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From the Desk of
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T*he undersigned takes pleasure in bringing out the 21ˢᵗ Issue issue of 'JOURNAL OF EDUCATION AND DEVELOPMENT'*

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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
30ᵗʰ June, 2021

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EDUCATION AND DEVELOPMENT

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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.

STUDY OF SCIENTIFIC ASPECTS OF BRAIN BASED LEARNING IN THE CLASS ROOM STUDENTS

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ABSTRACT

During the past years the field of brain based learning has grown tremendously. It is reasonable to expect that its research and applications to teaching and learning will continue to expand in the country and in many states around India. The newest brain research has three fold advantages first it provides educator's access to brain research to make academic brain based connections to teaching and learning. Second it allows educators to design classroom and school environments that accommodate a growing diverse group of student learners. Finally it is becoming clear that this research and strategies provide a solid foundation for educators around the world to create successful learning and the brain communities. This paper focus on brain based learning used as a tool for effective learning goals. In the present day scenario it has become very important for a person to excel in these skills to be successful in his life. The individual through learning acquires all these aspects. Learning occupies the very important place in everybody's life. Mostly learning influences one's actions. It is an important factor for his personality and behavior. Education system plays an important role in inculcating such kind of learning in the students. An individual starts learning immediately after his birth or even earlier in the womb of the mother. Experience direct or indirect plays an important role in the process of learning. The central idea in any educational process is learning. Teachers have to provide suitable atmosphere for children in which they can learn with ease and retain it longer and employ it as an effective means for their proper development. The concept of brain based learning deals with the subject of educational psychology which is the most important things in learning process. Brain based learning is influenced to developed cognitive thinking of learners as brain is the basic tool of learning process. It is related with the factors of environmental factors social factors for changing behavior of learners. Brain based learning occurred from birth of the learners. Structure and function of the brain helps to developed ability of learning process to the children. Similarly meaningful learning can developed cognitive and emotional activities of the learners. So meaningful learning might not be happened without brain based learning or cognitive facilities of the brain. This paper exhibits how brain based learning developed learning process in the classroom effectively.

Keywords: Scientific Aspects, Brain Based Learning, Class Room Students.

INTRODUCTION

Learning is relatively continuing products of experiences which come out as a result of the interaction between individual and environment. The concept of learning is vital importance in terms of explaining human behaviors. Brain-based learning deals with the concept of learning in a neurophysiological context of learning. Brain is the basic factor in learning so learning is affected by environmental factors psycho-social qualities of the individual and chemical structure of the organism and these interactions reflect on the process of learning. Effective teachers never stop considering different ways of method of teaching to improve student achievement. Each teacher is different from each other from their learning style. Brain research has provided new knowledge about the many ways that humans learn. Brain based learning has resulted from educators and researchers put on findings about brain research to guide teaching and practice. Brain based teaching learning has involved the implementation of designing the lesson plan principles and their impact on education before and after each lesson. Neuroscience is the scientific study of the brain which is dealing with the structure and function of the brain. Educationists started to comprehend about how the brain works. This understanding helps the teacher educators and student teachers how when and why learning occurs from the psychological perspective. Brain Based Learning research affirms that although all students can learn and each brain is unique for student at his own preferred learning style. Brain Based Learning also establishes that learning is greatly enhanced when students are taught using research based learning strategies. Researchers have demonstrated the effectiveness of using Brain Based Learning an inclusion classroom to teach regular education students as well as students with special needs. This research confirms that inclusion of teachers can reach students by incorporating aspects of Brain Based Learning such as multiple intelligences learning styles and emotional intelligences into their classroom and homework assignments. Students are expected to produce their best work. Students' self-esteem increases when they can see their accomplishments and understand the value of producing their highest quality work. It emphasize that the brain's search for meaning is deep and personal human brains are constantly seeking depth and meaning. The learning community describes an atmosphere in which everyone is expected to value genuine effort and quality work. Student work is always on display both at the school and in the community at large. Students are taught to respect their teachers and one another points out the importance of teaching students responsibility for their own actions. Brain based

learning can be viewed as techniques gleaned from research in neurology and cognitive science used to enhance teacher instruction. These strategies can also be used to enhance students' ability to learn using ways in which they feel most comfortable neurologically. It defines brain based learning as learning in accordance with the way the brain is naturally designed to learn. Perhaps the most important aspect of Brain Based Learning is that it encompasses and combines specific types of research based academic interventions as well as applied aspects of emotional learning. The basic component of brain based learning is that our emotions influence our ability to learn. Our brains are constantly striving to make connections between intellect and emotions. However explains that the brain attaches emotion to each event and thought forming patterns of meaning. Generally speaking teachers have paid little attention to the emotional content of lessons. The emotional system drives our attention system which drives learning and memory and everything else that we do. It is biologically impossible to learn and remember anything which we don't pay attention. The emotional system tells us something is important whether we ought to put energy or effort into it. In other words the teachers are most likely to gain and keep the attention of students when they engage students' brain based emotional systems in a challenging yet non-intrusive manner.

PRINCIPLES OF BRAIN BASED LEARNING

Brain Parallel Processor: The brain performs many tasks simultaneously including thinking and feeling.

Learning Engages Entire Physiology: The brain and the body are engaged in learning.

Meaning Is Innate: The brain's or mind's search for meaning is very personal. The greater the extent to which we learn is tied to personal meaningful experiences the greater and deeper our learning will be.

Search through Patterning: The brain is designed to perceive and generate patterns and it resists having meaningless patterns imposed on it.

Emotions are Critical: Our emotions are brain based they play an important role in making decisions. In the ground breaking the emotional brain clearly explains how the emotional neural passage ways which originate in our amygdala influence the neural passage ways needed for academic and scholarly work.

Brain Processes: The left and the right hemisphere have different functions but they are designed to work together. People hold general perceptions of the environment and pay selective attention to various parts of it.

Learning Always Involves Conscious and Unconscious Processes

There is interplay between our conscious and our unconscious one primary task of educators is to help students take charge of their conscious and unconscious processing.

Rote Learning Memory: The taxon or rote memory systems consist of facts and skills that are stored by practice and rehearsal. Spatial, or autobiographical, memory builds relationships among facts events and experiences.

Learning is Developmental: Children and their brains benefit from enriched home and school environments.

Students optimally benefit when their assignments are challenging and the classroom environment feels safe and supportive. It expands upon the importance of eliminating threat from the class room in the influential Emotional Intelligence: Why It Can Matter More Than IQ. Each brain is uniquely organized. When teaching we need to consider how each student learns most effectively each student has his own unique set of brain strengths and weaknesses.

SCIENTIFIC ASPECTS OF BRAIN BASED LEARNING

Brain based teaching strategies are effective for all students regarding of learning challenges. According to Brain based learning is a way of thinking about the learning process. It is not a panacea nor is it the solution to all our problems. It is not a program philosophy or a recipe for teachers and it is not a trend. It is however a set of principles and base for knowledge and skills upon which we can make better decisions about the learning process. The most recent trend of brain based learning applies findings from cognitive neuroscience. The functions of memory are another central aspect of brain based learning. Apart from the neuroscience research revealing that all these memory systems are interconnected and interactive as they contain various memory pathways that have to be used in balance and respected when information retrieve is required. Brain based learning puts the strong emphasis on physical exercise and movement in the classroom. For making awareness about the brain based learning we should know the conceptual understanding related to the structure and function of the brain. The brain based learning is a different from traditional methods of teaching. Brain based learning emphasizes on meaningful learning in the place of rote learning. Brain based learning also developed activity based learning and learner centric approach. Brain based learning principles show how brain based learning can be beneficial in the teaching and learning process. The principles need to be understood and apply in the classroom have showed some principles of brain based learning. The brain is a parallel processor of learning.

The brain based learning is a life-long process. Learning engages the entire physiology and helps to search for meaning in innate. Learning involves both focused attention and exterior perception and learning always involves conscious and unconscious processes.

ASPECTS OF LEARNING PROCESS

Learning is a sequential process of mental events or conditions leading to changes in the learner. The learning process is as follows:
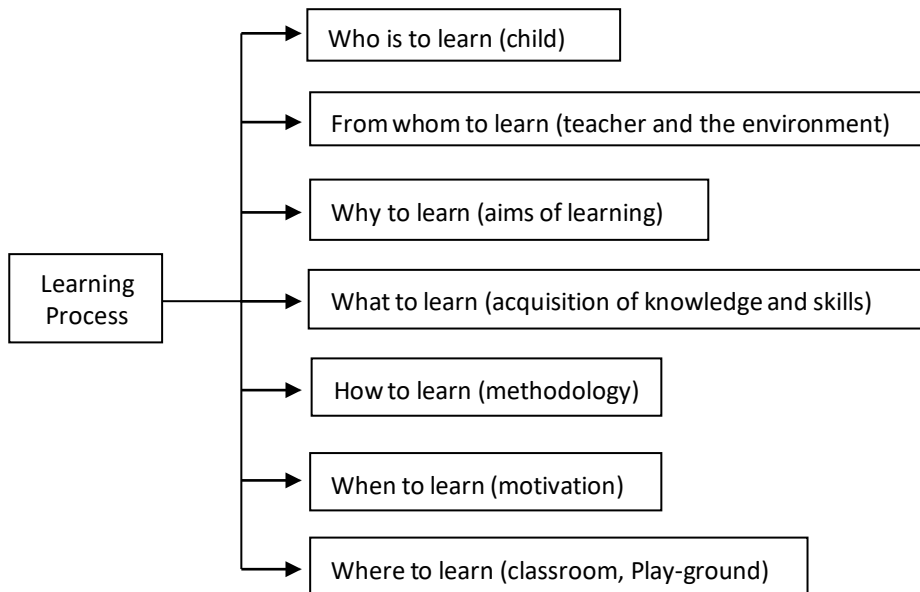
Figure 1: Aspects of Learning Process

TYPES OF BRAIN STORMING

1. Basic Brainstorming

2. Brainstorming with Guidelines

3. Paired Brainstorming

4. Plan-Ahead Brainstorming

5. Facilitating Brainstorming

TYPES OF ATTENTION

Ross (1951) classified attention as follows:
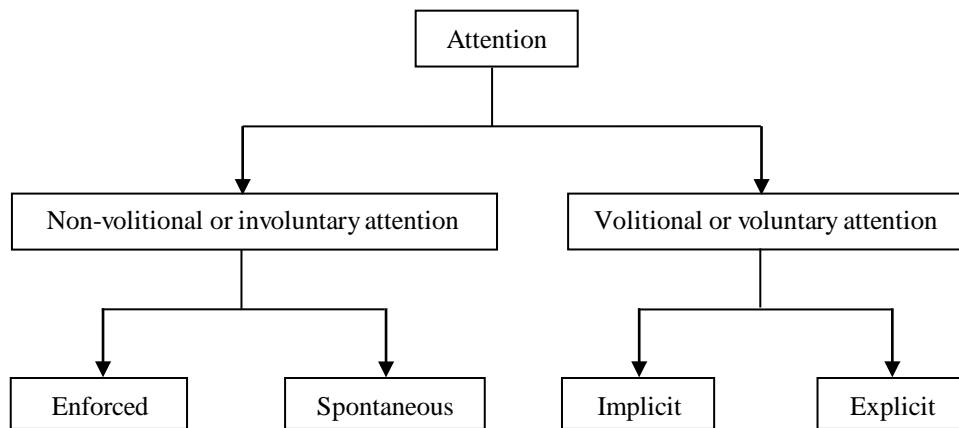
Figure 2: Classification of attention

STRUCTURE AND FUNCTION OF THE BRAIN

The brain is vital to human under-standing and the ability to learn. It is the base of our mental facilities. The brain is divided into different areas which are called as lobes and each lobe is responsible for different activities or functions. The Cerebrum is the largest part of the human brain and is made up of the cortex. Major regions of the cortex are responsible for the processing of our sensations. This is the largest part of the brain and is divided into the right and left hemispheres. The left hemisphere controls the right side of the body part and is usually responsible for speech and language functions. The right hemisphere controls the left side of the body part and is usually responsible for processing visual and spatial information and other non-verbal skills. The two hemispheres are linked by bundles of nerve which allow communication between each side of the brain. But there have myth about hemispheric brain based learning and teaching. The functional organization and functional differences among different brain is called as hemispheric dominance of the brain functioning. The most prevalent among teachers is the difference between the learners which results due to the dominance of one of the two hemispheres of the brain. According to this mistaken belief that students are either left-brained or right brained. Left-brain learners are more analytical and logical whereas right-brain learners are more creative. According to (OECD) no specific evidence indeed indicates a correlation between the degrees of creativity and the activity of the right hemisphere. Similarly no scientific evidence validates the idea that analysis and logic depend on the left hemisphere or that the left hemisphere is the special seat for arithmetic or reading. There is no scientific study which shows that adapting the teaching method to a student's dominant hemisphere is beneficial to the

learner. As a human beings are privileged to have the ability to act willingly and consciously. We have the free will to make decision concerning to think remember and develop and actions which we want to take. We use our brain and nervous system to exercise voluntary control over our decisions. We control our muscles to carry out those choices and this is called as voluntary nervous system. It is located in the part of the brain called the Neo cortex.

LEARNING IN CLASS ROOM

The term of meaningful learning has become clear in science education through the work of the educational psychologist. As he suggests in most contexts meaningful learning is better than rote learning that meaningful learning serves as a kind for learning which has value in real classroom condition in multi-disciplinary contexts. Meaningful learning engages students emotionally socially cognitively. Meaningful learning promotes success. It increases emotional and cognitive growth of learner. Meaningful learning helps to develop curiosity and boosts the students to the joy of finding. It leads to self-actualization of the students. The knowledge gained through meaningful learning relates to new learning situations. This type of learning stays with students throughout the life span. Meaningful learning is active constructive and life-long learning and it allows students to be fully engaged in the learning process. Meaningful learning teaches students important cognitive skills which are based on brain based learning. Brain based learning learner can use throughout their life. Cognitive skills can also be develop through the brain based learning then students can evaluate analyze remember and make comparisons themselves. So brain based learning use as a tool for meaningful which is the most effective way for students to engage in learning process. Brain based learning is a relatively new idea and that requires educators and neuroscientists work together to create meaningful programs. Specialists in the fields of psychology cognitive science and education converge to improve teaching methods and academic programs. Brain based learning is a connected with neurology and the science of education where educational psychology plays an important role. The education in the classroom is a scientific tool for educators as well as teachers designed to help and identify to academic failures and assimilates the main cognitive functions in children. Brain based learning also is constructivism approaches of teaching method whether the brain constructing learning process as finding and structuring knowledge by means of associating them with previous experiences and knowledge. According to constructivism learning is an interior process that takes place in person's mind and it is differ from individual to individual.

EDUCATIONAL SIGNIFICANCE

In this way brain storming can be used throughout the teaching when students begin a new phase or when individual students groups feel stuck and in need of new ideas. It is a good tool for group facilitators who can use it to focus the group to generate new ideas. There are many assessment opportunities in brainstorming session for students as well as teachers. The most striking and important signifance is that there is a possibilities of easy and facilitating shift over of creative thinking and ability in teaching if the techniques like brainstorming are applied successfully. The techniques have policy implication in yielding an insight into the negative effect brought about by the conventional and traditional teacher training strategies. If teachers are trained in developing creative ability to integrate teaching skills they have significant influence on productivity of children in terms of originality fluency flexibility and other creative factors.

CONCLUSION

Educational neuroscience provides important neurological evidence to support the lifelong learning and confirms the wider benefits of learning especially for ageing populations. Cognitive functions are also developed by the brain based learning process. With the help of this learning process students or teachers can developed their behavior attitude activity. Educational neuroscience is worked as multi-disciplinary. It helps to develop curriculum so that the present curriculum is based on activity based experience and learner centric curriculum. Brain based learning is one of the most important way of teaching process who helps to change the curriculum. It is used as psychological perspective of learning in teaching process. Teacher must be known about this method of teaching learning and then the learner can motivate and learn excellently. So in this present era teachers should be made aware about brain based learning use as the meaningful learning in teaching learning process and get idea over neuroscience in education for a better class room practices.

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ONLINE EDUCATIONAL PLATFORM: A DEPUTE TO CLASSROOM LEARNING IN COVID-19 CRISIS

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ABSTRACT

The irruption of COVID-19 has been imparting almost all the people and forbidding their valuable life across the world. Government of India and other countries are taking all requisite stairs to ensure that we are gear up to accept the gainsay and menace of this harmful deadly virus. Online educational platforms represent a central persona in no breakout of teaching-learning during this 'Stay home, stay safe'. The purpose of this study is to showcase the recent status of online educational platform in COVID-19's difficulty. Teaching is proceeding in online platform, with a lot of attempt and mistake and uncertainty for one and all.

Keywords: Online educational platforms, COVID-19, Teaching-learning, Recent status.

Introduction:

In the spring and summer months of 2020, the COVID-19 pandemic drove many schools and colleges to cancel in-person classes. Now, as we enter fall, many schools, colleges and universities continue to rely on virtual learning to keep students and teachers safe. Due to this virus all institutions are started online classes to risen the caliber of gaining powers of knowledge for the students in this lockdown. Online education has provided a new way of learning to develop a student's mindset beyond schooling education. In all the educational spheres, online teaching has become one of the best alternative of syllabus transfer. Now-a-days, the university as well as school students can easily take up to this virtual learning and teaching atmosphere. In spite of the speedy circulation of online learning at the diverse institution tier, it looks like that a couple of mortals have hit the books of preparation and formulation of learners for such requisite surroundings. The digital learning platforms said the students with full access to the study material as well as allow them to engage in online classes and interact with the teachers and students. Students are abiding by the learning schedule and submitting their assignments on time. All this contributes to personalized learning of students. The unstable situation is constantly braced with unusual chances. And it is the indefinite period to apprize the entire prospective of technology for learning. In the arousal of an unstable situation of extreme difficulty and holding the learners' safety in psyche with a forward motion of

students' academic interest, several universities in the teaching area have been supporting E-Learning and online teaching in order to the learning entirely develop and do not recede. When the entire universe is struggling with the deadly virus COVID-19 which has been cleaning up the people gang spinning around the world but the delivery of acquired knowledge procedure with a lot of trial and error are however continuing by applying virtual learning and it's technique and instruments. Various online educational platforms such as Vedantu, Unacademy, Educart, BYJU's and many more have offered free access to live classes to the students in order to continue their virtual learning from home. Online education provides information for every field of education at wide range. It has helped most of the people in providing education in different languages of their choice. Massive open online courses aim at unlimited participation and open for all via web to deliver them education through different courses available.

BYJU's Co-founder and Director, Divya Gokulnath, said in a statement, "Since our announcement last week, we have witnessed a 60% increase in the number of new students using the app to learn from home daily". This statement refers to the big role which ELearning is playing now-a-days specially in COVID-19 crisis. On the other side, Gaurav Munjal, co-founder and CEO at Unacademy declared that "in the last three weeks, learner who are watching free classes have increased by 3x. We are clocking 30 million minutes of watch time on Unacademy every single day. Our educators started taking more live classes". Almost all the higher educational institutions as well as schools have originated compulsory online learning without missing a day and hence, faculties are infallibly communicating their portion to complete syllabus for the academic sessions over Skype call, Zoom, Impartus, Google Classroom, Google Meet, YouTube and any other online teaching platform options to continuing their lessons. Whenever and where required, the teaching is overprovided to learners as well as the instructors via videos to employ techniques to make easier online classes. Several educational organizations are as well giving the onetime transmission videos of lessons to learners where teacher explicate the subject comprehensively with this precariousness on the purview, all Governments in India as well as in Abroad have also come to a decision to carry out it upon themselves to guide learners rest at home safely without compromising on their studies. Technology has changes the teaching methods while referencing interests that impact on virtual learning and sociable purpose. Up to a time this direful epidemic becomes determined to an end, this is the E-Learning and E-Teaching that will build the interruption between faculties and students.

So, the digital India vision of the government is emerging as a vital tool for solving the present crisis due to Covid-19. It is a fact that technology-based education is more transparent with all respect. Looking at this challenge of colleges and schools being shut, government of India, as well as state governments and private players have undertaken proper initiatives. The Ministry of Human Resource Development (MHRD) has made several arrangements, including online portals and educational channels through Direct to Home TV, Radios for students to continue learning. During lockdown, students are using popular social media tools like WhatsApp, Zoom, Google meet, Telegram, Youtube live, Facebook live etc. for online teaching learning system. ICT initiative of MHRD (eBroucher- https://mhrd.gov.in/ict-initiatives) is a unique platform which combines all digital resources for online education.

