for Cardiorespiratory endurance and the KIDSCREEN-52 manual was adopted for Wellness were taken as variables for the study. All the subjects were initially tested to measure their BMI, Cardiorespiratory endurance and Wellness. After conducting the initial test, the overweight subjects were assigned into two equal groups on the basis of BMI ratio by lottery. Then overweight experimental group were put into 12 weeks conditioning programme and overweight group was instructed to perform the routine of daily life. At the end of 12 weeks treatment period, all the groups were tested in all criterion measures. The amount of gain in pre-test and post-test performances were calculated and compared to substantiate the hypothesis. For statistical analysis descriptive statistics, ANCOVA and pair sample mean difference was applied to get definite conclusions. The following conclusions were drawn on the basis of limitation of the study-
I. The 12 weeks conditioning programme significantly reduced the BMI of overweight adolescent boys. II. The 12 weeks conditioning programme was significantly improved in Cardiorespiratory fitness of overweight adolescent boys. III. The Wellness of overweight adolescent boys was significantly improved by 12 weeks conditioning programme.

Keynotes: Overweight, BMI, Wellness, Conditioning programme, cardiorespiratory fitness etc.

Introduction:

According to the World Health Organization (2016), there are around 2 billion adults overweight, of those 650 million are considered to be affected by obesity (BMI ≥ 30 kg/m²). That equates to 39% (39% of men and 40% of women) of adults

aged 18 or over who were overweight, with 13% obese. The worldwide prevalence of obesity nearly tripled between 1975 and 2016. It is estimated now that most of the world's population lives in countries where overweight and obesity kills more people than underweight. If current trends continue, it is estimated that 2.7 billion adults will be overweight, over 1 billion affected by obesity, and 177 million adults severely affected by obesity by 2025.

Obesity prevention is an international public health priority and there is growing evidence of the impact of overweight and obesity on short- and long-term functioning, health and well being. In children, adolescents and adults in a wide range of countries (including more recently, middle- and low-income countries) high and increasing rates of overweight and obesity have been reported over the last 20 to 30 years (Lobstein 2004; Popkin 2004; Wang 2001; Wang 2006a). Internationally, childhood obesity rates continue to rise in some countries (e.g. Mexico, India, China, Canada), although there is emerging evidence of a slowing of this increase or a plateauing in some age groups across European countries, the US (Rokholm 2010) and Australia (Nichols 2011; Olds 2010). The evidence was strong however, that once obesity established, it was both difficult to reverse through interventions (Luttikhuis 2009), and tracks through to adulthood (Singh 2008; Whitaker 1997), strengthening the case for primary prevention. Governments internationally are acting to implement strategies for obesity prevention and, behaviour change relating to diet and physical activity is an integral component of any such strategy. However, behaviour change interventions cannot operate in isolation from the context and the interplay between the obesogenic environment and the child is an important consideration.

Childhood obesity has been described as the primary childhood health problem in developed nations (Ebbeling 2002), having been linked to many serious physical, social and psychological consequences. These include increased risk of cardiovascular dysfunction (Freedman 1999), type 2 diabetes (Fagot-Campagna 2000), and pulmonary (Figueroa-Muñoz 2001), hepatic (Strauss 2000), renal (Adelman 2001) and musculoskeletal (Chan 2009) complications; lower health-related quality of life (Tsiros 2009); negative emotional states such as sadness, loneliness, and nervousness, and increased likelihood of engagement in high-risk behaviours and undesirable stereotyping including perceptions of poor health, academic and social ineptness, poor hygiene and laziness (Hill 1995).

Overweight and obesity, as well as their related non-communicable diseases, are largely preventable. Supportive environments and communities are

fundamental in shaping people's choices, making the healthier choice of foods and regular physical activity the easiest choice, and therefore preventing obesity.

To overcome overweight and obesity, it needs to have some kind of well structured physical exercises. In turn physical exercises resulted in improvement of physical ability as well as health and well-being. So, of the physical fitness is essential irrespective of human being as well as reduces the overweight and obesity. On the basis of literature review and keen interest of the researcher the problem of the study was stated as-'EFFECTIVENESS OF CONDITIONING PROGRAMME ON CARDIORESPIRATORY FITNESS AND WELLNESS OF OVERWEIGHT ADOLESCENT'. The objectives of this study were- to observe the impact of 12 weeks conditioning programme on BMI, Cardiorespiratory fitness and Wellness of overweight adolescent boys. The hypothesis of this present investigation was- due to 12 weeks conditioning programme, no significant difference exists between pre-test and post-test of control and experimental groups of overweight adolescent boys in BMI, Cardiorespiratory fitness and Wellness.