The digital initiatives of MHRD during COVID-19

The Ministry of Human Resource Development (MHRD) launched the 'Bharat Padhe Online' (India Study Online) campaign to crowd source ideas for improving the online education system in India. The campaign ran for a week in April 2020 and garnered over 3,700 suggestions via Twitter and email. The MHRD has launched several e-learning portals as social initiatives dealing with the COVID-19 crisis and the related well-being of students.

- **Diksha** portal contains e-Learning content for students, teachers, and parents aligned to the curriculum, including video lessons, worksheets, textbooks and assessments. Under the guidance of its national boards of education (CBSE) and NCERT, the content has been created by more than 250 teachers who teach in multiple languages. The app is available to use offline. It has more than 80,000 e-Books for classes 1 to 12 created by CBSE, NCERT in multiple languages. The contents can also be viewed through QR codes on textbooks. The app can be downloaded from IOS and Google Play Store. Website: https://diksha.qov.in or https://seshaqun.qov.in/shaqun

- **e-Pathshala** is an e-Learning app by NCERT for classes 1 to 12 in multiple languages. The app houses books, videos, audio, etc. aimed at students, educators and parents in multiple languages including Hindi, Urdu, and English. In this web portal NCERT has deployed 1886 audios, 2000 videos, 696 e-Books and 504 Flip Books for classes 1 to 12 in different languages. Mobile Apps is available. Website: http://epathshala.nic.in or http://epathshala.qov.in

- **National Repository of Open Educational Resources (NROER)** portal provides a host of resources for students and teachers in multiple languages including books, interactive modules and videos including a host of STEM-

based games. Content is mapped to the curriculum for classes 1-12, including aligned resources for teachers. It has a total of 14527 files including 401 collections, 2779 documents, 1345 interactive, 1664 audios, 2586 images and 6153 videos on different languages. Website: http://nroer.qov.in/welcome

- **Swayam** is the national online education platform hosting 1900 courses covering both school (classes 9 to 12) and higher education (under graduate, post graduate programs) in all subjects including engineering, humanities and social sciences, law and management courses. The unique feature is that, it is integrated with the conventional education. Credit transfers are possible for SWAYAM courses (max. 20%). Website: https://swayam.gov.in

- **Swayam Prabha** has 32 DTH TV channels transmitting educational contents on 24 x 7 bases. These channels are available for viewing all across the country using DD Free Dish Set Top Box and Antenna. The channel schedule and other details are available in the portal. The channels cover both school education (classes 9 to 12) and higher education (undergraduate, postgraduate, engineering Out-of-school children, vocational courses and teacher training) in arts, science, commerce, performing arts, social sciences and humanities subjects, engineering, technology, law, medicine, agriculture. Website: https://swayamprabha.gov.in

- **e-PG Pathshala** is for postgraduate students. Postgraduate students can access this platform for ebooks, online courses and study materials during this lockdown period. The importance of this platform is that students can access these facilities without having internet for the whole day. Website: https://epgp.inflibnet.ac.in

The digital initiatives from Private Sectors during COVID-19

In response to significant demand, many online learning platforms from private players are also offering free access to their services, including platforms like

- **BYJU's** arguably the most popular online learning app in India. It is a Bangalore-based educational technology and online tutoring firm founded in 2011, which is now the world's most highly valued edtech company. Since announcing free live classes on its Think and Learn app, BYJU's has seen a 200% increase in the number of new students using its product. Although the app primarily focuses on school students, it also includes courses for competitive exams such as JEE/NEET, UPSC, and Bank PO. While the courses are paid – starting at Rs.3,500, there is a scholarship programme for students in classes 4th-12th. BYJU's also include online classes for

conceptual understanding, clearing doubts, personalised learning, and individual attention from mentors. Additionally, the company's recent investment in White hat Jr that teaches coding, which was recently included in India's new education system, to kids.

- **Unacademy** the next online education app in India worth looking at is Unacademy. You probably would have heard about the app as it's among the best apps for competitive exams. The Unacademy includes courses from UPSC to JEE, NEET, SSC, and Bank exams, among other things. The app helps you understand concepts with daily live classes, practice, and revision, and live mock tests. Just like BYJU's, Unacademy is also paid, but there are few free courses as well.

- **Vedantu** another app that you may consider for online learning and education is Vedantu. The app is similar to BYJU's as it includes courses for students from classes 1 to 12th and coding for kids. Vedantu also includes live classes and preparation for JEE, NEET, and NDA exams. While there's free access to all live classes and content, Vedantu also offers a V Pro pack that comprises live online teaching, test and assignments, and crash courses, among other things, starting at Rs.4,000 a month.

- **Toppr** also makes it to our online learning apps list as it includes courses for all classes across boards whether it's ICSE, CBSE, Uttar Pradesh State Board, and Canadian Curriculum. The app helps students from classes 8th-12th learn with live classes, online classes, adaptive practice, mock tests, and live doubts. Toppr also prepares aspirants for various exams such as JEE Main, JEE Advanced, Olympiad, AIIMS, NDA, and CA foundation. The basic subscription to Toppr starts at Rs.30,000. You can also subscribe to individual modules.

- **Doubtnut**, as the name suggests, is basically a platform for learners to clear their doubts. It basically works like this – you have a doubt, search on the Doubtnut app or website or upload an image of the problem, and you'll get the answer. The answer is given in the form of a video to help you understand better. Doubtnut also includes NCERT courses from classes 6th to 12th and IIT-JEE preparation. There are study materials and crash courses as well and Doubtnut also runs a scholarship programme for young JEE aspirants where the top 1,000 ranked candidates are given fees concession. Unlike other online learning and education apps on the list, Doubtnut is free for all. The app is only available for Android users as there is no iOS version at the moment.

- **Edukart** also lists among the top eLearning platform in India. Edukart which was founded in 2011, offers education pursuers a platform to select and enroll from more than 2000 courses in degree, diploma, certificate, entrance coaching and K12 categories. The company through various certification programs, is helping students and professionals improve their skills. EduKart is an online entrance coaching site that provides solution to the problems of all education seekers.

- **Meritnation** is an Edu tech startup, which is a division of Applect Learning Systems based in Delhi. Meritnation is an online portal that caters to the learning needs of students in school. The company has incorporated latest education technologies such as live video lectures and interactive recorded videos to impart the best knowledge to the students. By conducting regular tests and giving time-bound assignments, it also checks the preparedness of students for exams.

Present status

Virtual classrooms are not new concepts now; the current pandemic has forced the entire education system to adopt online teaching-learning mode until we are out of danger from the corona pandemic. More than 370 million users are on internet in India helping online education to grow at a fast pace. E-learning market in India is estimated at more than 3 billion at present. Here the author has been illustrated the present status of online educational platform with the help of secondary data source.

Byju's reports (30th March, 2021) to have 40 million users overall, 3 million annual paid subscribers and an annual retention rate of about 85% (2019), by 2018, it had 15 million users and 900,000 paid users. Byju's also claimed to have more than 80 million registered students and 5.5 million annual paid subscriptions with an average time of 71 minutes spent by a student on the app every day from over 1,700 cities. Unacademy now has 30 million registered users and 350,000 paying subscribers, almost four times as many as in February, 2020. Vedantu expects to have more than 250,000 paying subscribers, a five-fold increase by 20th March, 2021, they had around 700,000 users and 25 million users who took the free live class in the academic year 2019 and in 2020-21respectively.

Figure-1: Rise of Educational App Users
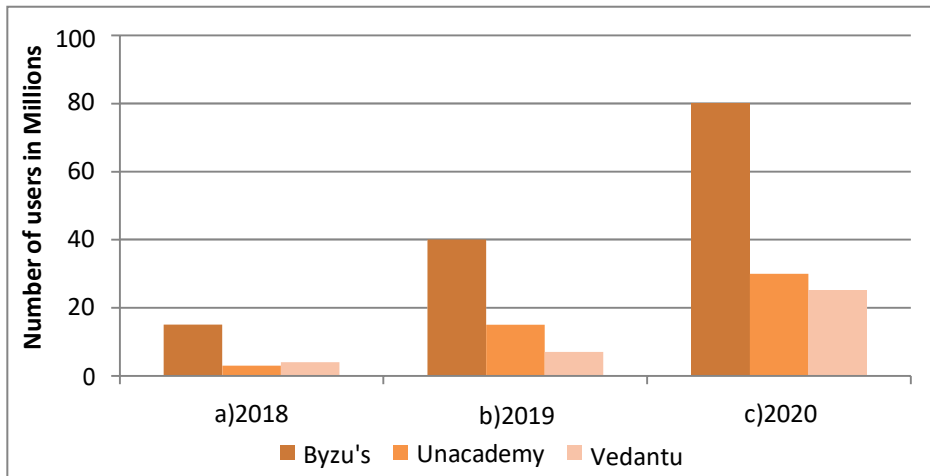
Source: www.google.com/wikipedia

Majority of students (79 percent) use smartphones to study online, as per a survey 'India Lockdown Learning' report by Vidyasaarathi. The report goes on to state that only 17 percent of students attend their online classes using laptops and computers and rest 4 percent students attend it through mediums like tablets. Vidyasaarathi is one of the largest scholarship management portals in India – promoted by NSDL e-Governance. The survey helps us to take note of how students are adopting e-learning which is becoming the norm and the challenges they face in the transition. The report that provides unique insights and perspectives on the e-learning scenario in India further finds that WhatsApp and Zoom Calls to be the most preferred medium of 59 percent students for conducting online classes; followed by 30 percent of students using their school's or college's online platform to attend online classes.

Number of mobile phone internet users in India was 242.92 million in 2015 and 390.9 million in 2018 respectively and there is a forecast of 469.3 million in 2021. The statistics shows that there is sharp rise of 60.93% during the years between 2015 and 2018.

Figer-2: Number of mobile phone internet users in India from 2015 to 2018 with a forecast until 2023 (in millions)
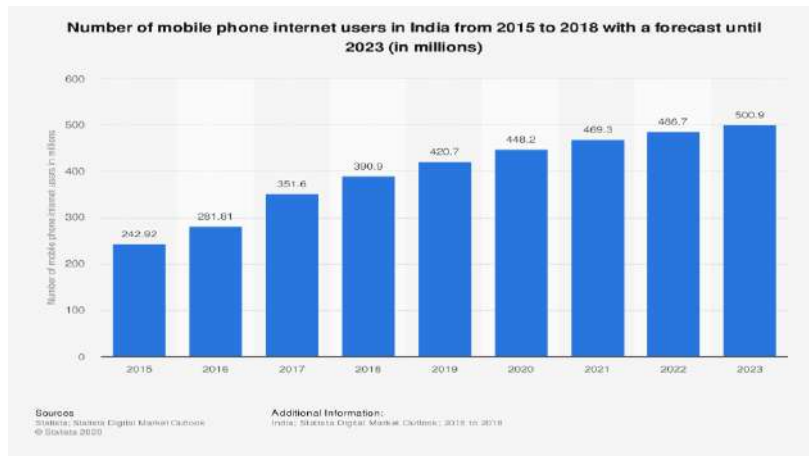
As per a report released by KPMG India and Google, Online Education in India: 2021, the market for online education in India is expected to witness a magnificent growth of eight times in three years, i.e., from USD 247 million in 2016 to USD 1.96 billion in 2021. Such high growth in online education market is projected to be the outcome of increased number of paid online education users from 1.57 million in 2016 to 9.5 million in 2021. This growth will be backed by a phenomenal rise in the paid user base for **online education in India**, which is expected to grow from the current base of 1.57 million **users** to 9.5 million **users** in 2021 at a CAGR of 44%. It is notable that there is a great impact of COVID-19 pandemic situation for this sharp growth.

Figure-3: Rise of e-Learning Market
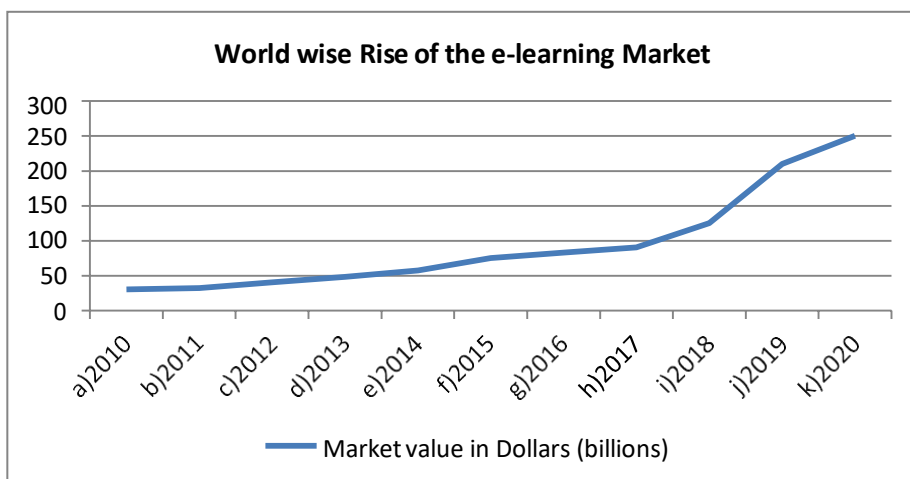
Source: Statista Digital Market Outlook @ Statista 2021

Figure-4: Rise of e-Learning Market in India

Rise of e-Learning Market in India
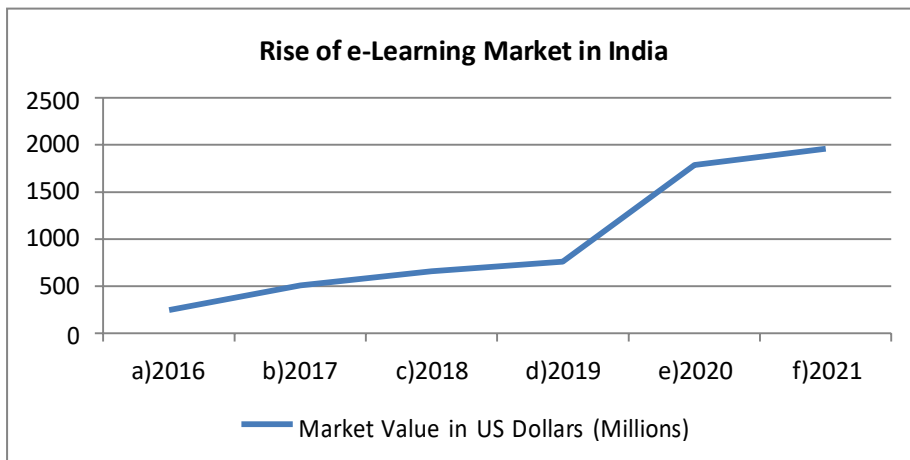
Source: Report released by KPMG and Google, 2021

Conclusion

Online classes in this pandemic situation have been a challenge for educators and for students as well. The Indian Govt. and different stakeholders of education have explored the possibility of Open and Distance learning by adopting different digital technologies to cope up with the present crisis of COVID-19. India is not fully equipped to make education reach all corners of the nation via online educational platforms. The students who aren't privileged like the others will suffer due to the present choice of online platforms. But universities and the government of India are relentlessly trying to come up with a solution to resolve this problem. Notwithstanding the huge push, only one third of India's school children are pursuing online education and a smaller cohort of this 32.5% are doing live online classes. The priority should be to utilise digital technology to create an advantageous position for millions of young students in India. Even if the COVID-19 crisis stretches longer, there is an urgent need to take efforts on maximum utilisation of online platforms. India should develop creative strategies to ensure that all children must have sustainable access to learning during pandemic COVID-19. The Indian policies must include various individuals from diverse backgrounds including remote regions, marginalised and minority groups for effective delivery of education. As online practice is benefitting the students immensely, it should be continued after the lockdown.

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CHALLENGES AND OPPORTUNITIES IN EDUCATION VIA MOOC

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ABSTRACT

Massive open online courses ("MOOCs") provide free access to higher education for anyone with Internet access. MOOCs are considered a means for democratizing education. These courses will hopefully provide an opportunity for individuals to learn from the best educators in the world, as well as help expand their personal networks, and facilitate their career development. Despite being in their infancy, Massive Open Online Courses (MOOCs) have the potential to become a global higher education game changer. Since Massive Open Online Courses (MOOCs) became a global phenomenon in 2012, there has been constant evolution in the way Higher Education Institutions (HEIs) make sense of them. HEIs embracing MOOCs have dedicated a variety of human resource to this venture. MOOCs, as currently designed, address two of the three challenges facing postsecondary education: access and cost. They are an effective remedy to the "cost disease" plaguing higher education and a viable solution to the problem of providing global access to educational credentials. MOOCs are built on efficiency of scale, giving access to the teaching of a world class professor to thousands of students at once.

Keywords: Computer Uses in Education; Teaching Method Innovations; Digitization, Massive open online courses; education; online learning; affordability

Introduction

The Massive Open Online Course (MOOC) movement is playing a pivotal role in transforming the higher education. A MOOC is an online course with the option of free and open registration, a publicly shared curriculum, and open-ended outcomes. MOOCs integrate social networking, accessible online resources, and are facilitated by leading practitioners in the field of study. Most significantly, MOOCs build on the engagement of learners who self-organize their participation according to learning goals, prior knowledge and skills, and common interests. Courses designed for large numbers of participants that can be accessed by anyone anywhere as long as they have an internet connection, are open to everyone without entry qualifications, and offer a full/complete course experience online for free.

Facilitators of MOOCs volunteer their time, and comment on participants' input,

but it is expected that the community of participants will be the primary source of feedback for the majority of work contributed. This is in keeping with the participatory collaboration and commenting norms within social media.

Challenges

The complexities of interacting with wide and unknown audiences are often a challenge for educators who aim for engaged learning communities. On the other hand, MOOCs challenge traditional pedagogy and raise important questions about the future of campus -based education. This school of thought raises serious questions about the future of formal education and traditional universities. The MOOC has become a symbol of a larger modernization agenda for universities .In the long run, a threat to MOOCs may manifest, if they are not well-integrated in broader university strategies and do not establish their own role within the university offerings. Missing strategies on an institutional level to integrate MOOCs and connect them with mainstream activities may hinder there uptake. Too much regulation was seen as hindering innovation in MOOCs. The lack of quality can damage the reputation of the institution and paints a false picture to society of MOOCs as being the best of higher education has to offer .

Other threats mentioned several time is include:

- The risk of commercialization of higher education;

- Competition (from other institutions, in Europe or elsewhere);

- Fragmentation in offerings in terms of approaches, technology and markets because of the many platforms. MOOCs are often criticized for poor quality,

Shared experiences such as that in suggest that getting learners to participate in the forums, and manage this participation is significantly challenging. Krause and Lowe (2014) present a useful synthesis of the claims made about the promise and perils of MOOCs. On the one hand, they show that MOOCs have the potential to challenge the closed and privileged nature of academic knowledge in traditional universities. Moreover, there is high dropout rates for

MOOC courses and only handful of MOOC courses are available by few universities which provides the pathways and supports to recognize the academic qualifications.

Another analysis by an Exec Director at the University of Texas listed down the challenges that need to be overcome in order to facilitate greater acceptance of online learning.

Challenge 1: Discussion Forums

Why is it that comments on newspaper websites are rich and widely read, while the discussion forums in MOOCs or class LMS sites are not? Too often, discussion forums in courses consist of disconnected comments and mindless chatter. The explanation is straightforward: Newspaper forums have a facilitator who deletes unproductive or offensive postings. A rating system that makes use of "likes" prioritizes strong and compelling contributions.

Challenge 2: Interactives

Across the country, campuses are reinventing the wheel: creating animations, simulations, virtual laboratories, and other teaching resources of varying quality and utility at great expense. Redundancy is widespread. Quality is highly variable. Why? Because of the lack of a carefully curated repository and a recommendation and comment system.

Challenge 3: Student Engagement and Persistence

Although some MOOCs have experimented with term length, rates of learner engagement and persistence remain low. Lurkers and dabblers abound. How might we change this? One possible answer: Challenge or crowdsourcing MOOCs – which take a pressing problem and strive to solve it. Another possible model was pioneered by Cathy Davidson's History and Future of Higher Education MOOC, which combined an online component with face-to-face courses in multiple countries.

Challenge 4: Data Analytics and Learning Dashboards

Big data and predictive algorithms, which underlie today's search engines, can be equally useful in education. These tools can identify learning pinch points, toxic course combinations, students at risk, and the efficacy of student support programs.

Challenge 5: The User Experience

Commercial websites differ profoundly from learning management systems. Unlike LMSs, with their file or tab structure, commercial websites are more elegant and easily navigated. Design elements are transparent. Support is a click

away. And, most strikingly, commercial websites are mobile first and are supplemented with individualized notifications.

Challenge 6: Credentialing

It remains striking: Almost no campuses that have created MOOC offer them for credit to their own students. Nor is it clear that the various badges, certificates, or specializations have a clear value in the labor market. A great challenge for MOOC providers is to ensure that the credentials they offer are genuinely meaningful—industry aligned or validated by professional associations or another respected organization.

Challenge 7: A Sustainable Business Model

The quest for a sustainable business model remains one of MOOCs' biggest challenges. One potential model is MOOC as next generation multimedia textbook, which might be especially attractive for students who are unwilling to undertake sustained reading and who are seeking a lower cost alternative to printed textbooks.

Opportunities

The Massive Open Online Course (MOOC) movement is the latest 'big thing' in Open and Distance Learning (ODL) which threatens to transform Higher Education. At the other end of the continuum , despite the hope of opening up access to higher education through new models of online learning to millions of people in the developing world, we have been disappointed by the fact that MOOCs report high dropout rates and generally   attract already well-educated learners observe the vast majority of learners are well-educated, often with several degrees, and in employment. Moreover, the courses are dominated by a handful of platforms supported by elite universities and very few MOOCs offer formal pathways to recognized academic qualifications.

There are many inherent advantages an open online course has over the standard educational pedagogy that has been the norm for years now.

- **Scalability:** In the conventional set-up, if you want to increase the number of students in a class, you need to move to a bigger classroom. Or in all likelihood, revamp the infrastructure. With an online classroom, scaling up the course batch size is a few clicks away.

- **Optimal resource utilization:** Imagine a Nobel laureate administering a course at UCLA. At the max, he/she can only teach a class of 100–300. In their lifetime, they might be able to directly tutor a few thousands young minds. Is that truly the best use of such rare resources?

- **Self-paced:** Many studies have found that people have different learning styles, and pick up new concepts at varying paces. Self-paced courses allow one to study and learn at their own leisurely rate.

- **Removal of other constraints:** Not everybody in the world is privileged enough or sufficiently financially endowed to go to the States or Europe for higher studies. People currently in the work-force have very few options for pursuing their academic interests that fit into their work-schedule. Online courses can help mitigate and remove all such systemic barriers, thus truly making education a universally available resource.

And finally, MOOCs are in line with the current job market where any skill becomes obsolete in a decade or so. Gone are the years when what you learned in college stuck with you throughout your working life. With the rapid pace of technological changes, constant learning is the most pressing need of the day. And MOOCs are adequately equipped to address and serve it.

The Future: "*Will MOOCs ever truly replace physical colleges and universities?*"

- MOOCs have been one of the most hotly-debated topics in the education circles over the past few years. Opinions have been extremely polarizing, with some people heralding it as the greatest leap for education since the invention of the printing press, and some dismissing it as another fad.

- A 2014 report by the UK Department for Education highlighted some of the key trends impacting the MOOC ecosystem.

Through the literature review, we have observed a number of changes underway in the capabilities and model for MOOCs:

- Content is becoming cheaper to make, at the margin. This stems from cheaper and better hardware, easier-to-use editing software, and platforms that can present content more effectively.

- Expectations of content quality are fragmenting – some believe that it is becoming more acceptable to offer very simple videos, while others believe that the "talking head" video style is increasingly unacceptable, and that appropriate animation or visualization is required.

- Platforms are advancing; better social tools (for example peer grading is increasingly automated) and some progress in building functionality to allow personalization.

- Course designers are becoming more experienced – not only is there a growing body of experienced MOOC administrators, but those who are

coming to their first MOOC are better prepared (more learning material available, including e-learning courses).

- Assessment getting more powerful; multiple choice is becoming a minority grading tool, alongside automated free text grading, peer grading, and – in future – automated long answer grading.

- The proliferation of MOOC provision and availability is fragmenting student volumes, making it harder to reach massive scale.

Conclusion:

The new openness movement is a real game changer, as it has potential to widen access to life-long learning, address key gaps in skill development, and ultimately enhance the quality of life for millions. There is even some hope in India that MOOC courses may be able to play an important role in closing the growing inequality gap of literacy and in reducing youth unemployment. The national institutes of India like IIMs and IITs also have started MOOC courses. The Government of India has also decided to start 350 online courses through SWAYAM (Budget 2017-18). There is a need to create a solid systematic structure for the validation and recognition of accomplishment of the courses from online sources as Coursera, Edx and SWAYAM, UGC, and other educational authorities which seeks cooperation between these institutions.

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ADMINISRATIVES STRATAGIES AND PROBLEMS OF PRINCIPALS IN TELANGANA TRIBAL RESIDENTIAL SCHOOLS

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ABSTRACT

The Principal is part of a Divisional Administrative Team whose function is to support and assist the schools in meeting the overall objectives of the Division and the needs of individual students,The role of the Principal is to provide leadership, direction and co-ordination within the school.The Principal's main focus should be to develop and maintain effective educational programs within his/her school and to promote the improvement of teaching and learning with his/her school. The Principal should strive to create an organization and or climate which fosters student and teacher growth. In fulfilling this role the Principal shall work under the supervision of the Superintendent of Schools and within the provisions of the Public Schools Act, the Department of Education and Training regulations, and Board Policy. The duties of the School Principal are all encompassing as all aspects of the schools operations are either directly or indirectly under his/her jurisdiction. In general terms of the Principal shall be responsible for: (a) the detailed organization of the school; (b) the development of the instructional program; (c) the assignment of duties to and the supervision of members of his staff and: (d) the general operation of the school facility. The amount of time a Principal will be able to devote to administrative duties will vary according to the size and grade level of the school, the amount of time released from teaching, and the demands of a particular year. However the following are all included n the powers and responsibilities of the Principal

1. INTRODUCTION OF TELANGANA TRIBAL RESIDENTIOAL SCHOOLS

The Right to Education Act 2009, also known as the RTE Act 2009, was enacted by the Parliament of India on 4 August 2009. It describes modalities of the importance of free and compulsory education for children aged between 6-14 years in India under Article 21 (A) of the Constitution of India. This act came into effect on 1 April 2010 and made India one of the 135 countries to have made education a fundamental right for every child. It prescribes minimum norms for elementary schools, prohibits unrecognised schools from practice and

advocates against donation fees and interviews of children at the time of admission. The Right to Education Act keeps a check on all neighbourhoods through regular surveys and identifies children who are eligible for receiving education but do not have the means to educational challenges have been prevalent at both the centre and states for many years in India. The Right to Education Act 2009 maps out roles and responsibilities for the centre, state and all local bodies to rectify gaps in their education system in order to enhance the quality of education in the country.

Compulsory and free education for all

Right to Education Act (RTE) provided free and compulsory education to children in 2009 and enforced it as a fundamental right under Article 21-A.The Right to Education serves as a building block to ensure that every child has his or her right to get a quality elementary education It is obligatory for the Government to provide free and compulsory elementary education to each and every child, in a neighbourhood school within 1 km, up to class 8 in India. No child is liable to pay fees or any other charges that may prevent him or her from pursuing and completing elementary education. Free education also includes the provisions of textbooks, uniforms, stationery items and special educational material for children with disabilities in order to reduce the burden of school expenses. While considerable progress was made on aspects like primary level enrolment rates, launching new schools, appointment of new teachers and ensuring safe drinking water and toilet facilities for children, the overall delivery did not live up to the expectations. Oxfam India in its policy brief recommended five solutions to rectify gaps and loopholes in order to enhance implementation and effectiveness of the Right to Education Act 2009.

Telangana tribal residential schools

Sri Kalvakuntla Chandrashekar Rao, is the first Chief Minister of our newly born Telangana State. He is the President of the Telangana Rashtra Samithi and is also a Member of the Legislative Assembly from the Gajwel constituency of Siddipet district in Telangana. He had also served ardently as the Member of Parliament from Mahabubnagar, Karimnagar and Medak districts. He took the oath as the Chief Minister on 2nd June 2014 after he successfully led the final agitation for Telangana statehood which was almost a period of 14 long years.

1. To create vibrant centers for learning which provide a congenial atmosphere for students to excel academically and develop into ethically strong and morally elevated individuals.

2. Our mission is to partner effectively with the efforts of our students and ensure that they succeed and turn out to be responsible citizens of our

country, good resources for the development of the nation and faithful family members. Our mission is to empower the child use his/her own academic, physical, mental, spiritual and emotional potential and channelize them for the welfare of the individual and the society as a whole.

3. Our vision is to outreach and help every child outperform in the best possible way and extend our contribution in actively serving and improving our community for a better tomorrow.

(a) The tribal residential schools in telangana (187)

GO.Ms.No. Dated 02 06-2016: Telangana State – Tribal Welfare Department – Tribal Welfare Department – Sanction of (50) Tribal Welfare Residential Schools- Orders-issued District Wise TS Tribal Welfare Residential Schools List for TTWREIS Gurukulams. TTWREIS Schools list, TS Tribal Welfare Schools List in Telangana. TSTWREIS District Wise Residential Schools Sanctioned List, Telangana Gurukulam New Residential Schools list, New TS Tribal Welfare Residential Schools list, STs Residential Schools list, New Girijana Gururkula Vidyalayas,TTWREIS Society running 158 residential institutions in Telengana under the department of Tribal Welfare, Government of Telengana. The Society institutions conducting residential education to SC/ST/BC communities from 5th class to Degree. The prime objective of the Society is to provide quality residential education to the above targetted communities. It is also maintained quality food by providing the best Menu. To monitor the daily Menu, quality and standard of the food in the schools, the Society brings this software, TSMESSGURU, A Menu Monitoring Software (MMS).

1. The Government of Telangana is keenly interested in the Social, Educational and Economic Development and Welfare of the Tribals in the State, and felt that there is need for the opening number of new Tribal Residential Schools in different parts of the State for the Educational upliftment of the Tribal Community.

2. In the reference read above, the Secretary, Telangana Tribal Welfare Residential Educational Institutions Society, (Gurukulam), Telangana, Hyderabad has submitted proposals for opening of (50) new Residential Schools for S.Ts in the State.

3. Government after careful examination of the matter and considering the need hereby accord administrative sanction

4. This order issues with the concurrence of Finance (HRM.II Department vide their U.O. No.6005-E/138/A1/HRM.II/2016, Dt.12.05.2016. 5. The

Secretary, Telangana Tribal Welfare Residential Educational Institutions Society, (Gurukulam), Telanagana, Hyderabad, shall take necessary action accordingly

(b).What is administration

School administrators certainly do spend a lot of their time behind a desk doing physical or digital paperwork, but this is far from their only role. Whether it's a special event, outreach program or direction of daily coursework, administrators usually play a key part in its development. Administrators face the challenge of keeping their institution modern by facilitating the adoption of new technology or techniques that could provide value to their organization. They also fill in the gaps by taking care of all the responsibilities that fall outside the scope of teachers and other faculty members.

(c).Educational theories and administrative

Educational Administration means to achieve the goals of Education through effective and efficient manipulation of available inputs. It is concerned with the utilization of adequate resources available in the environment, in order to foster the attainment of the goals of teaching and learning. It is always concerned with management of things as well as with human relationships, based on a body of basic principles and aiming at educating the children and youth.

(d).Administrative strategies

The term "administrative management" refers to the act of running and maintaining a business or organization. The core objective of administrative management is to create a formal structure that facilitates success for a particular business or organization. Administrative management employees create a hierarchy of authority, decide on their key functions, assign the different areas of responsibilities and divide labor across the company's departments.

(e).Management process

The achievement of pre-defined objectives is an essential aspect of the management process. It is a medium to accomplish the goals and objectives established well in advance. Without any purpose, there is no rationale for a management process in place. Every activity undertaken by an organisation's management should be goal-oriented. This achievement of pre-defined goals is a measurement of the success of any organisation's leadership.

(f).Human relations

School principals have the tough job of keeping students, parents, teachers, administrative personnel and support staff satisfied with their educational experiences. As a principal, you must meet state requirements to ensure your

students pass minimum academic standards and create an academic environment that is safe and suitable for learning. Your staff must comply with regulations and have the funds and resources they need to teach, train and encourage their students' academic pursuits. Even though you wear many hats, a strong support team is often your biggest advantage.

a) Maintain communications with parents or guardians regarding the total school program, student achievement, placement and behaviour.
b) Inform parents of the school activities through newsletters, information nights, parent/teacher conferences, etc.

(g).Role of the principal

He role of the principal covers many different areas including leadership, teacher evaluation, and student discipline. Being an effective principal is hard work and is also time-consuming. A good principal is balanced within all her roles and works hard to ensure that she is doing what she feels is best for all constituents involved. Time is a major limiting factor for every principal. A principal must become efficient at practices such as prioritizing, scheduling, and organization.

A school principal is a primary leader in a school building. A good leader always leads by example. A principal should be positive, enthusiastic, have his hand in the day-to-day activities of the school, and listen to what his constituents are saying. An effective leader is available to teachers, staff members, parents, students, and community members. He stays calm in difficult situations, thinks before acting, and puts the needs of the school before himself. An effective principal steps up to fill in holes as needed, even if it isn't a part of his daily routine.

(h).Duties functions and responsibilities

A principal needs a strong, effective staff to help get the job done. Establish goals to instruct, train and educate your teachers and administrative staff so they're well-equipped to meet student needs. Organize professional development programs, conduct teacher performance reviews and participate in classroom instruction and observation. One of your main objectives is to create a team-centered atmosphere that encourages excellence in all academic areas. Train your teachers on safety regulations, emergency evacuation plans and classroom procedures so they're prepared to handle unexpected situations.The exact duties of an administrator depends on their position and employer. These professionals face different kinds of challenges on a regular basis, so they need to learn how to adapt quickly, communicate effectively and think critically. Administrators often serve as a mediating force between students, teachers, parents and third parties. They seek out opportunities to enrich the overall educational experience of

students as well as management strategies to increase efficiency within the organization itself.There is no set path for becoming a administrator aside from obtaining certification from a qualified program. However, most positions prefer or require applicants to have a related master's degree and prior teaching or administrative experience. Elementary, middle and high school positions, including principals, usually require at least a few years spent teaching in a classroom. Individuals interested in primary school administration can begin by getting a bachelor's degree and certification in teaching to start building classroom experience before starting a master's program.

The path towards a career in academic administration is demanding and takes time, but the benefits can be well worth the effort. Many people working in this field find enriching the lives of students to be a personally fulfilling occupation

- ➢ Manage budgets, logistics and events or meetings
- ➢ Handle scheduling, record-keeping and reporting
- ➢ Ensure the school complies with relevant laws and regulations
- ➢ Develop and run educational programs
- ➢ Hire, train and advise staff
- ➢ Counsel students when needed
- ➢ Resolve conflicts and other issues
- ➢ Communicate with parents, regulatory bodies and the public
- ➢ Have a hand in the creation of the school curriculum

(i).Behavioral science

2. REVIEW OF THE RELATED LITERATURE

(a).Research studies on administratives stratagies

(b).Research studies on fecilities

(c).Research studies on administrative problem in telangana residential schools

3. METHODOLOGICAL PROCEDURES

According to Goddard and Melville research goes beyond the process of gathering information; rather, it is also about finding answers to unanswered questions as part of discovering and/or creating new knowledge. And in order for this newly discovered or created knowledge to be recognized or noticed, you have to prove that it is valid,Determining the validity of your study is anchored on your research paper's methodology. According to Somekh and Lewin (2005), a research methodology is both "the collection of methods or rules" you apply to your research, as well as the "principles, theories, and values" that support your

research approach. Simply put, a research paper's methodology section must shed light on how you were able to collect or generate your research data and demonstrate how you analyze them (SHU Library, 2020),For novice researchers, writing the methodology of a research paper can be an overwhelming process, especially considering the intricate elements covered by this section (J. Ellis & Levy, 2009, p. 323). The goal of this article is to guide novice researchers in writing an effective research methodology by helping them gain a clear understanding of a research methodology's structure.

(A) FIELD STUDY AND ENQUIRY

Collaboration between school counselors and principals is increasingly important in this accountability era. The purpose of this quantitative study was to examine the role of principal as perceived by professional school counselors and principals, both in training and practicing. While similarities were found in two categories: Managing School Personnel and School Climate, significant differences emerged in all three categories, including Parent and Community Collaboration. These findings indicate that school counselors and principals could benefit from learning more about the others' respective roles to enhance their working partnership towards increasing academic achievement. Keywords: school counselor, principal, preparation program, collaboration, academic achievement

OBJECTIVES

Research objectives describe concisely what the research is trying to achieve. They summarize the accomplishments a researcher wishes to achieve through the project and provides direction to the study. A research objective must be achievable, i.e., it must be framed keeping in mind the available time, infrastructure required for research, and other resources. Before forming a research objective, you should read about all the developments in your area of research and find gaps in knowledge that need to be addressed. This will help you come up with suitable objectives for your research project.

5. THE PRESENT STUDY AND OBJECTIVES

A principal needs a strong, effective staff to help get the job done. Establish goals to instruct, train and educate your teachers and administrative staff so they're well-equipped to meet student needs. Organize professional development programs, conduct teacher performance reviews and participate in classroom instruction and observation. One of your main objectives is to create a team-centered atmosphere that encourages excellence in all academic areas. Train your teachers on safety regulations, emergency evacuation plans and classroom procedures so they're prepared to handle unexpected situations.

School success

A principal's main objective is to ensure the overall success of the school by using problem-solving skills and entrepreneurial tactics to provide the resources students and teachers need. For example, Margaret Chiu, principal of Galileo High School in San Francisco, partners with local businesses, colleges and health care professionals to ensure she has outside support to enhance her school's curriculum, according to GreatSchools.org. Set goals to build relationships within the community so you have outside resources to supplement your internal support system.

Objectives of the Study

The main objectives of this study are: a) To understand the types of residential schooling programmes or schemes that exist in India, managed by either government or non-governmental bodies and to understand their reach, spread, target and focus; b) To review the existing information and knowledge pertaining to residential schooling for girls and understand its impact on girls schooling and empowerment in India, by identifying the gaps and reviewing the need for research; c) To have a comparative understanding of different schemes and programmes in terms of their costs, scale, curricular and their impact. ; and d) To trace and analyse the national policy towards residential school as a strategy for girls' schooling and empowerment, specifi cally for girls from disadvantaged and marginalised communities; see to what extent the schemes and programmes have contributed to that; and to place this as against policies and practices internationally

6. THIS IS A EMPIRICAL STUDY

Basic information, database tips, and other resources for finding empirical research especially in Education.

FIELD WORK – BASED RESEARCH

Field research is defined as a qualitative method of data collection that aims to observe, interact and understand people while they are in a natural environment. For example, nature conservationists observe behavior of animals in their natural surroundings and the way they react to certain scenarios. In the same way, social scientists conducting field research may conduct interviews or observe people from a distance to understand how they behave in a social environment and how they react to situations around them,

Field research encompasses a diverse range of social research methods including direct observation, limited participation, analysis of documents and other information, informal interviews, surveys etc. Although field research is generally characterized as qualitative research, it often involves multiple aspects of quantitative research in it,Field research typically begins in a specific setting although the end objective of the study is to observe and analyze the specific behavior of a subject in that setting. The cause and effect of a certain behavior, though, is tough to analyze due to presence of multiple variables in a natural environment. Most of the data collection is based not entirely on cause and effect but mostly on correlation. While field research looks for correlation, the small sample size makes it difficult to establish a causal relationship between two or more variables.

7. THE RESOURCES OF PRINCIPALS AND STAFF

Staff management is the management of subordinates in an organization. Often, large organizations have many of these functions performed by a specialist department, such as personnel or human resources, but all line managers are still required to supervise and administer the activities and ensure the well-being of the staff that report to them.