Methodology:

Present investigation was experimental type of research in the Physical Education and Sport Sciences. Pair sample technique was used in this investigation. Forty overweight adolescent school going boys were selected from Obesity prevention camp of Baranagar Ramkrishna Mission, Kolkata. There age was ranged between 14 to 17 years as verified from the school register. They were assigned into two equivalent groups consisting of twenty subjects each on the basis of Body mass index of by lottery. The measurement of BMI, Cardiorespiratory fitness and Wellness were the criteria of this present investigation. Height in meter and weight in kilogram were taken for BMI, the performance of 12 minutes' walk/run Cooper test for Cardiorespiratory endurance and KIDSCREEN-52 manual was adopted for Wellness were taken as variables for the study. The measurements were taken into two phases viz. pre-test or before application of treatments and post-test after 12 weeks conditioning programme. Experimental treatments were randomly assigned to the overweight experimental group and they was put into 12 weeks Conditioning programme and overweight control groups was instructed to performed the routine of daily life and not to participate in any strenuous activities throughout the training scheduled programme. At the end of 12 weeks treatment period, all the four groups were tested in all criterion measures. The amount of gain in pre-test and post-test performances were calculated and compared to substantiate the hypothesis. For statistical analysis descriptive statistics, ANCOVA and pair sample mean difference was applied to get definite conclusions.

The conditioning programme: "Conditioning" is an imprecise term. In this present investigation, conditioning programme consists with two separate parts, viz. one was mental conditioning or health awareness programme and another one was physical conditioning or exercise inventions. The durations of conditioning programme were 12 weeks. The mental conditioning was given the subjects in twice a week and total of 24 sessions during the training period. Each session consists of 90 minutes. The physical conditioning or exercise intervention programme was given three days in week. The duration of first four weeks was 75 minutes in each session, fifth to eight weeks were 80 minutes sessions and the last four weeks were 90 minutes for each session.

Result and Discussion:

The Mean and SD and ANCOVA values of pre-test and post-test of control and experimental groups of overweight adolescent boys in BMI, Cardiorespiratory fitness and Wellness were presented in table no-1.

Table No-1: Mean and SD and ANCOVA values of pre-test and post-test of control and experimental groups of overweight adolescent boys in BMI, Cardiorespiratory fitness and Wellness

Variables	Body Mass Index				Cardiorespiratory Fitness				Wellness			
	Control		Experimental		Control		Experimental		Control		Experimental	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Subjects	20	20	20	20	20	20	20	20	20	20	20	20
Mean	27.35	27.60	27.44	25.82	26.75	26.66	26.8	31.19	170.05	170.5	170.0	194.7
SD	1.24	1.20	1.19	1.31	5.47	5.34	4.42	4.02	4.89	5.22	5.86	5.87
F-Test	29.07*				16.38*				74.23*			

From the table no-1 it was shows that the mean values of pre-test and post-test of control and experimental groups of overweight adolescent boys in BMI, Cardiorespiratory fitness and Wellness were not equal. However to observed the effect of 12 weeks conditioning programme on BMI, Cardiorespiratory fitness and Wellness, the ANCOVA was computed and the values were found to be 29.07, 16.38 and 74.23 respectively. This was statistically significant at 0.05 level of confidence. The table no-1 also denotes that 12 weeks conditioning programme (physical and mental conditioning) significantly effects on BMI, Cardiorespiratory fitness and Wellness of overweight adolescent boys. However ascertain the degree of differences between pre-test and post-test of control and experimental groups of

overweight adolescent boys in BMI, Cardiorespiratory fitness and Wellness, the Post-Hoc mean difference was computed and values were presented in table no-2.

Table No-2 : Post-Hoc mean difference between the groups of pre-test and post-test of control and experimental groups of overweight adolescent boys in BMI, Cardiorespiratory fitness and Wellness