8. SCOPE AND SIGNFICANCE OF THE STUDY

The wave of educational reform is not new, and the age of accountability is here to stay,To remain current with the drive for student achievement, school counselors and principals need to recognize that they are both educational leaders. Because of this, they must form an alliance and commitment to work together towards student success. This entails learning more about each other's roles and responsibilities to forge a partnership. Principals and school counselors offer unique and specialized methods for attaining student achievement and educating them about their different perspectives augments their ability to work effectively together.

9. GROWTH AND DEVELOPMENT TELANGANA TRIBAL RESIDENTIAL SCHOOLS

Learning environment, both physical and emotional, as well as the space is critical for the well-being and learning in any educational institution. It acquires greater significance in a residential setting as it involves living together and the needs of the learners go beyond the usual classroom hours. The issues related to health, safety, opportunities for all-round physical and emotional development, and peer and teacher-child relationships become all the more important in residential settings, especially in the context of girls coming from disadvantaged and marginalised contexts. 'When it comes to girls from very marginalised communities, the argument in favour of residential schools range from getting more time to study, access to proper nutrition and healthcare facilities to academic support from peers and teachers'15. It implies that residential schools are expected to go beyond what these girls could have expected to receive even at their homes in terms of food, nutrition, care, academic support and opportunities to think and live differently. In other words, they must have access to an enabling and secure physical, social and emotional environment to be able to learn and grow in all respects.

Brief Profile of Scheduled Tribes in the State

(A). ST population (as per 2011 Census) in lakhs

- ❖ Total State Population-350.05
- ❖ Total ST Population - 31.78 (9.08 %)
- ❖ 32 Tribal Communities including 4 PvTGs
- ❖ ST Population in ITDA Districts- 16.83(52.96%)
- ❖ ST Population in Other Districts-14.95(47.04 %)
- ❖ % ST Literacy (2011) 49.80
- ❖ % ST Male Literacy (2011)61.02
- ❖ % ST Female Literacy (2011)40.64

(B). No of Districts Having Scheduled Areas-9 Adilabad, Komarambheem-Asifabad, Mancherial, Jayashankar Bhupalapally, Warangal Rural, Mahaboobabad, Bhadradri Kothagudem, Khammam and Nagarkurnool districts

Article 275(1) of constitution of India facilitates a grant from Government of India for the purpose of promoting the welfare of Scheduled Tribes in the State or raising the level of administration in Scheduled areas.

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COMPARATIVE STUDY OF READING HABITS AND ATTITUDES ON THE ACADEMIC ACHIEVEMENTS IN STUDENTS

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ABSTRACT

Reading habit is an essential and important aspect for creating the literate society in this world. It shapes the personality of an individual and it helps them to develop the proper thinking methods and creating new ideas. One of the main functions of this system level is to inculcate the reading habits among the students. Today's students are the future citizens and also the nation builders of tomorrow. In present scenario due to the influence of the social media and digital environment students shows much interest in reading the books magazines and journals. The current study was carried out to investigate the dynamics of reading habits and attitudes on the academic achievements in children. This is based on the sample of 350 students it was found that significant differences exist between the two groups of students in terms of types of reading material and reading resources used. Differences in reading habits and attitudes were also observed between male and female participants. The results clearly show that there is much disparity in reading habits and attitudes between the two genders. Social media and other digital media have greatly impacted the reading habits and behaviour across the genders also. The present paper examines the reading habits on the academic achievements of the students. The survey was conducted using a well design and structured questionnaire. The study population consisted of an equal number of males (50%) and female (50%) and most of them (65%) are from rural areas. The study found that the majority of the respondents are from science (49.8%) disciplines. The study found that almost all the respondents have reading habits and most of them read at their home (70.1%). It is very interesting to note that 57.7% of the respondents read books every day. It was found that most of the respondents preferred to read books (69.5%), followed by religious books (58.9%). The study found that to a great extent, the majority of the respondents read various information sources, because they are interested in the topic of the study (53.2%). The study found that the reading habit has made an impact on the academic achievements of the respondents. Further it is found that reading habit has been acting as a channel for gaining real world of knowledge as it also improved mental capacity and enhanced the reading skills in everyday life. A positive attitude

enables a person to solve the problem quickly whereas a negative attitude hampers the efforts in research both technical proficiency and in terms of interpersonal relationships that entails.

KEY WORDS: Reading Habits, Attitudes, Academic Achievements, Students.

INTRODUCTION

Reading ability is recognized as an important factor that contributes to student's success in college academics. Students who read frequently tend to become skill full readers. Their reading skills support them in deeply understanding information and knowledge and also prepare them for academics and research. Reading a lifelong habit is the major source of access to the knowledge. It is taken as an implicit practice that supports an individual to achieve original power and develops one's critical thinking capability Akanda *et.al.,* (2013). Reading habit thus is considered as an essential means for the development of personal traits mental abilities getting knowledge information and understanding of an individual. Regular and systematic reading sharpens the intellect refines the emotions elevates tastes and provides perspectives for one's living thereby prepares a person for an effective participation in the social religious cultural and political life. Reading helps the imagination of the person by adding new sight to eyes and new wisdom to mind. Reading loads the mind with new software. The reading habit refers to the frequency of reading and the average time spent on reading materials. That an individual's interest is determined to a considerable extent by the amount of reading materials he will read and the intensity with which he will pursue his reading activity. By reading books one gets confirmation of one's own ideas which makes to think more critically about right and wrong in the society Babu and Durgaiah (2016). This emphasized a favourable reading habit as a pre-requisite for a healthy intellectual growth and plays a very crucial role in enabling the person to achieve practical efficiency. Therefore there is the urgent need to develop the reading habit among the students in the society to groom their whole personality and intellectualism. According to time students spend on reading the more skillful they become and the better students are at reading the more success they achieve in their courses. Reading activity leads to important cognitive outcomes and may result in habits that affect the rest of students' academic lives. Indeed students develop their critical thinking and problem solving skills through reading processes as a result of regularly using their abilities of thinking such as imagination analysis judgment and creativity Qaisur and Tanwir (2020). The results can be achieved because of regular reading facilitates involves the development of reading competence. Reading therefore can be seen as an important factor that

contributes to the growth of students' intellect and emotion, and paves the way to life-long learning. We are currently experiencing the exponential growth of information and entertainment being created in a format. These resources are gaining importance particularly among younger people in information society. Reading is the meaningful interpretation of visual or graphical symbols. Reading is a means of seeking knowledge information or entertainment through the written words. Reading is said to be a means of language acquisition communication and sharing information and ideas Chettri and Rout (2013). Reading is not only the process of interpretation or understanding the text but an interactive session with the thoughts of the greatest thinkers of the past present and future genration. It provides an opportunity to transcend into a new journey with own understanding and experience of the subject and promotes new thinking. Reading is one of the most important components of our language and it is an essential tool for life-long learning for all learners. The reading especially is a resource for continued education for the acquisition of new knowledge and skills for gaining information through the books, radio television, and the computers. The reading habit is an essential and important aspect for creating the literate society in this world. It shapes the personality of an individual and it helps them to develop the proper thinking methods and creating new ideas. Reading habit is an active skill based on process of constructing meaning and gaining knowledge from oral visual and written text. Reading habits are the intellectual activities for giving more information knowledge and learning various types of things and their activities. Reading habits also are increasingly important in the contemporary environment of rapid technological change in the global level. Keeping in view the importance of reading habits this study made an attempt to know the reading habits on the academic achievements of students Rattan (2013).

Academic achievement of students in subjects remains strong relation to the attitude towards school and learning. We have established that the more positive are the emotional feelings and relations with school and learning of adolescents more consistent are their tendencies to act in accordance with school requirements obligations and demands and the more positive beliefs opinions thoughts and ideas about school and learning they have the better is not only their general academic achievement but also they obtain better results in other subjects as well Newton and Mwisukh (2009). The achievement of a student could be defined as individual progress improvement in terms of acquired knowledge skills and competences. Many teachers as is apparent from the study of associate academic achievement with a positive attitude of a student towards school that may not be necessarily reflected in excellent achievements although

it will be reflected in producing the best individual performance in relation to a student's dispositions. Academic achievement should be also analyzed in a relation to a student's attitude towards learning and school as it ensures internal motivation for providing better performance.

DEFINITION OF ATTITUDE

"Attitude is the energy that fuels or generates our thoughts feelings actions based on the difference between expectations and perceptions of that situation".

An attitude is a relatively enduring organization of beliefs feelings and behavioural tendencies towards socially significant objects group's events or symbols. Attitudes structure can be described in terms of three components affective component involves a person's feelings and emotions about an attitude object behavioural or cognitive component the way the attitude we have influences how we act or behave and cognitive component involves a person's belief and knowledge about an attitude object. The attitude towards school and learning reflecting the model of attitudes is too understood as beliefs thoughts and opinions about school and learning in its emotions and relationship towards school and learning built upon feelings, and a tendency to behave in accordance with favourable and unfavourable experiences with school and learning. Certainly this structure is strictly linked with further constructs that could be classified as cognitive and non-cognitive foundations of learning and academic achievement. Attitudes towards school and learning are associated with academic achievement. Students with poor academic performance have a more negative attitude towards learning and believe that school and learning will not help them being successful in the future. Academic achievement of a student is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form even under examination conditions. Secondary education plays a crucial role in laying the foundation for further education of students. If a good foundation is laid at the secondary school level then students can better cope with the challenges of life and profession with great ease Kpolovie *et al.,* (2014). Academic success is one of the most widely used to constructs in educational research and assessment and it's often wrongly confused with the term academic achievement. Based on the analysis and findings of York Gibson and Rankin (2015) the academic success is inclusive of academic achievement attainment of learning objectives acquisition of desired skills and competencies satisfaction persistence and career success.

MEANING AND DEFINITION OF CONATION

Conation is defined as the aspect of mental process directed by change and including impulse desire volition and striving and by the Living Webster

Encyclopedia Dictionary of the English Language (1980) as one of the three modes together with cognition and affection of mental function a conscious effort to carry out seemingly volitional acts. Conation has been derived from a Latin word conatus which refers to an impulse or reflexive action towards an effort. We must be informed here that our mind consists of three parts cognitive affective and conative. Cognition refers to the knowing and understanding it is a measure of level of intelligence affective refers to the emotional interpretation of perception information or knowledge while conative is that components of the mind that connects the knowledge and affect to behaviour that is it drives one to act on those thoughts and feelings Atman (1997). In short it can be said as the mental process that activates and directs behaviour and action. It is an inclination a wish or drive to act purposefully. Various terms are used to represent some aspect of conation. It includes intrinsic motivation goal-orientation volition will self-direction and self-regulation. It has been further explained that conation refers to behaviour which is personal intentional deliberate goal oriented or to the striving component of motivation and that it is proactive Bandura (1986). It is considered critical for an individual to successfully engage in self-direction and self-regulation. Some examples of conation are having an achievement orientation establishing a life vision setting goals and regulating one's behaviour.

PHASES OF CONATIVE STYLE

This is demonstrated at different phases of conative style and also the processes involved in each phase. The direction phase is that significant step which involves different aspects defining one's purpose identifying human needs aspiring and visioning possible futures making choices and setting goals by individuals. First purpose is successfully attained if the individual becomes aware of his needs. The second aspect refers to become aware of the possible self. The third aspect involves an individual's attempts to exercise of the freedom to choose and control one's thoughts and behavior Cattell (1947). It must be noted here that volition is inter related to affection and cognition. Volition has two sub components covert in which an individual takes full control of his actions and overt which refers to taking control of the environment that impacts one's actions. The fourth aspect of the direction component of conation is the setting of goals for the directions that have been chosen. Mastery goals that focus on developing competence on the process of learning and performance goals that focuses on the outcome winning or attaining credentials Lundholm (1934). The fifth aspect of successful self-direction is to develop plans that can turn visions and goals into reality. In the energizing phase an individual involves in overcoming inertia having high self-esteem physical fitness and energy paying

attention talking positively managing emotions and having positive interaction with others Hillgard (1980). The preserving phase involves engaging one-self in daily self-renewal monitoring thoughts emotions and behaviour, making self-evaluation reflecting on progress and completing tasks. Studies have shown that motivation and persistence are important in predicting levels of expertise and knowledge. Thus conation helps in the field of education by means of helping in identifying and setting goals focusing attention and completing tasks with the help of all the phases.

CONATIVE FUNCTIONS AND WELL BEING

Kolbe (1990) suggested that a healthy human being has a conative style and preferred method of putting thought into action or interacting with the environment. This identifies four actions of conative modes.

1. **Fact Finder:** Instincts to probe refine and simplify.

2. **Follow Through:** Instincts to organize reform and adapt.

3. **Quick Start:** Instincts to improvise revise and stabilize

4. **Implementer:** Instincts to construct renovate and envision.

In Kolbe's formulation it is the combination of the striving instinct reason and targeted goals that results in different levels of commitment and action among normal individuals. In fact conative functions are necessary components for students and play a vital role in education of children. Student's needs to develop the conative attitudes and skills in order to be self-directed goal oriented and increase their personal efficiency. Researches indicate that volition or will of freedom of choice is a very necessary component for an individual to act and behave voluntarily. Conation is closely associated with the concept of volition defined as the use of will or the freedom to make choices about what to do. It is absolutely critical if an individual is to successfully engage in self-direction and self-regulation Hershberger (1988). Further conation intends to explain the ways through which the knowledge and emotion are translated into behavior in human beings. Research into the physiological aspects of the brain functions shows that the supplementary motor area is associated with the development of intention to act. The medial limbic cortex and the primary motor cortex are involved in the specification and elaboration of action. It has also been found that conation is related to behaviour which is personal intentional deliberate goal oriented or striving component of motivation and it is proactive. It is also been associated with the concept of volition and the will of a person. It is absolutely critical if an individual is to successfully engage in self-direction and self-regulation. The conative component of mind can be significantly influenced by social

environment. Therefore in order to create a significant impact of conation the parent's educators and other individuals should emphasize towards developing the conative components of mind of the child or youth in order to enhance self-direction self-determination and self-regulation among them. Specifically young people need to imagine possibilities in their lives set attainable goals plan routes to those goals systematically and consistently put goals and plans into actions practice self-observation reflect on results and manage emotions. These need to be addressed in a spiraled curriculum because of the developmental aspects of their successful utilization Hilgard (1980).

COGNITIVE AND METACOGNITIVE STRATEGIES

The four components of cognitive and metacognitive strategies such as generating question answering summarizing and paraphrasing. Paraphrasing has been shown to assist with encoding information. The advance organizers were more effective for reading comprehension when the subjects were asked to paraphrase the information in the advance organizer before reading the main passage. In order for students to access the prior knowledge made available through the advance organizer students must learn and remember the information so they can make use of it when the time comes. Paraphrasing was believed to help the subjects encode the information which in turn assisted with comprehension because once the students encoded the information securely they had schemes in place to attach the new concepts from the text ones. While used paraphrasing to help students encode information prior to reading a text used an abbreviated form of paraphrasing to assist students with learning after they had read a passage. The students read passages and then generate key words associated with the main ideas of the text essentially a unique version of the paraphrasing process Bandura (1986). The students who generated the words after a slight delay were better able to monitor their own comprehension and read for clarity and showed better performance on subsequent reading comprehension tests. The students who read and then paraphrased main ideas by generating words after a delay showed superior metacognitive monitoring meta comprehension and achievement as measured on reading comprehension tests. The content specialists gave two goals one to identify the reading comprehension skills that are most important to students and to identify the intervention strategies that have been successful in adolescents and were most likely to be effective for learning Brown (1977). The panelists identified strategy types and the applications of those strategies before conducting a content analysis of items from common standardized tests. Then they determined which strategies were most likely to assist readers in meeting the cognitive requirements necessary to

process the particular information. The participants was the most important strategies for promoting positive learning out comes for readers were summarizing paraphrasing self-questioning, and drawing inferences although it can be debated whether inferences qualifies as a strategy since it is often done spontaneously and consciously Lundholm (1934). These strategies were believed to be so effective because they provided broad application possibilities and could be of use to readers with a variety of reading impairments. Similarly the quality of students' on reading has been shown to have a bearing on whether students meet course objectives. The quality of students' answers to questions is often a reflection of their learning so the higher the quality of the answers the more they are likely to have learned. Adjunct questions may help focus attention on relevant information and serve to emulate self-generated questions that high level readers would normally spontaneously generate but that lower level readers often do not. In addition adjunct questions will ask students to summarize concepts from the text and has been shown to improve overall understanding and metacognition is essentially encouraging the reader to focus on his own comprehension of the text. If adjunct questions can stimulate metacognition they should have an impact on achievement since metacognition is considered so essential to the learning process. It should be noted that a major limitation of the traditional method is that it does not include accountability measures or assessments Hilgard (1980). Students are able to read texts they want and often choose texts that are below their reading level. They recognize that no assessments will follow to verify their reading and often fail to follow through with it especially if the text is at or above their reading level. In studies students were observed either engaging in other activities besides reading in time. This could cause stagnation in their comprehension development because the result of such a circumstance is that the students would only read texts below their reading level.

NEED AND SIGNIFICANCE OF THE STUDY

In the fast moving world research has become important intellectual equipment for the human beings to change their life style according to the needs and necessities of the society. One of the important objectives of teacher education is to create awareness and understanding of importance of reading habits in the classroom. A positive attitude enables a person to solve the problem quickly whereas a negative attitude hampers the efforts in research both technical proficiency and in terms of interpersonal relationships.

OBJECTIVES OF THE STUDY

The main objectives of the present study are as follows:

1. To study the reading habits and attitudes among the students.

2. To determine reading habits and preference in relation to the academics level.

3. To assess the utilization of resources for students with respect to learning out comes.

HYPOTHESES

Following hypothesis was formulated for the study:

1. There are no reading habits and attitudes among the students.

2. There is no reading habits and preference in relation to the academics level.

3. There is utilization of resources for students with respect to learning outcome.

RESEARCH METHODOLOGY

A good study depends on a goal oriented research design to produce better results. Many research methodologies may be employed to conduct the study in an efficient way. Research methodology includes collection purification compilation classification and tabulation of statistical analysis and drawing meaningful conclusions from the results. The proposed study is descriptive in nature so survey method is used to collected data. For the present study descriptive survey research method has been adopted. A self-structured questionnaire was used for data collection. The target population for present study is boys and girls respectively. Hence the total target population from colleges constituted to be 200 students comprising of all streams across different levels.

SAMPLE SIZE

There are many statistical techniques available for calculating the sample size from a particular target population with advancements in technology many online sample calculators are also available for the purpose. For present study the sample size was determined by using formula which is considered one of the best for survey type researches.

TOOL USED

As the study is based on college the sample was divided into equal halves as such 200 questionnaires were distributed in each college. Stratified sampling method was used for administration of the tool where each subject streams of students from each department were selected on random basis. The questionnaires were administered by the researchers themselves and personal assistance was provided in filling up the questionnaires wherever necessary.

Finally the filled up questionnaires were collected back with an overall good response rate. The purpose of present study is to investigate the impact of reading habits on the academic achievements of the students. Data analysis for this study is based on the questionnaires and collected back from the students under study.

DATA ANALYSIS

To obtain the data the gathering device of Research Attitude Scale was prepared by the investigator and it had been given to the expert for the content validity and preliminary try out was made on the sample size 50. The reliability of the tool was established by split half method by computing coefficient of correlation by Karl Pearson Method. The tool consists of 55 statements involving positive as well as negative statements. Thus the tool was standardized by the research investigator. The Research attitude Scale constructed by the investigator is a scale having 55 statements of which 45 of them positive statements and the remaining 10 were negative statements.

Table 1: Showing difference between mean Reading habits and attitude of male and female.

Variable	Groups	N	Mean	S. D.	S. Ed.	t-ratio d.f.=119
Reading habits Attitude	Male	38	109.61	17.85	3.18	0.65
	Female	88	111.73	17.63		

*Not Significant: Level of significance

It is revealed from the (Table 1) that the mean scores of male and female students on attitude towards research scale are 109.61 and 111.73 with S.D. 17.85 and 17.63 respectively. The 't' ratio came out from above two groups is 0.65 which is not significant at any level of significance. That means there is no significant difference between attitude of male and female students towards reading habits. However the mean score of female students is more than the male students. It indicates that female students had better attitude towards reading habits than the male students. Thus the hypothesis shows that there is no significant difference between attitude of male and female student towards academic achievement is accepted.