		t-value	Sig
BODY MASS INDEX	Pre-Test and Post-Test of Control overweight	3.26	.004
	Pre-Test and Post-Test of Experimental overweight	20.54	.000
	Control Pre-Test and Experimental Pre-Test of overweight	-.117	.908
	Control Post-Test and Experimental Post-Test of overweight	5.06	.000
	Control Pre-Test and Experimental Post-Test of overweight	4.27	.000
	Experimental Pre-Test and Control Post-Test of overweight	-.469	.645
CARDIO RESPIRATORY ENDURANCE	Pre-Test and Post-Test of Control overweight	.513	.614
	Pre-Test and Post-Test of Experimental overweight	16.35	.000
	Control Pre-Test and Experimental Pre-Test of overweight	-.067	.947
	Control Post-Test and Experimental Post-Test of overweight	-5.67	.000
	Control Pre-Test and Experimental Post-Test of overweight	-5.52	.000
	Experimental Pre-Test and Control Post-Test of overweight	.189	.852
WELLNESS	Pre-Test and Post-Test of Control overweight	-.882	.389
	Pre-Test and Post-Test of Experimental overweight	49.61	.000
	Control Pre-Test and Experimental Pre-Test of overweight	.055	.957
	Control Post-Test and Experimental Post-Test of overweight	22.31	.000
	Control Pre-Test and Experimental Post-Test of overweight	-29.00	.000
	Experimental Pre-Test and Control Post-Test of overweight	-.435	.668

*Significant at 0.05 level of confidence   Table value- 2.02

From the table no-2 it was seen that the significant difference were observed between pre-test and post-test of experimental overweight, Control Post-Test and Experimental Post-Test of overweight and Control Pre-Test and Experimental Post-Test of overweight in BMI at 0.05 level of confidence and there were no differences were exists between Pre-Test and Post-Test of Control overweight, Control Pre-Test and Experimental Pre-Test of overweight and Experimental Pre-Test and Control Post-Test of overweight in BMI of overweight adolescent boys.

From the table it also shows that the significant difference were observed between pre-test and post-test of experimental overweight, Control Post-Test and Experimental Post-Test of overweight and Control Pre-Test and Experimental Post-Test of overweight in Cardiorespiratory fitness at 0.05 level of confidence and there were no differences were exists between Pre-Test and Post-Test of Control overweight, Control Pre-Test and Experimental Pre-Test of overweight and Experimental Pre-Test and Control Post-Test of overweight in Cardiorespiratory fitness of overweight adolescent boys.

From the above table it also shows that the significant difference were observed between pre-test and post-test of experimental overweight, Control Post-Test and Experimental Post-Test of overweight and Control Pre-Test and Experimental Post-Test of overweight in Wellness at 0.05 level of confidence and there were no differences were exists between Pre-Test and Post-Test of Control overweight, Control Pre-Test and Experimental Pre-Test of overweight and Experimental Pre-Test and Control Post-Test of Obese in Wellness of overweight adolescent boys.

DISCUSSION ON FINDINGS OF BMI, CARDIORESPIRATORY FITNESS AND WELLNESS:

From the literature the researcher can universally acknowledged that well planned or structured exercise programme was good for overall health and wellbeing, from mental to physical health. A well planned conditioning programme (physical and mental conditioning) help to increase cardiovascular health and mental health. **Zhang L, Fos PJ, Johnson WD, et al. (2008)** suggest that conditioning programme designed to encourage children to lose weight in a healthy manner, thus reducing their BMI, could improve the physical and psychosocial health, and subsequently increase Wellness. The present investigation shows that the 12 weeks conditioning programme (physical and mental conditioning) significantly reduced the BMI of overweight adolescent boys and positively effects on cardiorespiratory fitness and wellness. **Kelley, G. A., Kelley, K. S., & Pate, R. R. (2014)** suggests that Exercise improves BMI overweight adolescents' boys and should be recommended in this population group. **Pfeiffer KA, Dowda M, et al. (2007)**, suggests that two or more weekly sessions of moderate Physical activity or one weekly session of vigorous Physical activity are needed to produce increases in cardiorespiratory fitness. **Sahar A.Khairy, Lobna M.El, (2016)** states that overweight and obesity have a major impact on the quality of life (QOL) in different patterns and magnitudes. The BMI, self-perception and wellness or quality of life of normal and obese children were significantly different and concluded that Obesity

in children had a negative impact on their quality of life and exercise interventions were significantly impacts on wellness.

CONCLUSIONS:

On the basis of result obtained and limitations of study, the following conclusions were drawn-

I. The 12 weeks conditioning programme (physical and mental conditioning) significantly reduced the BMI of overweight adolescent boys.

II. The Cardiorespiratory fitness of overweight adolescent boys was improved by 12 conditioning programme (physical and mental conditioning).

III. The 12 weeks conditioning programme (physical and mental conditioning) positively effects on Wellness of overweight adolescent boys.