DISCUSSION

The research focuses on reading habits and interest in order to enhance the understanding of the area to provide a conceptual framework for future study. The scope of the subject is reading habits and reading interests in academic achievement of students. The study depicted that girls and boys differ

significantly in their study habits and academic achievement. This examined study habits and academic achievement among the students belonging to different categories. This revealed that gender has no significant impact on the study habits and academic achievement of the students Kolbe (2002). Nor it is carried out to understand the reading habits and attitudes at different levels. Findings reported that significant differences exist between the two groups of students in terms of types of material and reading resources used. It analyzes the reading skills prospects and challenges of the students. They showed that majority of the respondents spent hours daily for reading Asokan and Dhanavandan (2013). Many of the students have got guidance to promote reading skills. It established through these findings that reading habit of students showed a significant difference according to gender variable in favour of female students. These are of the view that girls prove to be more positive than boys towards reading. Gender and background have an effect on reading abilities of students. According to individual reading preferences differ in terms of interest attention aptitude and situation. Reading interest curiosity or inclination seems to be different with boys and girls having different reading habits and reading aptitudes such that girls enjoy reading more than boys. This investigated gender differences in reading habits of students and reported that reading habits of male and female students are somewhat different. In another study it is stated that boys and girls have different choices when it comes to reading also found that gender was major factor impacting students' reading habits and female students were better than male students in reading culture. This highlights that girls read significantly more books than boys did further girls tend to be moderate and heavy book readers while boys tend to be either light readers. This revealed that students spend of their hours per week attending to both in reading activities Poulsen (1991).

The present study provides background information about theoretical researches done in the area of reading habits. According to explored the study which tried to analyze reading habits and teaching strategies for reading skills. The data showed that the majority of respondents did leisure reading almost every day. It would also result in students enjoying as well as appreciating the text that they read. The end result that should be achieved would be developing independence mature and autonomous readers. The data showed that students spend more time different hours in reading books to improve their reading habits Rattan (2013). It will be beneficial to have a record of their reading habits in order to make predictions about their academic success in the study. The purpose of this study was to know the user's response to different aspects of reading habits. The findings of the study shows that reading is a tool in the hands of a person by

which he can increase his knowledge to obtain new ideas and reading gets a serious attention among the users. They conducted a study on reading habits of students in social sciences and arts. The findings of the study shows learning leads to an overall mental professional and human development Tharumaraj and Nordin (2016). Further the study also revealed that reading not only gives people new ideas information and insights it also helps them to become more complete in every aspect.

The present study shows that various interesting results with respect to preferred places of reading books as well as purpose of reading habits of their academic achievements. It was found that the population consists of an equal number of male and female respondents and it is observed that most of the respondents are from the rural areas. This recommends that the needs to provide facilities and promote reading habits among the students. It is very interesting to note that almost all the respondents have reading habits and most of them read books at their home. It is also found that most of the respondents have a high positive attitude toward reading books Thanuskodi (2011). We have found out that the attitude towards school and learning significantly predicts academic achievement. This finding fits the concept of positive orientation toward school which was conceptualized while the positive orientation toward school is one of nine protective factors in adolescent problem behaviour. The positive orientation toward school scale was based on two dimensions: how much students report liking school, and the extent to which student's value academic achievement. The respondents also showed their interest to read books and therefore it is suggested that the timings need to be extended so that the students and members can read for the longer hours. In this it is observed that most of the respondents are aware of the other reading materials. Further the study revealed that most of the respondents read various information sources because they are interested in the topic of the study. Furthermore authorities and all faculty members may hold reading campaigns by inviting more influential or inspiring personalities so the students will be more attracted to participate in the reading events. The few of the respondents read literature for research purpose. Another notable finding of the study is that most of the students and faculty members are very much interested to read books. This study shows that the reading habit has made an impact on the academic achievements of the students and the faculty members Vellaichamy and Jeyshankar (2014). Further it is found that reading habit has been acting as a channel for gaining real world of knowledge improved mental capacity and enhanced the reading skills in everyday life. Therefore, the study recommends that need to subscribe more number of books and related materials for further study.

CONCLUSION

The impact of reading habits on the academic achievements is found that the reading habit has made an impact on the academic achievements of the students. The majority of the students strongly agreed that reading is the channel for gaining real world of knowledge followed by it is the basic tool of education. As it improves mental ability and also it enhances skills in everyday life. Furthermore they have opined that reading improves and sharpens the intellect and it promotes effective participation in the social life. It promotes success during the examination period and also for them to express their feelings. In this context research aptitude indicating the possibility of future success or failure of learners in subjects of which has become a major concern of academic counselors and also researchers are working in the field of science education. Research attitude has also been selected as the focal theme of the different discipline that has become the area increasing attention of counselors and researchers.

EDUCATIONAL IMPLICATIONS

The present inquiry has assessed the attitude of students towards research. The term attitude encompasses a wide range of affective behaviors. It is a mental state of readiness exerting direct or indirect influence upon an individual's response to all objects and situations with which it is related. One of the important objectives of teacher education is to create awareness and understanding the importance of research in the classroom. Thus action research became a part of the syllabus where in the students are expected to prepare action plans and implement the same during their practice teaching sessions. Attitude towards students enhances enthusiasm and credibility among the students reading habits. One's attitude influences mentally how a person approaches in all the work and human interactions related to the society.

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TEACHING LEARNING PROCESS DURING COVID-19 PANDEMIC IN ONLINE MODE: A STUDY

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Introduction

"Science and technology revolutionize our lives"--

Arthur Schlesinger

Modern age is the age of science and technology .Technology entered in all the fields like industry, trading and commerce due to rapid advancement of science. Technological changes affect the Educational field also because revolutionary changes in teaching-learning process emerged out in a new shape. Therefore technology is the result of science which deals with the scientific principles to solve the problems to improve our day today life. Technology always deals with the use of technical means to solve the problems practically.

Understanding about Technology

It is the application of scientific principles to improve human life problems practically with technical means. Advancement in technology affects all walks of life .In words of *Arthur C. Clarke -*

"Any sufficiently advanced technology is equivalent to magic",

Technology is an art which deals beautifully with interrelation of use of different techniques with life, society and the environment.

"The art challenges the technology, and the technology inspires the art." *- John Lasseter*

Meaning of Education

Education is the process and art of sharing learned information, ideas, knowledge, and experiences inside and outside the school. This process helps to develop creativity, reasoning, right decision amongst children and people. So, it is sum total of experiences o f a child gained by him through acquiring the knowledge at any time at any place.

Technology and Education -

In Education, technology means different strategies, processes, techniques, methods to teach the content. Education is positive change in behavior among the children or we can say that it is a process of modification in behavior, which

can be possible when teacher will co-relate the content with the daily life examples and experiences of the students. So, Educational Technology ,is the application of science in which a teacher can make the teaching-learning process effective through different means for better understanding of the content and change in behaviour of students in positive direction.

1. **Technology as tools of Teaching**

   There are various types of technologies currently used in classrooms. Among these are:

- **Computer in the classroom**: Having a computer in the classroom is an asset to any teacher. With a computer in the classroom, teachers are able to demonstrate a new lesson, present new material, illustrate how to use new programs, and show new information on websites.

- **Class blogs and Wikipedia**: There are a variety of Web 2.0 tools that are currently being implemented in the classroom. Blogs allow for students to maintain a running dialogue, such as a journal, thoughts, ideas, and assignments that also provide for student comment and reflection. Wikipedia, an online encyclopaedia, are more group focused to allow multiple members of the group to edit a single document and create a truly collaborative and carefully edited finished product.

- **Wireless classroom microphones**: Noisy classrooms are a daily occurrence, and with the help of microphones, students are able to hear their teachers more clearly. Students learn better when they hear the teacher clearly.

- **Mobile devices**: Mobile devices such as tablet or smart phone can be used to enhance the experience in the classroom by providing the possibility for professors to get feedback.

- **Interactive Whiteboards**: An interactive whiteboard that provides touch control of computer applications. These enhance the experience in the classroom by showing anything that can be on a computer screen.

   This not only aids in visual learning, but it is interactive so the students can draw, write, or manipulate images on the interactive whiteboard.

- **Digital video-on-demand**: Digital video eliminates the need for in-classroom hardware and allows teachers and students to access video clips immediately by not utilizing the public Internet.

- **Online media**: Streamed video websites can be utilized to enhance a classroom lesson.

- **Online study tools**: Tools that motivate studying by making studying more fun or individualized for the student.

- **Digital Games**: The field of educational games and serious games has been growing significantly over the last few years. The digital games are being provided as tools for the classroom and have a lot of positive feedback including higher motivation for students.

  There are many other tools being utilized depending on the local school board and funds available at their disposal.

2. Education Technology Project in India

The Government of India in the Ministry of Education and Social Welfare realized the importance of Education Technology for Qualitative improvement of education and included the Education Technology Project in its Fifth Five Year Plan in 1971. This project had four sub-schemes as follows:

- Setting up an Education Technology Unit in the Ministry of Education and Social Welfare.

- Establishing a Centre for Education Technology (CET) in the NCERT.

- Assisting States for setting up Education Technology Cells and their programmes on 100% basis.

- Strengthening a few education institutions for undertaking Education Technology Programmes. Accordingly, unit was started in the Ministry since 1971 and a CET in the NCERT was set-up during 1973.

Education Technology Cells come into being different states from 1972-73 onwards.

The Unit in the Ministry made all planning, policy-making and providing funds for implementation of the Educational project and the CET in the NCERT started functioning in the following areas:

- Systems designing and implementation.

- Prototype production of suitable hardware and software.

- Training in different areas of Education Technology.

- Research and Evaluation

- Collection and dissemination of information, data and consultancy services.

The Education Technology project was conceived as a broad-based and collaborative effort among the Ministry of Education and Social Welfare, the Ministry of Information and Broadcasting, the Indian Space Research

Organisation and other concerned organisations. It is underlined the importance of inter-agency co-ordination, systematic planning, scientific evaluation and effective utilization. Operationally the scheme sought to extend, the benefits of technology to large groups, particularly those in rural areas. It aimed at improving the quality of education at all levels, to reduce wastage and stagnation and to introduce new methods of teaching and innovation.

Recently, Information and Communication Technology (ICT) for education, initiative by UNESCO, conducted an extensive consultation to identify the competencies that teachers should develop to use technology effectively in the classroom. It is basically an umbrella term that encompasses all communication technologies such as internet, wireless networks, cell-phones, satellite communications, digital television computer and network hardware and software; as well as the equipment and services associated with these technologies, such as videoconferencing, e-mail and blogs etc. that provide access to information.

3. Challenges of use of Education Technology in India

Despite early implementation of technologies in Education system, India still faces teething problem for the new technologies in education. Some of them are:

- Not enough or limited access to computer hardware & computer software in education institutes
- Lack of time in school schedule for projects involving use of technologies
- Lack of adequate technical support for education institutes
- Not enough teacher training opportunities are there
- Lack of knowledge about ways to integrate technologies to enhance curriculum
- Education technologies integration is not a priority
- Students and Teachers do not have access to the necessary technology at home

Type of Technology in Education during Pandemic Situation

During this situation, all over the world students are at home only. Their parents are scared to send them in schools. Children are also surprised because neither they can play in parks nor they can share their food with their classmates. Children feel happy to share their views with their friends because learner-learner interaction is fruitful. At this time, Education for children can be possible only through ON-LINE.

Two types of technologies can be used through ON-LINE —

- Hardware (Technology in Education)
- Software (Technology of Education)

HARDWARE means computer, mobile, LCD projector, pen-drive, lap-top, tablets, webcam, microphone, speakerphone, headset, etc.

SOFTWARE means videos, demonstrations, experiments, drama, poem, story, visuals, different educational apps, video processing, content transmission, integrations, Power Point Presentations.

Different platforms through which a teacher can connect to the students:

- CISCO Web Ex.
- Google Meet
- Microsoft Team
- Zoom,
- Jisti meet

On-Line connection between teacher and students through each platform involves limited numbers of students and time. Therefore, institutes can purchase their own platforms according to:

- number of learners
- type of content and
- execution of content

Mode of on-line classes in pandemic:

- Distance learning
- Webinars is like a seminar where students from different locations can connect with their teacher through internet, can hear the teacher, ask questions and solve their difficulties.
- E —Learning: Electronic learning through smart phones, tablets etc. via internet at any time at any place.
- Live-Classes: here students and teachers can meet at a specific time through internet lively.
- Video Conferencing: face to face interaction via internet
  through transmission of audio and video content.

To make on-line classes more interesting:

- A teacher can share his/her experiences regarding discussion of reading, researching with other educators to the motivational purpose of students.

- Audio-visuals resources can be used to engage the learners for interactive teaching.

- Teachers can post clear in formations regarding feedback and technique of questions to think critically and develop their ideas online.

- Teachers can accept the new ideas received from students in the form of feedback.

- Regular connection with students builds a responsible relationship for deeper learning.

- At the end, summarize the content with key points of learning supports reinforcement.

- Assessment is important for feedback .Google forms play crucial role.

Every teacher may be considered the following points for content delivery through on line:

- Selection of class,

- Choose the topic,

- Plan the objectives according to topic,

- Gather the equipments to teach the content,

- Plate form selection to meet the requirement,

- Set the time for class,

- Execution,

- Feedback from students.

Principles for effective communication for content delivery through on line:

- CLARITY—

  Message, mode, objective must be clear.

- UNITY OF THOUGHTS-

  Thoughts should be clear.

- PRECISE MESSAGE—

  Short messages can understand by the students.

- CORRECTNESS—

Correct message gives clear direction to the students.

- RESPECT OF FEELINGS-

  Respect towards sender and receiver feelings ensures towards the receiving of message.

- FEEDBACK

  Feedback is important to complete the message.

Delivery content through on line in the form of:

- Text
- Data
- Audio
- Animation
- Video
- Picture
- Graphics

Challenges during content delivery through on line:

- Every teacher and students cannot be Digital Literate.
- To complete the content on time, sometimes become difficult.
- Security of data of users is important.
- Institutes and schools are not technically equipped.
- Sometimes teachers and students not ready to equip themselves due to lack of motivation.
- Online platforms cause distraction also.

Findings of some researches of on line content delivery during pendemic situation:

1. *Topic—online learning in higher education institutes—a necessity in light of covid—19 pandemic(research)---Waheb Ali ,university of fiji,2020*

Findings:

- *Universities worldwide are moving more and more towards online learning.*
- *Staff readiness, confidence, student accessibility and motivation play important function in ict integtated learning.*

- *Online learning as a necessity in times of lockdown and social distancing due to covid -19 pandemic.*

2. COVID-19 and online teaching in higher education: A case study of Peking University-- WAI BAO, Associate Professor, Graduate School of Education at Peking University , Ministry of Education of China , April 2020

Findings:

Research concludes with five principles of high-impact teaching practice to effectively deliver large-scale online education, through the case analysis of Peking University's online education—

- First, the principle of appropriate relevance. The quantity, difficulty, and length of teaching content should match with the academic readiness and online learning behavior characteristics of students.

- Second, the principle of effective delivery. Due to students' characteristics of low concentration in online learning, it is essential to adjust the teaching speed in order to ensure the effective delivery of teaching information.

- Third, the principle of sufficient support. Faculty and teaching assistants need to provide students with timely feedback, including online video tutoring and email guidance after class.

- Fourth, the principle of high-quality participation. It is necessary to adopt some measures to improve the degree and depth of students' class participation.

Last, the principle of contingency plan preparation. In view of the extraordinarily large scale of online education, it is necessary to make contingency plans in advance for addressing possible problems such as the traffic overload issue of the online education platform.

Furthermore, since this online teaching is implemented quickly during the outbreak of COVID-19, students' anxiety needs to be relieved in various ways to ensure that they can actively and effectively engage in online learning.

Conclusion:

Importance of online teaching in this hour of crisis cannot be denied. At the end, in the words of Grant Aldrich, Founder & CEO of onlinedegree.com, I will conclude the importance of ON-LINE CLASSES

"on-line learning is useful because everyone learns in their unique way, at their own pace. However, with online learning, students can go through topics and

soak in information at their speed. E-learning also allows taking the end of course assessments, which keeps participants alert. Some students may even take more notes in an online setting than in-person, thus better retaining the information."

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CORONA VIRUS VS STUDIES : IMPACT AND STRATEGIES FOR HIGHER EDUCATION SYSTEM

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ABSTRACT

The Covid-19 pandemic has significantly disrupted the all sectors including education sectors from primary to higher education sector. It has enforces the world wide lockdown. The pandemic has changed the traditional chalk-talk teaching model to E-learning process. Education is the most important aspect of our lives and it plays an vital role in every individual's life. Schools around the whole world have closed their doors. E- classrooms have been made on the online platforms for all teachers and students. The education sector has been fighting to overcome this bad situation by adopting the different steps of digitalization. This paper highlights the impacts of Covid-19 on education sectors, some problems of online teaching-learning process, both negative and positive impacts and also discussed some valuable suggestions for removing all sorts of obstacles faced by teachers and students during this pandemic situation.

KEYWORDS: Corona virus, Pandemic, E-Learning, Virtual class room, New Normal

INTRODUCTION

The Covid-19 pandemic sparked monumental changes in every sector including higher education. Social distance is regarded as the highest civic duty. The world is undergoing a new process that we may be called **Covidisation**. It has enforces the world wide lockdown. This pandemic has led to a revolutionary change of all sides of human life like health, food systems, world of work, transport, tourism, religion, entertainment, commercial establishment, economy and education systems from primary to higher sectors. The pandemic has changed the traditional chalk-talk teaching model to E-learning process. The education sector has been fighting to overcome this bad situation by adopting the different steps of digitalization. UNESCO released its report on 23 rd March, 2020 stating that good number of students were unable to attend their classes in Schools, Colleges and Universities .More or less 185 countries has been affected by the epidemic as a result of which about 95 percent of schools colleges and universities have been closed due to health risk of the students. Like all other sectors educations are highly affected by this covid-19 pandemic situation from march 2020. Education is the most important aspect of our lives and it plays an vital role in every individual's life. The Covid 19 pandemic has significantly

disrupted the all sectors of education including higher education sector which is a critical determinant of a country's economic future. But to continue the education system the online teaching has been implemented .This is a crucial time for every sector are facing deeply trouble during corona virus pandemic.

OBJECTIVES:

1. To analysis the impact of Covid-19 on education sector.
2. To understand the problems and disadvantages of online teaching
3. To suggest some steps for removing the problems faced by students and Teachers.

IMPACT ON ALL SECTORS OF EDUCATION

The World Health Organization (WHO) has declared the Covid 19 outbreak a painful global pandemic as the novel corona virus continues to rapidly spread worldwide. The corona virus has an **adverse impact** on various important areas of public life including higher education. Schools around the whole world have closed their doors. E- classrooms have been made on the online platforms for all teachers and students The students who are prosecuting higher studies are feeling very much anxiety for completion of their studies for poor connectivity of the online system throughout our country specially remote villages. The situation arising out of pandemic is a very much grave for conducting stalled examinations of the students on all sectors including higher educations. The Corona virus pandemic and therefore the ensuing lockdown has forced schools and colleges around the world temporarily shut and this unprecedented move had created an enormous gap within the education bodies despite the central and government doing their best to support for e-learning and online education instead of offline education. The current pandemic is not only affecting the health of the citizens in the world, it also striking the education of the students as well as all Universities, colleges, schools being shut and their syllabus stranded. This is a crucial time for every sector from primary to higher education are facing deeply trouble during Corona virus pandemic. The students life has been disrupted. Restriction to check the pandemic have led to the closer of schools and colleges. The recent study of UNICEF shows that vast section of the population, especially under privileged students, getting left behind since they are either unable to effort the technology or live beyond its reach. The study also reveals nearly 463 million children worldwide have been deprived of education since schools and colleges closed owing to Covid 19,says the report. Another recent study in West Bengal as reported that child labour among school going children has increased by a shocking 105 percent in the State during the lockdown. It is also mentioned here that the poor access to learning since to be

having a domino effect, aggravating other social ills like mal nutrition, child marriage and gender equality.

In NEP 2020 the education budget has encouraged the digital literacy and it is hope that the infrastructure would be the first steps to bridge this gaps. The Covid-19 has changed the traditional pattern of education. The chalk and talk method sudden switch on technology. At this stage New Education Policy 2020 emphasised several measures for promoting digital learning and enhancing infrastructure requirements. The radical shift to online education is the way forward would be simplistic. The role of online resources should be that of a facilitator, opening up a world of opportunities and information of all students at home or at school level also.