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Links (URL) :

- www.nhlbi.nih.gov/health/health-topics
- www.emedicinehealth.com/obesity
- www.wpro.who.int/nutrition
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- www.nhs.uk/Conditions/Obesity
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THE THEORY OF ALIENATION BY KARL MARX
AND HIS CRITIQUE OF RELIGION: AN INTROSPECTION

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ABSTRACT

Key words: Karl Marks, Alienation; Humanism; Religion

According to Karl Marks, religion is the by-product of alienation created by capitalist mode of production. Rapid industrialisation has created division of labour that eventually alienated man from his essence that is his labour. In the earlier form of production a worker had a control over the product, he created, and that product was in fact his 'essence'. But the new mode of production has robbed him of his essence, because the worker is in no control of the products he is preparing[1]. He is not actually making a complete product; in fact he is making a very small part of the product. Therefore he does not have any idea of the production process that makes him alienated from his essence.[2] Moreover growing competition in the capitalist system has created alienation among the proletariat. It is this insecurity, which is the breeding ground of alienation for Karl Marx[3].

What religion offers for the oppressed is just an escape, according to Marx[4]. Religion has to offer something better even for those who does the act of oppression. Religion creates a false ideology among everybody that everything is maintained by God, he will take care of us, and we should not disturb the status quo, God has created. Therefore the social principles of Christian religion glorifies the slavery of antiquity, serfdom of the middle ages and proletariat of the modern time. It also justifies the oppression of the ruling class as the just punishment of the original sin or the like. It eventually preaches and promotes cowardice and submission. Ludwig Feuerbach and Georg Wilhelm Friedrich Hegel discovered the basic fault of Christian theology. Both of them referred to all human qualies as devine or related to God, when they should have talked about humanity at large and nothing else.

Christian theology seperates us from all that are good qualities of human being–love, beauty, kindness and attributes all them to heaven. Hegel also objectifies reason, freedom goodness and claims that these are expressions of some heavenly absolute.[5] Yet these are all basic features of human nature and there is nothing spiritual about it. Thus Christian theology and Hegel both make the same

mistake, they alienate human consciousness and assign it to some heavenly absolute or God. These arguements of Feuerbach convinced Marx. In his "*Critique of Hegel's Philosophy of Right: Introduction''* written a year after Feuerbach's book, Marx analysed,

"Man, who has found only the reflection of himself in the fantastic reality of heaven, where he sought a superman, will no longer feel disposed to find the mere appearance of himself,the non-Man [Unmensch] , where he seeks and must seek his true reality''.[6]

He then added:

"Man makes religion, religion does not make man. Religion is indeed man's self-consciousness and self-awareness so long as he has not found himself or has already lost himself again. But, man is no abstract being squatting outside the world. Man is the world of man – state, society. This state and this society produce religion, which is an inverted consciousness of the world, because they are an inverted world. Religion is the general theory of this world, its encyclopaedic compendium, its logic in popular form, its spiritual point d'honneur, it enthusiasm, its moral sanction, its solemn complement, and its universal basis of consolation and justification. It is the fantastic realization of the human essence since the human essence has not acquired any true reality. The struggle against religion is, therefore, indirectly the struggle against that world whose spiritual aroma is religion."[7]

Marx observed religion to be an after-effect of alienated consciouness. Although Feuerbach is given the credit of finding out the relation between alienation and religion[8], other thinkers like Bruno Bauer and Moses Hess actually developed the idea of religion to be the projection of human alienation.In the book "The Essence of Christianity" Feuerbach discussed that although in Judaism and Christianity, human created God as the projection of all his good qualities-love, wisdom, beauty etc in a very innocent way,that proved to have a bad effect on humanity, because human beings started thinking about themselves to be external to these qualities and also lacking these qualities. Thus Feuerbach clearly framed the idea of religious alienation before the general concept of alienation was framed. Marx analysed,

"Just as in religion the spontaneous activity of the human imagination, of the human brain and the human heart, operates independently of the individual–that is, operates on him as an alien, divine or diabolical activity–in the same way the worker's activity is not his spontaneous activity. It belongs to another; it is the loss of his self."[9]

Marx observes that in a similar fashion, capitalism has created a cleavage in the beaurocracy, between physical labour and intellectual labour, between labourer and the products, between man and man and between man and his social position. Capitalism has developed a leissez fare individualism, that although seems positive, yet such individualism creates fatal cleavage in the human consciousness. Marx explains,

"It is the same in religion. The more man puts into God, the less he retains in himself. The worker puts his life into the object; but now his life no longer belongs to him but to the object. Hence, the greater this activity the greater is the worker's lack of objects. Whatever the product of his labour is, he is not. Therefore, the greater this product, the less is he himself. The alienation of the worker in his product means not only that his labour becomes an object, an external existence, but that it exists outside him, independently, as something alien to him, and that it becomes a power of its own confronting him; it means that the life which he has conferred on the object confronts him as something hostile and alien."[10]

The proposition of Feuerbach could not explain why human beeings agree to alienate themselves from all their good qualities to some devine infinite and admit themselves to be the original sinners. He gives a rather non-satisfactory generalised and superficial answer that it is the basic nature of human beings to be alienated, they love to be unhappy with themselves, yet happy with God.Such explanation could not satisfy Marx. He toiled a lot and tried to find out a materialistic account of human alienation in his 'Economic And Political Manuscripts' published in 1944. Marx found out a link between the politics behind religion and economic exploitation in the capitalist society.Marx significantly observes,

"For Germany, the *criticism of religion* has been essentially completed, and the criticism of religion is the prerequisite of all criticism."[11]

Just as religion alienates us from all our goodness and arttribute them to God, the capitalist economy alienates the proletariat from their essence, their labour, the product of their labour. The capitalist economy transforms the products of their labour into some other things by a complex process and sells them in the market to be bought and used by others. Just as religion takes away human merits and attribute them to the Gods, the capitalist mode of production alienates the essence of the proletariat in form of labour and converts them to some commodities on which the labourer has no control, they are only to be sold out in the market for the rich. Thus religious alienation creates the expression for the proletariat for their

unhappiness in the material world, that develops from nothing but economic crisis, uncertainty and instability. The religious alienation is evidently the mirror image of the alienation of the material world.[12] Therefore it is easy to understand why religion has its strong and lasting influence over man from time immemorial. Therefore at the root, according to Marx, the birth and the development of religion has a strong economic factor. Therefore the capitalist mode of production is the base, and politics, law and religion are the parts of the super-structure. Thus it is the religious superstructure that aggrevates the emotional bancrupcy of the alienated, unhappy proletatiot class. Here we quote Marx :

"Religious distress is at the same time the *expression* of real [economic] distress and the *protest* against real distress. Religion is the sigh of the oppressed creature, the heart of a heartless world, just as it is the spirit of a spiritless situation. It is the *opium* of the people.

The abolition of religion as the *illusory* happiness of the people is required for their *real* happiness. The demand to give up the illusion about its condition is the *demand to give up a condition which needs illusions''.[13]*

The metaphor of opium is very significant,because opium is the narcotic element that at the same time aggrevates pain and creates fantacies. It is exactly equivalent to the role of religion in the life of the oppressed poor. Although the proletariat gets oppressed in the capitalist system of exploitation, the bereaved mind can escape the pain in imagining a supernatural world of divinity, where all pains cease to exist, all our sufferings dissapears with a magical wonder. If they are in utter financial distress, the imagined heaven has diamonds scattered here and there. It is this fantastic unreality that has made Marx sceptic about religion. To him being religious is not qualitatively very different from being addicted to opium, alcohol or drug. The practice of religion is nothing but promoting escapism in the psychology of the proletariat. Lenin later said,

"Religion is a sort of spiritual booze, in which the slaves of capital drown their human image, their demand for a life more or less worthy of man."[14]

People withstand all oppression, all exploitation believing it to be consequence of their original sin or the wish of God with the ludicrous hope that such injustice will be redressed in the next life. Religion diverts human agonies towards God, where they should have worried about the injustice of their material life. Engels observes,

"All religion, however, is nothing but the fantastic reflection in men's minds of those external forces which control their daily life, a reflection in which the terrestrial forces assume the form of supernatural forces."[15]

But in the the Marxist theory of religion, that we have been discussing so far requires special attention.

What Marx have discussed in his theory of religion is not practically religion in general, Marx actually makes his comments based on Christian theology and similar religious ideas that emphasize on the belief of God and afterlife. This may be an influence of Hegel, who thought Christianity as the highest form of all religion. Although the theory of religion of Marx can pertinently be applied to Hindu theology that gives good emphasis on God and afterlife. Most of the streams of Hindu doctrine persuade man to evade the thinking of the material world, the Hindu text 'The Gita' suggests not to worry about your product of labour, you can only work on and on, do not look at the consequences. The Marxist explanation on the politics of religion can also be applied on Buddhist theology which suggest to enjoy the world forgetting the miseries of the present life.[16]

Yet Marx's theory of religion can be challenged as it cannot be applied to a number of primitive tribal religion which do not have any doctrine of any sort of afterlife.