The international students are also worried for completion of their studies as they feel stuck between pandemic exposure and completion of courses, since it is a year for **virus VS studies**. The students conducting higher studies in aboard are very much worried about the new immigration policy of different countries like US, UK, Australia, China which compelled them to leave their place of studies or transfer to any other college, university operating online studies. It may be mentioned here many American Universities have become to depend on the revenue from more than one million international students who typically pay higher tuition fees but they are facing much financial stringencies due to Corona virus pandemic.

The Corona virus has had an adverse impact on various important areas of public life, including education. School and college campuses not only make for suitable reading environments for students but are also the best places for healthy interactions and personality development. The latter cannot be wholly achieved by staying at home. Now it is a crystal clear that the studying online cannot be regarded as long term alternative to libraries, classrooms and traditional reading. Therefore students, parents, teachers, education administrators need to consult one another to find newer ways to meet these challenge.

In pandemic situation students are feeling very much anxiety and confused regarding contradictory guidelines both Centre and State for conducting stalled examinations for the interest of the student. It announced lockdown for continuous more than 10 months, all school and colleges have been completely closed for which education system has been facing much trouble. However the various ways are being adopted by the various universities around the world to prevent from being infected by the Corona virus. From these perspectives most of the Universities, colleges, schools has created startling record during the

lockdown period. They adopted online mode due to covid 19 pandemic and they have been successful in holding classes, conduct examination, published results within the timelines of academic calendar. This move also made it possible for the students in the final years to catch up with the placement circle. This type of arrangement is very much essential during the pandemic days and specially where any kind of face to face meeting is risky so online mode has offered incredible opportunity in this deadlock situation. This is a crucial time for every sector including higher education as well as every education sector are facing deeply trouble during Corona virus pandemic

After the pandemic situation the term new normal are being used which is the increased used of online learning tools in education. The new normal is a transformed concept of education with online learning at the core of this transformation.

The rapid increase of mobile internet use in India should be reached 85 percentage of house holds by 2024 enabling the technology access in education in each and every villages of the country. So that the effectiveness of learning and teaching could adopt online teaching methods. As no immediate solutions to stop the outbreak of covid-19, the poor students has missed the opportunity for learning as well as the lack of healthy meals during this time due to economic and social stress. However due to non stop out break of Novel corona virus the entrance test of various universities stalled during this period. Although only a handful of school and colleges has adopted online teaching instead of offline method. Covid 19 pandemic has showed a new ways of learning. The educational institutions of the most of the countries of the World are looking towards online learning platform to continue with the process of educating students. The demand for online learning has risen significantly and it will continue doing so in the future. But online learning methods also has its own set of positive and negative.

PROBLEMS AND SOLUTIONS OF ONLINE TEACHING-LEARNING SYSTEMS.

The benefits of online teaching learning process are unassailable, reduced costs, great flexibility for the students and the ability to teach or train many students/scholars all over world at the same time. In spite of so many benefits, there are many drawbacks of online teaching process. Many negative impacts on education system including all sectors of higher education are found. E-learning is not without its faults. We have identified some vital problems of online system and also discussed its solutions.

- Most of the time online teaching-learning is **monotonous**. My personal opinion regarding online classes are not so hopeful. The discussion on any topics in the normal classrooms had enormous effect on student's mind. Class lectures or question answers method had a deep impact upon all students. Most of the students who are attending the online classes are busy at their own work. Speaker and video of the student's mobile are muted, so it is easy to do another work ignoring online classes. It is not possible to identify those students who are not attending the class carefully.but in regular class room system teachers are deliberately watching most of the students.

  In spite of such difficulties Online classes are inevitable in this pandemic situation. Online classes must be dynamic, fun and interactive. The maximum participation of the students in online course must be ensured by providing all types of interactive training with challenges and adventures. Teachers or trainers can promote different types of competition by including ranking and distributing prizes for the winners.

- Evaluation system of online process is **open book system**, may it be mentioned that in our country the examination system without books are followed and the true value of the students are assessed ---but at present the online examination system without protocol mode is not at all fare. So the lack of **protocol mode** in online evaluation system students suffers from merit assessment properly. Online classes have decreased the value of the meritorious students, as well as value of education. Students are also being deprived of subject wise relative standing at the national level and integrated programme offline mode. However in the covid-19 period the online system education may be continued as safety measures for the health of the students. It is also reported that in many countries like France, Britain,Austrelia are facing second wave of the corona virus and the Schools and colleges, Universities has been shut down and the education system continued through online. But this is not the permanent solution of the education system.

- **The on**line examinations are hassle free for savings of time, money of the students as they can give . Now a days online examination is rapidly becoming more and more popular for upliftment of new technology.It saves paper, time and more secure.

- Students are facing too much **technical difficulties**.

Many students didn't take their daily lessons from E- learning process because most of the poor students had no laptop or smart phone by which they can attend this online class.   Most of the students are not provided with the strong powerful internet connection that online classes require; as a result fail to attend their virtual classes. Some of them have not their own android phone or computer. Students are attending their virtual classes through video conferences like Zoom, WebEx, Skype, Google meet apps, but most of the students who are residing in remote villages could not avail these online facilities due to Poor network connectivity. Many teachers are also facing too much technical problems that are unavoidable and cause stress in the middle of live classes.

The Governments both Centre and State are required to provides smart phone along with internet connection at their own cost to each and every students from school level to university level. Almost 60 percentage of people are living in law income groups for which they are unable to purchase smart phone for their children. All educational institutions should also provide some technical facilities for lower income group students.

- Students of the science stream are facing much trouble for **not attending practical classes**, although the practical classes are very much vital for acquiring practical knowledge. Medical, Engineering students are also deprived of such facilities. E- learning training providers also choose to focus on developing theoretical knowledge rather then practical knowledge. Without direct communications and classrooms or workshops it is not possible to acquire adequate knowledge or skill enhancement. But in the period of covid pandemic it is not possible to continue full-fledged offline classroom system.

- **Students feedback** is limited in online teaching learning process.

  The **absence of direct interactions** between the students and teachers are being hampered in online system education now.   Students are sharing their problems, experiences with their teachers face to face .It makes learning processes easier, comfortable and significant. Lack of personalized feedback of Students become dissatisfied. Due to lack of face to face communications between peer groups students are not enjoying such online classes. On the other hand the traditional class room teaching the direct interactions with the teachers and students can give only face to face feedback. The necessity of debate in offline system are very much important for enhancement student's merit.

Teachers can also give proper guidance for improvement and identify students weaknesses and strengths in online teaching- learning system. If students get feedback from their teachers, they are able to change their lives. Every students needs feedback for their performance during the online teaching-learning process.

- **Social isolation is one of the vital problem in E-learning methods.**

  The students spend much their time on online method compelling them social isolation due to lack of human communications in their life. Several mental health issues are also involved due to continuous anxiety and negative thoughts of present generations. Man is social animal, it needs to be actively engaged with others .Due to lock down in a whole country people have become unemployed and Students also are apprehending that their carrier may be hampered for lack of traditional education system.

  To remove social isolation interactions between students-teachers and interactions between majority of the students in online system should be frequently arranged since the formal classroom system can not be started at this stage considering the health conditions of teachers and students due to new strain is knocking at the door which is very much highly infectious then corona virus.

- **The computer illiterate persons are not attend online learning**

  The most of the citizens of Western countries like USA, UK, Germany, Australia have their own mobile devise and personal computer ,so it would be easy to argue that online education is easily accessible to every persons. But in third world countries like India, Pakistan, Bangladesh the picture is something different. Many people although they are highly educated have not any basic knowledge of computer. Lack of knowledge of computer literacy is another problem to continue to online education. Online education will not be possible for all until such gaps exist in our society.

  Therefore the computer education from primary level to PG level should be implemented mandatory as a special subject in the syllabus. It may be mention here that the reputed institutions are teaching their students against big amount but the low income group students who are reading in Government aided schools are facing much difficulties for dearth of knowledge in computer literacy. Government should provide modern device and proper teaching to cope with the situation at par with private

institution. Both central and State must increase the amount of education budget like western countries to remove such difficulties.

- **Time management is** another vital problem for students in online learning. Most of the time students are facing many difficulties in managing their time with online learning. The mode of virtual class room is completely new for them. But most of the teachers or trainers have set their routine according to their own leisure time .Students are facing much difficulties in adjusting to the time required for online classes. Time management is a very basic concept by which students-teachers both are successfully going through course work.

  To avoid this problems they need a scheduled planner to manage their time in an effective manner. The time table or routine of virtual classes must be flexible .In spite of this we can say that time management is something new that every student can and should learn for future betterment of their life and personality.

FOLLOWING SUGGESSTIVES MEASURES SHOULD BE TAKEN TO IMPROVE THE ONLINE TEACHING-LEARNING PROCESS

It is obvious that the situation affects the everyone and everyone needs to come together so that we can overcome this pandemic. We cannot return to the world as it was before. We must not allow the situation to compromise the quality of learning of the students. Public health and public education are closely interrelated. If the lock down continues for a long period then Government and teachers should be taken some effective measures .As a Teacher of social science I suggest some measures for improving online teaching-learning process.

- **Well designed platform** with a **specific given curriculum** and **effective assessment process** are required for proper online learning.

- **Motivate the students properly** – motivation is one of the best weapon to effective learning. Teachers or trainers must discuss the aims and goals of current syllabus, it will help the students to acquire proper knowledge and skills.

- **Flexibility** must be maintained in virtual classes. Students enjoy full freedom to their own learning as they are not tied down to a fixed routine like offline classes.

- Online classes have decreased the value of the meritorious students, as well as value of education due to Open Book system. **Proper assessment** is not possible in this examination system. So **result based assessment** must be followed by all educational institutions. Protective

measures must be taken for online assessment system like **protocol mode**, **constant supervision** etc.

- Online education systemare not successful due to Inadequate opportunities. So it is necessary to enhance more opportunities for online teaching. Government and all educational institutions should develop effective infrastructure and speedy internet connection that students and teachers can attend the virtual classes easily.

- Create more opportunities for students to interact with their teachers and friends regarding lessons and other activities. Both students and teachers need interaction to build confidence and fruitful discussion.

- Every educational institutions should adopt auto-checking process to measure student's regular attendance. If institutions are seriously checking student's attendance, then the percentage of attendance of students in virtual classes must be increased.

- Government should be made uniform academic plan for higher studies and also formulate a proper Education Continuity Plan for smooth running of education system during this Covid-19 pandemic.

- Adequate funding are required for the improvement of online teaching-learning process.

UGC GUIDELINES FOR RE-OPENING OFFLINE CAMPUS

Moreover some steps are required prior to re-opening of campus.

- It is most vital that the authority must declared the area safe for re-opening of the educational institutions, after observation the guidelines and orders issued by the both central and State.

- The institution must ensure appropriate sanitization and disinfection process and procedure.

- The Education institutions should consider also reducing the class size and break them in multiple sections to maintain physical distances during the classes.

- Thermal scanners , sanitizers , fresh mask should be available at all entry and exit points.

- All types of crowding should be avoided in all sectors.

- Spiting in the campus must be punishable offence, dustbin must be clean and covered properly.

- The disposal of Used fresh mask, PPE, gloves should be ensured as per safety norms.

CONCLUSION:

From this above discussion it is observed that there are far differences between the online classes and offline classes. From our childhood we have never studied in such environment. Our study found that most of the students who are residing in remote villages face enormous challenges in E-Learning process due to lack of electricity and poor internet connectivity. But in covid-19 situation no other alternatives are possible for continuing learning in all sectors. Since the pandemic was still on the students could catch the virus once send to the offline class room.

As envisaged the National Education Policy, the Union Government has said that it intends to establish virtual universities which will ostensibly help in achieving the desired gross enrolment ratio in higher education.

Nobel corona virus has infected 21.5 percent of India's population including one in three persons living in urban slams. The Health officials have asserted that covid-19 vaccine are necessary to bridge the gap between the observed infections prevalence levels and what would be required to reach herd immunity thresholds and to protect individuals.

In this circumstances We may conclude that offline learning in classroom can be reopened after taking protective health care measures of the students as stated above. But the virtual learning should be continued to protect the interest of the students as interim measures till the ends of the corona virus pandemic situation.

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HUMAN DIGNITY AND EQUITY TOWARDS HEALTH ETHICS

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ABSTRACT

Ethics in health evolved through several phases during the last few decades traditional ethics, bioethics, health policy ethics and ethics in relation to human rights. Equity which has to do with a fair distribution of benefits from health and social development is defined in various ways. There are two views on achieving equity, the solidarity approach and the individual right approach. The last can only be achieved in wealthy politically stable communities. A balance has to be established between the two approaches. With the promotion of human rights gaining momentum in recent years; there is a need to review ethical principles in health to ensure that human rights and dignity are fully respected. The health sector has the obligation of considering the ethical dimensions of the major determinants of health. These include the political system, economic situation, demographic changes, cultural diversity, and role of women, global ecosystem sustainability, technological advances and the changing pattern of disease. As we start the third millennium, social mobilization in support of health ethics, equity and human dignity is a responsibility of the academic and advocacy groups involved in ethics and human rights. An ethical culture should be developed at the national level. It is hoped that the twenty-first century will be characterized by wisdom with which acquired knowledge will be applied with equity.

Key words: Equity, Human Dignity, Health Ethics.

INTRODUCTION

Ethics is grounded on socio-cultural, philosophical or religious convictions of what is good or evil. Ethics is considered as the effort to find justifiable grounds for distinguishing what is right or wrong in human actions and ways of life. Ethics incorporates social dimensions; it is concerned with justice, rights, respect of human dignity, autonomy of the individual and respect of the community. Health policy ethics is concerned with organization financing and delivering health care. In this respect, ethics is a bridge between health policy and values, where values are recognized as guides and justifications people use for choosing goals, priorities and measures. Ethics examines the moral validity of the choice. Equity is frequently defined as an expression of social justice. It has to do fundamentally with a fair distribution of benefits from health and social

development. It goes beyond equality of access to health care. It calls for responses that are in accord with the needs of the individual in relation to the needs for all. From the point of view of the health, equity can be defined in various ways: (a) equal resources expended for each individual supply equity (b) equal resources expended for each case of a particular condition (c) equal access to health services (d) equal quality of health care (e) equal status of health for all of which is eutrophic (f) equal healthy life gained per dollar expended (g) care according to needs and demand equity. Equity involves both process and outcome. An operational approach would be to assess the impact of specific health decisions on equity and to ensure that decisions taken do enhance equity. One view of equity focuses on the health of the most vulnerable. A distinction is usually made between those who are inherently vulnerable such as those with a congenital disability or those whose vulnerability is a result of the social features such as the poor, women in certain cultures. Ideally, health inequities contingent on factors such as gender, age, residence, education, income, ethnic group, family size, etc. are unacceptable. It is difficult to judge equity by its impact on national health indicators on cost effectiveness of a certain health intervention on the community. Equity might not have a direct relation to aggregate health indicators. Improvement on national health statistics can be achieved without improving equity, and dramatic gains in equity can occur without having an impact on aggregate national health statistics. Because of the various determinants affecting health outside the health sector, a cost-effective approach to health ethics may be biased. The cost of supplying basic infra-structure such as housing, clean water, sanitation or transportation to deprived remote areas cannot be included in the cost-effectiveness of a specific health intervention. There are two views on achieving equity. One is the "solidarity approach", which focuses on the society as a whole but may ignore or subjugate the needs of some members or groups. The opposite extreme to this approach is "the individual right approach" according to which each individual should have equal access to health care and equal outcome. It is obvious that this can only be achieved in a wealthy, politically stable community. Most third-world countries, which suffer the greatest burdens of disease, cannot fulfill these criteria. Sometimes the right of the individual to attain the highest state of health in a poor country would lead to inequities through exhausting the limited resources available for health in highly expensive health interventions. A balance has to be established where priority is given to support the basic health needs for the community. If the language of human rights were to be strictly adhered to in developing countries, it would set the good of the individual against the good of the whole community. The tension even exists in one of the richest countries, USA, where the public

health authorities assuredly are empowered to constrain the freedoms and rights of individuals if necessary to achieve a collective good, they must do so consistent with constitutional constraints on government action. Achieving a just balance between the powers and duties of the state to defend and advance the public health and legally protected rights of the human beings represents an enduring interest of those immersed in the discipline of public health law.

HUMAN DIGNITY

Promotion of human rights was identified as a core principle of the UN charter. The promotion and protection of human rights and of health care are fundamentally linked. The right of the individual to receive correct information facilitated legalizing the compulsory information labels on smoking resulting in a negative health and economic impact. There has been a growing tendency in recent years to minimize the burden of public health care on individual human rights. In the past, notification, isolation, mandatory, testing, etc. were justified on the grounds of limiting the rights of the few for the good of the many. This is no longer ethically acceptable in many cases. Human dignity is considered along with human rights to be inherent, inalienable and universal. While important dignity-related health impacts may include such problems as the poor health status of indigenous peoples, a coherent frame work of human dignity violations in the field of health is lacking. The taxonomy and an epidemiology of dignity may uncover an enormous field of previously suspected yet thus far unnamed and therefore undocumented damage to physical, mental and social well-being. The relationship between scientific advances, ethics and human dignity will continue to be a focus for discussion and recommendations throughout the next few decades. The health sector has an obligation to consider the ethical implications of the major determinants of health, since it causes for inequity or violation of human dignity may originate from outside the health sector. Major determinants include the political system, economic factors, demographic changes, and cultural diversity including the role of women, global ecosystem sustainability, technological advances and as a consequence the changing pattern of disease.

POLITICAL SYSTEM

Democratization is a prerequisite to ensure the respect of human rights, social justice and equity. As we enter the third millennium the process of democratization is spreading to more and more countries. The progress, however, is relatively slow. Progress in health ethics to achieve equity and respect human dignity should not wait. Attempts to achieve equity in health care are usually welcomed even by the most authoritative regimes. Decision makers

play a decisive role in adopting ethical principles in health care that ensure equity, justice and respect for human beings. It is the responsibility of professionals, academicians, as well as ethical, human rights and consumer protection groups to supply decision makers with valid, reliable data on the merits of adopting an ethical code of health care that ensures equity and justice. It is not comprehensible that environmental groups green parties could be successful, even in third world countries, in mobilizing public opinion and in getting political support, while health ethics groups still lack a strong political lobby to support their humanitarian goals. Political instability is a great impediment in achieving health for all in certain third world countries. It is estimated that more than 10 million peoples were lost as a result of armed conflicts during the last decade of the twentieth century, mostly those of civilians, and mainly children. There are more than 50 million refugees worldwide in need of an equitable share in health care. If the human burden of natural disasters is added to these figures, the challenge of delivering proper health care to those people is staggering.

ECONOMIC FACTORS

The relationship between health and poverty is well established. Poor health drags the poor deeper into poverty and poverty increases the risk of bad health. Exceptions are known examples such as Sri Lanka, Costa Rica, Cuba and other countries where leadership support and proper distribution of health care facilities have partially overcome economic constraint. At the global level, however, the situation is more serious. The income disparity between the richest 20% and the poorest 20% is increasing. It is estimated that more than 1.6 billion people living in more than 100 countries are worse of today than they were twenty years ago. The enormous imbalance in the distribution of wealth has to be addressed, not only across countries but also between individuals in the same country. The modern concept of health care reform through privatization theoretically imposes health care expenditure on those who can afford it, leaving more resources for the health care of the poor. In reality this is not easily achieved in low-income countries. It deprives a sector of the population of public health services while their income does not allow them to pay the costs of the private or insurance sector. Furthermore, the quality of public health care may deteriorate when health professionals become engaged in part-time private practice to compensate for their low salary scale. They are also the last to enjoy their rights that might lead to better health. Their principle of pre-occupation is likely not to be health but mere survival. Combating poverty and misdistribution of income is not an easy task that will be accomplished in the fore see able future.