Secondly, Marx's theory of alienation–that he suggests to be the seeed of all religions, came into being after introduction of the division of labour in the capitalist mode of production. Turner argues there is no single, dominant ideology; there is a different ideology for each class. Yet according to Marx, religion in general, whether Christian or not, is an ideology that along with arts, literature, politics and law form the superstructure of the society that depends fundamentally on the economic base of the society, i.e. if there is a change in economic life, there must be some concrete changes in the superstructure of religion[17]. Although Marx claims his theorems to be scientific, the fact of the matter is that it is almost impossible to examine the theory of Marxism amongst the wide diversity of religious practices around the world. Marx has proved that during the rise of capitalism at the end of feudal era, there was a decline in the Catholicism and there was a rise of protestant Christianity. Because protestant Christianity promotes individualism that is very much required in the promotion of capitalist mode of production. But there are evidences that even after the advent of capitalism, some capitalists themselves, in some cities, e.g. cities in Italy, continued with their catholic religious belief. Marxist theory of religion cannot give suitable answers to

these questions. Moreover Marx cannot confirm that those countries or cities that adopted protestantism, did that only because the economic structure of these countries or cities changed abruptly during the rise of capitalism. Max Weber here criticizes Marx saying that such conclusion of Marx are oversimplistic as there are plenty of evidences in the history that literature art, politics, which Marx denotes as superstructure influenced economics, that is the base thus quite reversing the propositions of Karl Marx[18]. Actually religion fits in a social system as a result of several intricate networks of cause and effect, which act and react with each other in a very comflex process and it cannot never be nailed down to a one dimentional Marxist explanation.

Marx's theory of religion has contributed significantly in the critical study of religion. The theory of Marx has helped scrutiny the religious and social life in general. Marx's theory of religion has helped analyse the socio-economic factors in the society that takes their expression in different practices on religion. Therefore the practices of Buddhism and Catholicism differ in different countries and these can never be properly analysed without close scrutiny of corresponding society, culture and economic background.[19]

The theory of religion by Marx has no significant clash with the ideas of Durkheim and Freud. Actually Marx is not at all concerned with the individual religions and details about their customs. He agrees with James George *Frazer* that religion is nothing but a collection of absurd superstitous beliefs[20]. Yet Marx agrees with Durkheim on the point that we must investigate thoroughly the reasons behind the everlasting influence of religion over people. The idea of Marx is closer to Durkheim than Freud because Freud is more concerned about individual, rather than society or group. Although the idea of Freud is not at all at a stiff contrast since Freud believes that the development of an individual is shaped by his family and society[21].

Marx is at sharp contrast with Durkheim on the point that Durkheim believes that religion is the worship of the society and no society cannot be imagined without a set of religious rituals[22]. Marx agrees with Freud on the proposition that religion develops from a false sense of insecurity within us. For Marx it is the economic insecurity and for Freud the insecurity develops in the subconscious as a result of subconscious repression. Both Marx and Freud believe that if the psychological insecurity is removed, there will be no room for religion.

Marx explains

"The abolition of religion as the illusory happiness of the people is required for their real happiness. The demand to give up illusions about the existing state of affairs is the demand to give up a state of affairs that needs illusions. The criticism of religion is therefore in embryo the criticism of the vale of tears, the halo of which is religion. "[23]

Freud believes that people would be much better if they abolish superstitious elements of faith, still he believes that many will still stick to these faiths. Maxs moves one step farther announcing that people cannot abolish the tyrranny of exploitation untill they withdraw the religious beliefs, creating hallucinations. Marx is confident about the growth of socialism and gradual abolishion of religion.

"...violent measures against religion are nonsense; but this is an opinion: as socialism grows, religion will disappear."[24]

Marx believed that religion can only be attacked in a hostile or a frivolous way, there is no third way. The real, radical cure for the censorship would be its abolition.[25]

The observation of Marx that religion legitimises power and puts the power in a privileged position. There are numerous documents in support of the observation of Marx, i.e. the caste system of India was sanctioned in Vedas, the basic scripts of Hindu religion. In the middle ages, the kings ruled with religious sanction of the church. Slave-owners in America promoted the conversion of the slaves to Christianity so that they can be dominated and oppressed in a better fashion. Therefore Marx declares religion to be totally artificial and arbitrary creation of man based on material and socio-economic interests of a given society.

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1. "With this division of labor on the one hand and the accumulation of capital on the other, the worker becomes ever more exclusively dependent on labor, and on a particular, very one-sided, machine-like labor at that. Just as he is thus depressed spiritually and physically to the condition of a machine and from being a man becomes an abstract activity and a belly, so he also becomes ever more dependent on every fluctuation in market price, on the application of capital, and on the whim of the rich. Equally, the increase in the class of people wholly dependent on work intensifies competition among the workers, thus lowering their price. In the factory system this situation of the worker reaches its climax." –Marx, Karl. *Economic and Philosophic Manuscripts*, p. 24. Aakar Books Classics.