POPULATION INCREASES

The population explosion will continue in many third-world countries during the first few decades of the twenty-first century. The global population quadrupled during the last century from 2.8 billion in 2020 to 6.4 billion in 2050. Most of the increase was in developing countries. The percentage of dependent population children, youth, women, elderly and unemployed constitute more than 70 % of the population in these counties. Most of them suffer from inequities in health care. Trends towards urbanization will continue in the third world with an increase of shanty towns, squatter communities and slum areas. These represent 20% of the population of certain third-world mega-cities. It is now recognized that the health of urban slum dwellers is even worse than that of those living in remote rural areas, because of overcrowding, and lack of proper sanitation and easily accessible health care facilities. They also suffer from particular health threats violence, drugs, sexually transmitted diseases and psychiatric problems. A special approach to ensure that proper health care covers these populations is both an ethical and equity issue. Developing countries where overpopulation control measures are in effect are facing another demographic problem, the rising numbers of elderly people. This, coupled with the increasingly expensive healthcare that is available to the elderly is a major challenge to equity in matters of health.

CULTURAL DIVERSITY

The debate about whether ethical principles are universal or diverse and capable of being modified according to prevailing situations has been going on for some time and will probably continue for several decades. It is hoped that globalization will succeed in bridging the gap between different cultures. Cultures, however, including traditions, customs, and religious beliefs, have been deeply rooted in the people for several centuries. The basic principles of ethics are relevant to all but some degree of flexibility in applying them might be required in certain situations. Along the same principle, notions of equity must be understood and expressed in terms of the culture concerned. This is necessary for the promotion of sustainable beneficial change as well as to avoid the so called moral change. The term ethical imperialism was given to the imposition on one society of solutions culturally appropriate to another society on the pretext that they represent ethical absolutes. Certainly no single country has the right to set universal standards with which other countries must comply. However, there is an irreducible set of international ethical standards common to all societies which have to be respected. Let us consider a few examples of the influence of cultural diversity on health ethics. The focus of relationships is more

on interdependence than on independence; the family unit is the basis, and too much independence is not much appreciated. The consequences of this interpretation of such ethical principles as confidentiality, personal rights etc. are obvious. Even when a health condition has a clear-cut physical character, such as an injury, god or spirit may be considered as the remote cause. With globalization and advances in communication and transportation, changes in life-style affecting health are sweeping the world. The ethical implications of these changes have not received the same attention as the ethical implications of the scientific advances for which bioethical codes are being formulated. The concept of health ethics should be broadened to include the dimension of changing life-styles. Ethically, populations should be made aware of the dangers of changing food habits and other patterns of life-style for their health. Ethical guidelines regarding life-style should be propagated through mass media programs including press, radio and television, taking into consideration existing cultures, traditions and values. The problem of the treatment of women cannot be underestimated when we consider health ethics, equity, human dignity and cultural diversity. In many cultures even in industrialized countries, women receive less education, less health care and are less involved in decision making at the family, community or national level than men. They challenge our principles on ethics, equity and human dignity and need more studies on innovative approaches as well as on supporting existing efforts to empower women through advocacy and education.

GLOBAL SUSTAINABILITY

Overcoming the harmful impacts of a changing ecosystem on human health requires political will and motivation which have to be considered in an ethical context. Many of the changes in ecosystems are associated with industrialization or the pressure of the increasing population on the fragile ecosystem. Global warming has serious consequences on health. A sea level rise disrupting many coastal ecosystems jeopardizes coastal fisheries, which salinate river water, alter rain fall, advance desertification and displace scores of people living in coastal areas. Attenuation of the stratospheric zones permits greater amounts of ultraviolet rays to enter the biosphere with adverse effects on human health and biological systems. Environmental pollution, whether chemical, radiological or biological, will increase in developing countries where industrialization may precede the adoption of preventive measures to control industrial environmental hazards and pollution. The effects on human health are potentially devastating. To overcome these changes, international cooperation is needed. The cost is tremendous. Since the burden of the guilt for the harm inflicted by the global

ecosystem lies mainly on the industrialized nations, it appears ethically equitable that the cost of intervention should be covered by them. The ethical concern in dealing with the damaging effects of a changing global ecosystem should consider the well-being of the global whole rather than that of the individual, community or even the nation. That means another ethical equity challenge.

USE OF TECHNOLOGY

Great progress has been achieved in the biomedical field during the last few decades. More is expected in the following decades. Advances in diagnostic imaging and biological testing techniques as well as in medical forecasting based on genetic testing are continuing. Advances in surgical and medical cures, organ and tissue transplantation, xeno transplantation (i.e., organ transplantation from animals), artificial organs, cloning, tissue culture techniques, molecular biology and information technology are reported almost daily. Many ethical issues have been raised and new ethical codes adopted. The pace of ethical studies needs to be hastened to cope with these rapid advances that may carry serious ethical consequences. There is a need to revise continuously our concepts on ethics. As mentioned as ethics is a thinking which is evolving and always incomplete. There is a need to develop a vigilance system in order to ensure that rapid advances in science and technology will not result in uncontrollable evolution or unacceptable deviation or harm. Ethics requires that all results, procedures and apparatus must be fully validated before being made available. Risks involved must be carefully evaluated. Vigilance might even continue when these products are on the market since it is not always possible to foresee their harmful effect. Scientific advances will result in more costly diagnostic or therapeutic procedures being made available. Advances in modern communication technology will introduce these costly therapeutic interventions in developing as well as in developed countries. Ethical and equity issues will grow. The rising cost of health care will increase inequities between those who can afford and those who cannot. Even in high-income countries it is a matter of serious dispute. In low income countries focus should be given to prevention and primary health care, in the hope that this will minimize the need for the more expensive, frequently unaffordable interventions.

FUTURE APPROACH

There is a need to develop an ethical culture in all countries. Governments should sensitize their own decision making procedures in the light of ethics. Ethics, equity and respect for human rights must be incorporated in all aspects of health care. Ethics has to be institutionalized wherever it is needed. Independent ethical organizational entities should be established. These entities should be

continuously working to develop new codes or guidelines which follow advances in science and changes in health-related determinants.

In the pursuit of equity we need to develop a set of indicators to measure disparities in the health status of vulnerable or disadvantaged groups. Ethical entities should stimulate concerned institutions to develop tools and indicators to identify and measure vulnerability, human dignity and equity. These tools should be valid, cost-effective and sensitive. These indicators could be used as a surveillance system to monitor progress of intervention measures and to overcome inequities in health care or abuse of human rights related to health. In developing countries where information systems might be weak, surveillance systems could be established. In developed countries more elaborate complex indicators may be developed which would not only measure the state of health but also reflect inequities in the general well-being of the individual. Ethical entities should seek to develop an integrated mechanism for systemic vigilance of inequities, abuse or neglect of human rights in health and health-related issues. Ethical entities should foster research in ethical issues related to health. The gap between research and policy should be narrowed. Multi-disciplinary research teams are needed, involving biomedical, behavioral, social, legal and scientists. Research is required to identify vulnerability clearly and to develop a taxonomy and epidemiology of violations of human dignity in the field of health. National aggregate indicators usually do not show inequities in health care. More sensitive indicators involving health and other related factors have to be developed. Research will be required to prioritize health interventions that can ensure equity. There is a need to find out innovative ways to overcome inequalities in health care. In order to ensure sustainability, a training program for relevant personnel is needed. Motivated, well-trained, young ethical scientists would be the guarantee that the present momentum will be maintained for future generations. The responsibility for carrying out these future tasks should be shared between representative members of the community, professional associations, and the state, as well as the whole international arena. Ethical groups have a great role to play. They are responsible for promoting advocacy measures both to the public and to decision-makers, as well as for fostering international cooperation. The concept that one ideology is universal to the whole world must change. Ideological perceptions from other cultures have to be recognized in order to contribute towards a common understanding on health ethics equity and respect for human dignity between all. Developed countries will need to support developing countries both morally and financially. International committees on ethics should be encouraged. Networking between international organizations, both UN and non-governmental, as well as with

governmental, academic and advocacy groups will promote the continuous and sustained development of ethics.

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VALUE EDUCATION AT ELEMENTARY EDUCATION

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ABSTRACT

Value Education is an important aspect of education affecting the students and the society as whole. Marr. Educators tend to take lightly the proper growth of students. Negligence will be detrimental to the well being of our society on the whole. For adequate inculcation of values, educational institutions need to give support as well as values are caught more than taught, the students need to grow up in an atmosphere of well being.

Really value education influences all aspects of students' growth and development. Thus, value education consequently, is an integral part of education which cannot be separated from the educational process. Value Education has to be placed, therefore, at the centre of the educational endeavour.

Traditionally the objectives of value-education were based on religion and philosophy. There was no secular value-education; but in today's modern world, this has been taken as very much essential.

Elementary Education is the basic necessity of every child and foundation of modern society and of democratic Govt. Its availability and provision is not only the responsibility of state but also parents and households. Elementary Education brings awareness masses, opened avenues for opportunities as well as self advancement and reduces chronic & intergenerational poverty. As a first step in the creation of welfare and just society universal primary/elementary education is an absolute pre-requisite for sustainable development.

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state and local. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14. The ratio of public school to private schools in India is 7:5. The Indian government lays emphasis on primary education, also referred to as elementary education, to children aged 6 to 14 years old. 80% of all recognised schools at the elementary stage are government run or supported, making it the largest provider of education in the country. Education has also been made free for children for 6 to 14 years of age of up to class VIII under the Right of Children to Free and Compulsory Education Act 2009. Primary education is the foundation of

development of a State in building human resources and ensuring social progress. Kerala in January 2016 became the first State in the country to achieve 100 per cent primary education and it is also ahead of many social development indicators vis-avis other developed States (the pioneer, 2017). For fifty years we have been a developing nation. It is time we see ourselves as a developed nation" (Dr. Abdul Kalam)

Meaning of Value Education

The purpose of value education is the development of an all round and well-balanced personality of the students, and also to develop all dimensions of the human intellect so that our children can help make our nation more democratic, cohesive, socially responsible, culturally rich and intellectually competitive nation. Consequently, the other aspect of their personality like physical, emotional, social and spiritual are not properly developed in providing for the growth of attitudes, habits, values, skills and interests among the pupils.

Value-education is a many sided endeavour and in an activity during which young people are assisted by adults or older people in school, family homes, clubs and religious and other organisations, to make explicit those underlying their own attitudes, to assess the effectiveness of these values for their own and others long term well-being and to reflect on and acquire other values which are more effective for long term well- being.

Definitions of Value Education

According to C.V. Good –"Value-education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behavior of the positive values in the society in which he lives."

The Hindu vision of life gives four goals, ideals and core values for a better quality of human life. They are **artha** (economic values of wealth) **kama** (psychological values of pleasure), **dharma** (moral values) and moksha (liberation). These four goals embody the formulation of human values.

According Mahatma Gandhi, Right living is reached only through value education which only stands against cardinal sins: " Pleasure without conscience; Politics without principles; Prayer without devotion Education without character; Wealth without work; Science without humanity, And commerce without morality."

According to Muijen (2004), The idea of value education is in a long philosophical tradition, beginning from the Greek term paedela (from which the word pedagogy originates) and ending in the Enlightenment thought and " ideal of a systematic improvement of our rational faculties, leading to the moral,

cognitive and technical development of the individual and of society as a whole."

Values education refers to stimulating awareness of values in individuals and thus enabling them to create and manifest such values, (Muijen, 2004, cited bySilay, 2010:18).

Role of Value Education at Elementary School

Values encompass development of ethical, cultural, spiritual and social sensitivity and internationalization of these values. Social and humanistic values are vital components of lives of human beings. Sympathy, affection, courage, friendship, cooperation, respect, honesty, courtesy, hygiene and many others are greatly esteemed social values. Individuals manifest these values in their actions in turn receive respect and approval by the society. Values are not only significant in terms of the principles and standards governing our daily actions and behaviours. Equally, they are important in how they impact and determine the direction of our lives. Their impact is existent in every aspect of life from choosing a profession to what extent and individual will become altruistic and fruitful for his nation and humanity as a whole. Values education is the sum of actions for the purpose of transferring values that comprises the building blocks of our social lives.

Values are principles, fundamental convictions, and ideals, standards of life which act as general guide to behaviour or as a reference point in decision making. Values are beliefs about what is right and what is wrong and what is important in life. Value literally means something that has a price, precious, dear and worthwhile one is ready to sacrifice for.

It is set of principles which guide the standard of behaviour. Values are desirable and held in esteem. They give strength to a person's character by occupying a central place in his life. It reflects ones attitudes, choices decisions, judgements, relationships, dreams and vision.

The guiding principle of life which are conducive to all value development. It is like the rails which keep the train on track. Without values, life will be chaotic.

Position of Value Education in India

The Indian Government currently promote values education in its schools. The Ministry of Human Resource Development has taken strong step to introduce values among schools and teachers training centers. Also India is known as the land of introduce values among schools and teacher training centers. Also India is known as the land of introducing values. In India from the leadership of B. Shaji Kumar, New Golden Education Trust (NGET) Values Based Education has

progressing throughout the country among schools from first standard to twelve std class. In the history of Value Education we see rather a show development of the system in India. In the 1980s, the government was more responsive to the needs of Value Education in our schools.

Ancient India – Value Education in India from ancient times has held prime place of importance. From the gurukul stage the child not only learnt skills of reading and archery but more the philosophy of life in relation with its impermanence. Hence education in India was born of this vision to achieve one's experience in the absolute as a spark of the divine and in this process practice of one's duty accompanies the acquisition of knowledge.

CABE**-** (1943-46) emphasized spiritual land moral education. It was the responsibility of home and community.

Education Commission (1964-66) recommended moral, social and spiritual values at all levels of education.

UNESCO (1972) emphasized that the education system should promote values of world peace and international understanding and unity of mankind.

National policy on Education (1986) cited readjustments in curriculum to make education a forceful tool in inculcate social and moral values; to eliminate obscurantism, fanaticism, superstition, illiteracy and fatalism.

Need for Value Education at Elementary school

The main causes of moral degeneration are:

Mahatma Gandhi found that there is great deal of moral degradation in the society.

Lack of respect for the sanctity of human life.

Lack of respect for authority, seen through the brazen breaking of the law and total disregard for rules and regulation.

Abuse of women and children, and other vulnerable members of society.

A wide range of values of moral, aesthetic and social nature that have evolved during the marathon march of the human civilization is posing before us a crisis of priorities: which of these values is to be cultivated and what is the appropriate stage of doing so?

The modern India has committed to the guiding principles of socialism, secularism, democracy, national integration and so on. These guiding principles should be emphasized in the educational system and suitable value; are to be included in the students for promoting equality, social justice, national cohesion and democratic citizenship.

India is known for its rich cultural and spiritual heritage, and the need for a value-system through education has been felt and recognized through centuries. Value system plays an important role in any decision making process. In fact, every human action is the reflection of personal and social values.

In the midst of material prosperity, a large section of humanity is under the grip of immorality, poverty and corruption. Thus, man has been the monarch of entire world. Now, such unsatisfactory situations have arisen due to crises of values.

Types of Value Education

There are a number of different types of value which are essential for children at elementary school level such as:-

Innate values are our inborn diving virtues such as love, peace, happiness, mercy and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty and simplicity.

Acquired values are those external values adopted at your "place of birth" or "place of growth" and are influenced by the immediate environment. Examples of acquired values are one's mode of dress, cultural customs traditions, habits and tendencies.

Objectives of Value Education

The following objectives of value education are identified:

Traditionally the objectives of value-education were based on religion and philosophy. There was no secular value-education; but in today's modern world, this has been taken as very much essential.

Value education is based on be full development of child's personality in its physical, mental, emotional and spiritual aspects,

It inculcates of good manners and of responsible and cooperative citizenship.

It develops a democratic way of thinking and living.

It enhances tolerance towards and understanding of different religious faiths.

Suitable Methods for teaching Value Education

Suitable of methods should be used for teaching value education at elementary stages for the students development broadly there are two ways as:

1. Integrated Method and 2. Curricular Approach.

1. **Integrated Method:** It is also known as indirect method. This is adopted by many public schools. In this approach, values are integrated and taught through various subjects and activities. For example, physical education imparts values of health, strength, agility, grace etc.

2. **Curricular Approach:** It is also known as the direct method or formal method. It is adopted by many private schools. In this approach, text books are identified for various levels for teaching the values. It is carried out by teachers through specified number of periods and specified syllabus.

Role of the Elementary School Teacher

In teaching and inculcating values education at elementary stage the teachers have a great role to play as:

1. The teacher should also expose students to works of art, beauty in nature, and in human relationships and actions of moral worth, and develop their moral sensibilities.

2. They should possess the right qualities of mind and heart necessary for the pursuit of knowledge- love of knowledge, curiosity and desire to know, sincere desire to keep on learning and update knowledge, humility and honesty to admit ignorance.

3. They should develop a nationalistic feeling among students.

Views on parents' role for value education

Parents' role is vital in acquisition of values by children in early ages. **"School starts at home"** is a common saying among parents; however they are generally indifferent to their responsibilities. Values education starts with parents and continues with teachers. Undesirable behaviours acquired at early ages present many challenges for educators.

1. Parents must be the role models, 2. Parents must encourage children by presenting stimulating examples. 3. Children's rooms may be decorated with visuals and other materials as reminders of values. 4. T.V programmes must be selected carefully, 5. Parents must pay utmost attention to the way they use language and to all other behaviours in presence of their children.

Solution for the problems of Value Education

There are a number of problems of value education at elementary school levels for the student which are required for solutions.

To solve all these type problems it is necessary to know the main causes of the above problems. We know today children are tomorrow's citizens. If we give good education to the present day children, the future of the next generations will be well. In Gandhiji's opinion education is the solution for all types of the problems. Now we are living in the modern century. If we use science and technology in the proper way it is not difficult for us to solve all the problems of the non-moral and value things.

Accordingly, the National Conference on Minimum Curriculum Standards of for primary stage organised by NCERT (National Council For Educational Research and Training) in July 1970, emphasized the importance of inculcating in the students moral and spiritual values which form part of our culture viz., honesty, kindness, charity, tolerance, courtesy, sympathy and compassion.

Recommendations on Value Education

Recommendations are very essential for values education at elementary schools stages as:

The fact that school children are most active in their character development in elementary school years makes values education particularly vital. The source of healthy generations is an effective values education system. For the achievement values educations:

1. National education is expected to act and determine the proper values for to be presented at each grade. Design and implementation of a comprehensive values programme encompassing all grades is urgent.

2. Involvement of parents is indispensable.

3. Government authorities, primarily Ministry of National Education, should cooperate with media to promote values education programmes and take pre-emptive steps to avoid any destructive broadcast.

4. Educating parents must be a priority, media should be exploited for nationwide educational activities.

5. Values education should not be confined to individual preferences. Values education must be recognized as special education field and teaching faculties of academies must develop and implement programmes to train teachers.

6. The seminar should be recommendation for values education at the elementary stage in the respect of: 1. Dignity on manual labour, 2. Sense of Social awareness and responsibility, 3. Respect for other's religion, 4. Fearlessness, 5. Truthfulness, 6. Non-Violence, 7. Purity, 8. Service and, 9. Peacefulness.

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

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ABSTRACT

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

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

Keywords: Teaching Profession, Responsibility, Attitude

INTRODUCTION

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

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

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

STATEMENT OF THE PROBLEM

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

OBJECTIVES:

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

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

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

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

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

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

HYPOTHESIS:

Objective wise hypothesizes were formulated in null form.

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

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

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

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

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

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

DELIMITATIONS OF THE STUDY:

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

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

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

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

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

REVIEW OF THE RELATED LITERATURE

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

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

Biringer divided the school size into three categories i.e. small size, medium size, large size and conducted a study to determine the status of the knowledge of secondary school student leaders about their first amendment in the right of freedom of expression and responsibilities. He found that school size had no significant effect on student knowledge of their rights and responsibilities. He also concluded that the four selected categories of students i.e. school

newspaper-editor. Features writers of school newspaper, student W.B. Board president and senior class president made no significant difference in student's knowledge of their freedom of expression Right and Responsibilities.

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

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

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

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

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

Shrivastava conducted a study to identify factors associated with the sense of responsibility among secondary school teachers. She selected five major areas of teachers' sense of responsibility i.e. (i) Firm determination (ii) Dutifulness (iii) Disciplinarians (iv) Interest in Teaching Job (v) Farsightedness. She used a

sample of 500 Secondary School Teachers, selected from 32 Secondary Schools of Aligarh. Agra, Mathura, Mainpuri and Etah districts, she found that male and female teachers differed significantly on firm determination, dutifulness and farsightedness aspects of sense of responsibility. Female teachers were found to show a higher degree of firm determination and farsightednessbut a lower degree of dutifulness than male teachers. No significant difference was found between male and female teachers and the quality of disciplinarians and interest in teaching job, regarding age and teaching experience, it was observed that younger teachers had shown higher sense of responsibility than older ones and that experience of 3 to 5 years is enough for a teacher to have a knowledge of Pros and Cons of teaching job.