2. "This fact expresses merely that the object which labour produces–labour's product–confronts it as something alien, as a power independent of the producer. The product of labour is labour which has been embodied in an object, which has become material: it is the objectification of labour. Labour's realization is its objectification."

    –Marks, Karl. *Economic and Philosophic Manuscripts*, p. 68. Aakar Books Classics.

3. "The raising of wages excites in the worker the capitalist's mania to get rich, which he, however, can only satisfy by the sacrifice of his mind and body. The raising of wages presupposes and entails the accumulation of capital, and thus sets the product of labour against the worker as something ever more alien to him. Similarly, the division of labour renders him ever more one-sided and dependent, bringing with it the competition not only of men but also of machines. Since the worker has sunk to the level of a machine, he can be confronted by the machine as a competitor. Finally, as the amassing of capital increases the amount of industry and therefore the number of workers, it causes the same amount of industry to manufacture a larger amount of products, which leads to over-production and thus either ends by throwing a large section of workers out of work or by reducing their wages to the most miserable minimum." – Marx, Karl. *Economic and Philosophic Manuscripts*, p. 25. Aakar Books Classics.

4. "Religion is only the illusory Sun which revolves around man as long as he does not revolve around himself." – *'Marx's Critique of Hegel's Philosophy of Right' (1843)*. 1970. Translated by Joseph O'Malley. Oxford University Press.

5. "The beginning of religion, more precisely its content, is the concept of religion itself, that God is the absolute truth, the truth of all things, and subjectively that religion alone is the absolutely true knowledge."– Hegel, George Wilhelm Friedrich. October 26, 2006. 'Lectures on the Philosophy of Religion'. The Lectures of 1827. One-Volume Edition, edited by Peter C. Hodgson **.** Oxford: OUP.

6. 7 & 10 February 1844. 'A Contribution to the Critique of Hegel's Philosophy of Right, Introduction'. In *Deutsch-Französische Jahrbücher*. Paris.

    https://www.marxists.org/archive/marx/works/1843/critique-hpr/intro.htm

7. Marx, Karl. 'A Contribution to the Critique of Hegel's Philosophy of Right, Introduction'. p. 75.

8. "The more man alienates himself from Nature, the more subjective, i.e., supra-natural or antinatural, is his view of things, the greater the horror he has of Nature, or at least of those natural objects and processes which displease his imagination, which affect him disagreeably." – The Essence of Christianity Ludwig Feuerbach. 1841.

9.   'Preface, Economic and Philosophic Manuscripts'. 1844.

10. 'Preface, Economic and Philosophic Manuscripts'. 1844.

11. 7 & 10 February 1844. 'A Contribution to the Critique of Hegel's Philosophy of Right, Introduction'. In *Deutsch-Französische Jahrbücher*. Paris.

12. *"Religious suffering is, at one and the same time, the *expression* of real suffering and a *protest* against real suffering."* – A Contribution to the Critique of Hegel's Philosophy of Right: Introduction.

    https://www.marxists.org/archive/marx/works/1843/critique-hpr/intro.htm

13. 7 & 10 February 1844. 'A Contribution to the Critique of Hegel's Philosophy of Right, Introduction'. In *Deutsch-Französische Jahrbücher*. Paris.

14. 'Socialism and Religion, *Novaya Zhizn'*, No. 28, December 3, 1905. Signed: *N. Lenin*. Published according to the text in *Novaya Zhizn*. Source: 1965. *Lenin Collected Works*. Vol. 10, **83–87.** Translated by B. Baggins. Moscow: Progress Publishers.

15. Engels, Frederick. 1877. 'State, Family, Education, Anti-Dühring: Socialism', Part III.

16. Srimadbhagabatgita.   "**कर्मण्येवाधिकारस्ते   मा   फलेषु   कदाचन।**
मा कर्मफलहेतुर्भूर्मा ते सङ्गोऽस्त्वकर्मणि।" 2.47.

    English translation of lines :*"You have a right to perform your prescribed action, but you are not entitled to the fruits of your action. Never consider yourself the cause of the results your activities, and never be associated to not doing your duty."* 2.47, Srimadbhagabatgita.

17. "Just as Darwin discovered the law of development or organic nature, so Marx discovered the law of development of human history: the simple fact, hitherto concealed by an overgrowth of ideology, that mankind must first of all eat, drink, have shelter and clothing, before it can pursue politics, science, art, religion, etc.; that therefore the production of the immediate material

means, and consequently the degree of economic development attained by a given people or during a given epoch, form the foundation upon which the state institutions, the legal conceptions, art, and even the ideas on religion, of the people concerned have been evolved, and in the light of which they must, therefore, be explained, instead of vice versa, as had hitherto been the case." – Engels. 1883. Speech at the Graveside of Karl Marx.

18. In "The Protestant ethic and the Spirit of Capitalism", Weber asserted that Reformed Protestantism, by nurturing stronger preferences for hard work and thriftiness had led to superior economic affluence.

19. Yinger, J. Milton. 1957. 'Religion, Society, and the Individual, An Introduction to the Sociology of Religion'. (Macmillan. Translated into Italian, 1961, French, 1964, Spanish, 1968.)

20. "By religion, then, I understand a propitiation or conciliation of powers superior to man which are believed to direct and control the course of nature and of human life. Thus defined, religion consists of two elements, a theoretical and a practical, namely, a belief in powers higher than man and an attempt to propitiate or please them. Of the two, belief clearly comes first, since we must believe in the existence of a divine being before we can attempt to please him. But unless the belief leads to a corresponding practice, it is not a religion but merely a theology; in the language of St. James, "faith, if it hath not works, is dead, being alone." In other words, no man is religious who does not govern his conduct in some measure by the fear or love of God. On the other hand, mere practice, divested of all religious belief, is also not religion. Two men may behave in exactly the same way, and yet one of them may be religious and the other not. If the one acts from the love or fear of God, he is religious; if the other acts from the love or fear of man, he is moral or immoral according as his behaviour comports or conflicts with the general good." – Frazer, James George . The Golden Bough.

21.

1. "However, psychoanalytic investigation of the individual teaches with especial emphasis that god is in every case modelled after the father and that our personal relation to god is dependent upon our relation to our physical, fluctuating and changing with him, and that god at bottom is nothing but an exalted father. Here also, as in the case of totemism, psychoanalysis advises us to believe the faithful, who call god father just as they called the totem

their ancestor. If psychoanalysis deserves any consideration at all, then the share of the father in the idea of a god must be very important, quite aside from all the other origins and meanings of god upon which psychoanalysis can throw no light. But then the father would be represented twice in primitive sacrifice, first as god, and secondly as the totem-animal sacrifice, and we must ask, with all due regard for the limited number of solutions which psychoanalysis offers, whether this is possible and what the meaning of it may be..” – Freud, Sigmund. 1919. 'Totem and Taboo: Resemblances Between the Psychic Lives of Savages and Neurotics'. Translated by A. A. Brill. London George: Routledge & Sons Limited.

2. “Religion is an illusion and it derives its strength from the fact that it falls in with our instinctual desires.” – Freud, Sigmund. 'New Introductory Lectures on Psychoanalysis'.

3. “Religious doctrines … are all illusions, they do not admit of proof, and no one can be compelled to consider them as true or to believe in them.” – Freud, Sigmund. 'The Future of an Illusion'.

22. “For a long time it has been known that the first systems of representations with which men have pictured to themselves the world and themselves were of religious origin. There is no religion that is not a cosmology at the same time that it is a speculation upon divine things. If philosophy and the sciences were born of religion, it is because religion began by taking the place of the sciences and philosophy.” – Durkheim, Émile. 1912. 'The Elementary Forms of the Religious Life'. Translated by J. W. Swain (2nd edition 1976).

23. 7 & 10 February 1844. 'A Contribution to the Critique of Hegel's Philosophy of Right, Introduction'. In *Deutsch-Französische Jahrbücher*. Paris.

24. Interview with Karl Marx, Chicago *Tribune*, January 5 1879.

25. Marx, Karl. 'Comments on the Latest Prussian Censorship Instruction'.

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8. Speech at the Graveside of Karl Marx (1883), Engels.

9. Engels, Frederick. 1877. 'State, Family, Education, Anti-Dühring, Socialism', Part III.

10. Durkheim, Émile. 1912. 'The Elementary Forms of the Religious Life'. Translated by J. W. Swain (2nd edition, 1976).

11. Freud, Sigmund. The Future of an Illusion.

12. Frazer, James George. The Golden Bough**.**

13. Freud, Sigmund. 1919. 'Totem and Taboo: Resemblances Between the Psychic Lives of Savages and Neurotics'. Translated by A. A. Brill. London: George Routledge & Sons Limited.

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