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

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

METHOD AND PROCEDURE

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

After consulting many researches, he investigator concluded that the survey method of descriptive research was most appropriate to the present study. This descriptive survey research method includes presentation of facts concerning the nature of a group of persons, number of objects or class of events and involves the procedure of induction, analysis, classification, enumeration of measurement. The survey method is accepted as a fundamental instrument of sociological research. In the study, all the methods which were essential for the research have been adopted.

POPULATION

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

SAMPLING

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

TOOLS USED

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

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

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

ANALYSIS AND INTERPRETATION OF DATA

Professional responsibility of teachers belonging to W.B. Board schools and CBSE Board School.

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

Teachers of W.B. Board Schools				Teachers of C.B.S.E. Board School			
S. No.	SEX	Professional Responsibility Scores	Mean	S. No.	SEX	Professional Responsibility Scores	Mean
1.	F	217		1.	M	342	
2.	F	277		2.	M	335	
3.	F	227		3.	F	249	
4.	N	301		4.	M	287	
5.	N	317		5.	M	346	
6.	F	193		6.	M	314	
7.	M	265		7.	M	334	
8.	M	293		8.	F	240	
9.	M	273		9.	F	258	
10.	M	282		10.	M	306	
11.	M	292		11.	M	281	
12.	F	245		12.	M	271	
13.	F	203		13.	F	245	

Teachers of W.B. Board Schools				Teachers of C.B.S.E. Board School			
S. No.	SEX	Professional Responsibility Scores	Mean	S. No.	SEX	Professional Responsibility Scores	Mean
14.	M	286		14.	M	268	
15	M	300		15	F	259	
16.	M	309		16.	M	315	
17.	F	290		17.	F	253	
18.	M	327		18.	F	169	
19.	F	245		19.	F	245	
20.	M	299		20.	F	209	
21.	M	293		21.	M	321	
22.	F	288		22.	M	316	
23.	F	270		23.	F	253	
24.	M	302		24.	M	323	
25.	F	268		25.	M	325	
26.	M	317		26.	F	205	
27.	F	209		27.	F	191	
28.	F	200		28.	F	238	
29.	F	217		29.	F	210	
30.	F	285		30.	F	203	
31.	F	205	266.625	31.	M	293	
32.	F	191		32.	M	333	
33.	F	239		33.	M	311	277.475
34.	F	210		34.	M	323	
35.	F	191		35.	M	335	
36.	M	300		36.	F	293	
37.	M	300		37.	F	291	
38.	M	303		38.	F	283	
39.	M	336		39.	F	263	
40.	M	300		40.	F	262	
N=40	Total = 10665			N=40	Total = 11099		

INTERPRETATION:

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

Teaching attitude of teachers belonging to W.B. Board andC.B.S.E. Board schools

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

Teachers of W.B. Board Schools				Teachers of C.B.S.E. Board School			
S. No.	SEX	Professional Responsibility Scores	Mean	S. No.	SEX	Professional Responsibility Scores	Mean
1.	F	207		1.	M	243	
2.	M	253		2.	M	303	
3.	F	184		3.	M	230	
4.	M	301		4.	M	231	
5.	F	181		5.	F	201	
6.	M	245		6.	M	303	
7.	M	245		7.	M	315	
8.	F	216		8.	M	230	
9.	M	229		9.	F	243	
10.	F	203		10.	M	269	
11.	M	222		11.	M	168	
12.	M	218		12.	M	190	
13.	FM	187		13.	F	215	
14.	F	186		14.	M	222	
15	M	229		15	F	244	
16.	F	207		16.	M	285	
17.	M	311		17.	F	221	
18.	M	297		18.	F	218	
19.	M	321		19.	F	242	
20.	F	207		20.	F	222	
21.	F	176		21.	M	223	
22.	F	185		22.	M	230	
23.	M	237		23.	F	226	
24.	F	205		24.	M	224	
25.	F	206		25.	M	233	
26.	M	288		26.	F	216	
27.	F	182	232.725	27.	F	229	226.525
28.	F	209		28.	F	215	
29.	M	305		29.	F	213	

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

INTERPRETATION:

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

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

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

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

* At 0.05 level of significance.

INTERPRETATION:

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

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

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

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

* At 0.05 level of significance.

INTERPRETATION:

Table-4 indicates that t-value between the mean scores ofteaching attitude of W.B. Board and C.B.S.E. Board teachers is 0.697which is not significant at 0.05 level. It means that there is no significantdifference between the W.B. Board teachers &C.B.S.E. Board teachersonteaching attitude.

Comparison of male and female teachers working in W.B. Board schools on professional responsibility

Table—5 : Analysis of male and female teachers working inW.B. Board schools on professional responsibility

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

* At 0.01 level of significance.

INTERPRETATION:

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

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

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

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

* At 0.01 level of significance.

INTERPRETATION:

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

Comparison of Male and Female teachers working in W.B. Board schools on teaching attitude

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

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

* At 0.05 level of significance.

INTERPRETATION:

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

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

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

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

* At 0.01 level of significance.

INTERPRETATION:

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

MAJOR FINDINGS AND IMPLICATIONS OF THE STUDY

The major findings are as following:

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

- The teachers of W.B. Board schools have the mean value of 232.725 on teaching attitude while the teachers of C.B.S.E. Board have the mean value of 226.525 on teaching attitude. The researcher further compared the teachers of W.B. Board schools on professional responsibility and teaching attitude.

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

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

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

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

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

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

IMPLICATIONS OF THE STUDY

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

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

The study also resulted that there is significant differencebetween male and female teachers working in W.B. Board schools& C.B.S.E. Board Schools. Therefore, efforts must be made by all to give the morechances to the females in Educational Institutions. This finding may be aguideline to the social change and a powerful instrument in the hands of female teachers to make them well - adjusted in the society.

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

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LEARNING AND READING ABILITY OF SPIRITUALISM IN MADRASA CHILDREN

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ABSTRACT

Reading habit is an essential and important aspect for creating the literate society in this world. It shapes the personality of an individual and it helps them to develop the proper thinking methods and creating new ideas. Reading is an intellectual and logical tools it concern a crucial role in the life of human beings. Reading habits disclosed the exits of treasures of knowledge. It is a significant means of introducing the child to the world that in circled him. It is the most important elements of our language and it is an integral instrument for life-long learning for all the learners in the society. This paper reports on one particular finding which emerged from a study of madrasa children attending Islamic education. The program provides 6-14 years young learners with the learning environment in which they not only memorize Quran verses but also learn the relevance of Islamic values and practices in their daily lives through activities which are age appropriate. Learning in the program is perceived to be holistic in that it recognizes the roles of thinking (cognitive) feeling (affective) and reflecting (spiritual) as complementary within the learning process. Children's account of what they have learnt suggests the emergence of inter play between these learning dimensions. Such inter play as argued may lead to transformative learning experience even as the program itself is concerned with a particular outcome. Today the Islamic education learning design tends teacher centered so the end result only transfer of knowledge. One learning design that can be applied in teaching of Islamic education is an educational system which is implemented by providing the freedom for students to act freely based on the rules including the Quran and Hadith. So the system can develop a sense of confidence aspirations and activities of students. It consists of three principles that is observing recall or memorizes and imitated. The aims are to build students to be faithful and devoted man physically and spiritually independent virtuous intelligent skilled

physically and mentally healthy to become a good citizenship responsible for religion and welfare home land. Three basic principles require active participation and appreciative of teachers in Islamic education. This system is expected to bring forth a superior person competent and able to develop the values of Islam through spirituality. Reading is the meaningful interpretation of visual or graphical symbols. Reading is a means of seeking knowledge, information or entertainment through the written words. Reading is said to be a means of language acquisition communication and sharing information and ideas. Reading is not only the process of interpretation or understanding the text but an interactive session with the thoughts of the greatest thinkers of the past, present and future genre. It provides an opportunity to transcend into a new journey with own understanding and experience of the subject and promotes new thinking of language and it is an essential tool for lifelong learning for all learners.

Keywords: Learning, Reading Ability, Spiritualism, Madrasa Children

INTRODUCTION

Reading habits is the capability to find out the words contained in a documents and make use of the knowledge for personal growth and development in the life for all the learners. Reading ability is recognized as an important factor that contributes to student's success in academics. Students who read frequently tend to become skillful readers. Their reading skills support them in deeply understanding information and knowledge and also prepare them for academics and research. Reading a life-long habit is the major source of access to the knowledge. It is taken as an implicit practice that supports an individual to achieve original power and develops one's critical thinking capability. Reading habit thus is considered as an essential means for the development of personal traits mental abilities getting knowledge its information and understanding of an individual Rattan (2013). Regular and systematic reading sharpens the intellect refines the emotions elevates tastes and provides perspectives for one's living thereby prepares a person for an effective participation in the social religious cultural and political life. Reading develops the imagination of the person by adding new sight to eyes and new wisdom to mind. Reading loads the mind with new software. The reading habit refers to the frequency of reading and the average time spent on reading materials. It is stated that an individual's interest is determined to a considerable extent by the amount of reading materials he will read and the intensity with which he will pursue his reading activity. By reading

books one gets confirmation or rejection of one's own ideas which makes one think more critically about right and wrong in the society Rajput (2014). This emphasized a favourable reading habit as a pre-requisite for a healthy and intellectual growth that plays a very crucial role in enabling a person to achieve practical efficiency. Since there is the urgent need to develop the reading habit among the students in the society to groom their whole personality and intellectualism. According to the more time students spend on reading the more skillful they become and the better students are at reading the more success they achieve in their courses. Reading activity leads to important cognitive outcomes and may result in habits that affect the rest of students' academic lives. Indeed students develop their critical thinking and problem-solving skills through reading processes as a result of regularly using their abilities of thinking such as imagination analysis judgment and creativity. Reading therefore can be seen as an important factor that contributes to the growth of students' intellect and emotion and paves the way to life-long learning. We are currently experiencing the exponential growth of information and entertainment being created in a digital format. These resources are gaining importance particularly among younger people in information of society. The study and transmission of religious knowledge have always been at the heart of Islamic tradition. Religious study is considered by many as a form of worship and Muslim children are taught Islamic education from a young age (Boyle, 2004; Hefner and Zaman, 2004). Education of Muslim children can take place through formal and semi-formal venues such as mosque schools study circles and after school programs where the heritage of Islamic knowledge is passed to future generations. Education for Muslims may also take the form of the madrasa full time educational institution where the curriculum includes both Islamic and secular education. The range of purposes of madrasa can be as pragmatic as training students to become religious experts to training students to become skilled trade's persons and employees of public and private secular institutions (Park and Niyozov, 2008). In majority of Muslim children receive their Islamic knowledge on a part time basis in the mosques or private religious educational establishments. They attend the religious classes before or after school during the week ends. A small majority choose to attend the full time madrasa where they receive both secular and religious education (Abu Bakar, 2009). The history of Islamic education has been well documented elsewhere (Halstead, 2004; Hefner, 2009; Kadi, 2006; Park and Niyozov, 2008). It is contributions to the development of muslim and non-muslim societies the production of sacred and pragmatic knowledge which includes the science of hadith the recorded and verified words and actions of Prophet Muhammad mathematics and medicine

through the combination of spiritual and secular knowledge and the schooling of famous religious and worldly scholars and artists. Today Islamic schools particularly in Southeast Asia have generally abandoned the pursuit of rational sciences and focused exclusively on the teachings of Islam as prescribed in the Quran (Haqqani, 2002; Rahman, 1982). The madrasahs have thus evolved from the centres of Islamic learning to the centres of secular knowledge acquisition to the current state of greater emphasis on Islamic teachings only and within the pedagogical emphasis on memorization and recitation. These include the over emphasis on the cognitive skills of memorization and rote learning and the attention to rituals and aspects of mysticism. Such emphasis appear to depart from ideas on education in contemporary society which emphasizes the acquisition of knowledge and understanding the cultivation of a spirit of inquiry the development of responsible attitudes and the preparation of young people for later life and wider society (Abdul Rahman, 2006). Spirit of brother hood is implemented based on love to others respect and appreciate values of diversity mutual help democracy and as a mean to build unity. Based on the values of freedom and nature gives freedom to students for develop themselves accordance with their character. They are placing students as the most important aspect in the learning process Ahmed (1999). It forbids any coercion in the learning process although the main objective of practicing self-discipline because compulsion of potentially eliminating the spirit of freedom in education. The basic purpose is to familiarize good manners among the students to build a harmonious communication between teachers and students in creating a leadership quality. Teachers are expected to encourage motivate students when together and teachers able to be a role model of mentor of students its learning process requires expert in material and skills for students through observe remember recall and imitate.

ISLAMIC EDUCATION

Islamic education is an attempt to create and nurture the students to understand many doctrines of Islam as a whole and goal of life which in turn can practice and make Islam as way of life defines Islamic education as a conscious effort the older generation to transfer of experiences knowledge's competences and skills to the younger generation to become a person fear Allah. It is also said that Islamic education is the educational system that can give a person's ability to lead his life in accordance with the Islamic visions because values of Islam have been animating and coloring shades of his personality (Qaisur and Tanwir 2020). So it can be seen that delivering of Islamic education by teacher and reception by students are correlated among teacher and students to believing in existence of

the doctrines then to understood internalized and then practiced or applied but there are demands to respect beliefs of others. The purpose of Islamic education is accordance with the goal of human life itself which is reflected in the words of Allah Ali (2000). Therefore the purpose of Islamic education should be directed to the achievement of final goal which is to form a human being in all aspects on his life. Whereas Islamic education aims to increase confidence comprehension appreciation and practice of students about Islam to be human who is faithful and devoted to Allah and certain noble in personal life society nation and state as well as for continuing education at higher level. Syntax of Islamic education model include observing by teacher through modeling in front of students from observing activity students trying to memorize recall to understand Sarwar (1996). After they understand students try to imitate. It should be noted that imitations activity does not mean that students have a passive attitude because they just do imitations. In this case imitation is giving an understanding of the model and example shown previously. Then students create something innovation in accordance with their creativity. Each student has freedom to do things according for their nature and talent as long as the accordance rules of the Quran the Hadith rules of the learning objectives. Students understand the importance of promoting tolerance and harmony among human beings. Students are free to act in maintaining harmony accordance with their creativity without removing the concept and rules regarding tolerance and harmony in Islam Al-Taftazani (1986). Thus in application of pattern of teacher centered learning can reduce. Students able to know their rights and duties in religion and environment with the three principles can create pattern of communication between teacher and students harmonious. Islamic education teachers as parents for students in school are not only open to giving love, but understand how their role in the Islamic application in daily life of students. The curriculum and philosophy of the programs suggest that they are better alternative to the existing approach of teaching Islam to the younger ones. Through age appropriate activities the students engage in less memorization and recitation but they learn about the relevance of Islamic values and practices in their daily lives and their identity as Muslims in relation to the world and people around them. The aim is to prepare Muslims of different age groups to better understand, appreciate and practice Islam in light of the present and future challenges. It develops students intellectually spiritually and emotional into a responsible social being. De Souza's (2004) three dimensions of learning are cognitive affective and spiritual that provide a useful frame work to investigate this study. This process requires time built in to the learning process and it means that the learning moves deeper into the non-conscious mind and re-emerges in the form of an intuition creation

solution to a problem. The roles of thinking cognitive, feeling affective and reflecting or intuiting spiritual are recognized as complementary within the learning process. The outcomes of such learning are not limited to the acquisition of the complex cognitive skills desired such that learners may produce right answers but goes beyond the surface and may include a transformative experience for the learners. The three dimensions in the learning process have been supported by (Buchanan and Hyde, 2008; De Souza, 2005; Hyde, 2010; Palmer, 1998).

COGNITIVE AFFECTIVE AND SPIRITUAL DIMENSIONS OF LEARNING

Learning experiences which have the power to be transformative when learning goes beyond the surface and touches the soul of the student leading the individual to act upon what has been learned require the holistic pedagogical approach to education (De Souza, 2004). Effective learning takes place when the cognitive affective and spiritual dimensions function in complementary roles. The cognitive dimension of learning is concerned with the acquisition of declarative and functional knowledge as well as the acquisition of skills and abilities. In the context of Islamic education a distinctive emphasis on the cognitive dimension of learning is the knowing of the content of Islamic teaching on faith and morals Islam (2003). The affective dimension of learning on the other hand is concerned with the reactions feelings and emotions of the learner. The affective domain is the types of human reaction or response to the content subject matter problems and areas of human experience character which deals with emotions feelings attitudes values pre-dispositions and morals. The spiritual has come to be understood in terms of the connectedness or relationship an individual has with self-others in the world and with the named of Allah. While the affective dimension concerns the reaction feelings and emotions the spiritual domain offers an occasion to reflect inwardly so as to express outwardly aspects of the inner transformation that may have taken place. Spirituality can be seen as relational which is demonstrated through the individuals' expressions of connectedness to the human and non-human of the world. Learning that encompasses the affective and spiritual dimensions together with the cognitive may result in a transformative experience potentially providing the learners with a more lasting impact. The harnessing of these dimensions in students' learning supports a key focus of the Islamic education system which has a distinctive emphasis in developing a curriculum that is relevant dynamic and full of significant learning experiences for children. Islamic philosophy concerned with the matters such as the problem of unity and multiplicity the relationship

between God and world. One of the most important principles in Islamic philosophy is the principle of divinity, Islamic philosophy was largely concerned with defining and elaborating God's attributed (Qaisur and Tanwir 2020). God's attributes were enumerated but his essence was deemed to lie beyond human knowledge. Islamic philosophy reconciles the revelation with intellect knowledge with faith and religion with philosophy and to show that intellect and revelation do not contradicts each other. So in Islamic philosophy the result of revelation intellect faith knowledge and religion confirmed each other. Islam means total submission to Allah or God. Islam means peace through the submission to god. Islam essentially stands for deep religious life and at the same time defines a good living for the mankind. The object of Islamic education was attainment of worldly prosperity and social distinction. The main aim of education is to understand the relation of man with god as revealed in the holy Quran.

READING COMPREHENSION MODELS

There are three major reading comprehension models that play a significant role in managing and facilitating the comprehension process as well as assisting readers to better understand a written passage and overcome their reading comprehension difficulties while engaging in the reading process. These models include the bottom up model top down model and the interactive model. The three models differ from one another based on their concentration of the method that readers apply in order to obtain meaning from a written passage. For instance the bottom up model requires readers to decode each word in the text in order to gain meaning. In contrast the top down model emphasizes the role that both the reader's back ground knowledge and previous experience about the given topic play in order to obtain meaning form the text. However the interactive model looks at the reading process as an activity that requires engaging in two interactions. The first interaction occurs between the written text and the reader's prior experiences about the topic while the second interaction occurs between different kinds of reading strategies that the reader utilizes (Ahmadi *et. al.,* 2013; Brunning *et. al*., 1999).

BOTTOM UP MODEL

The notion behind the bottom up model is that readers should gradually start the reading process by decoding every letter vocabulary word and eventually sentence in order to construct meaning from a written passage. In other words this model looks at the entire reading process as letter and vocabulary based. Thus, in order to successfully gain meaning from the text readers are required to understand and recognize each letter and vocabulary word while reading. Since

this model emphasizes the importance of understanding every single word for comprehension quick word understanding is an essential requirement for the bottom up approach (Ahmadi *et. al.,* 2013). This reading comprehension model supposes that readers who follow the bottom up reading process rapidly become expert readers whose proficiency plays a significant role in improving their ability to decode. However, this model looks at the readers who are not able to quickly decode words in the text as struggling readers whose comprehension process is interrupted by their failure to decode. Proficiency in decoding enables successful readers to easily and rapidly understand letter prefixes suffixes and the original vocabulary. As a result, readers' ability to rapidly decode words can exploit more memory capacity in their brains for reading comprehension. On the other hand struggling readers spend more time and effort trying to figure out the meaning of each vocabulary word in the text which results in losing a lot of the processing capacity in the brain that needed for understanding the text. Even though having the ability to rapidly decode is important for improving reading comprehension, the bottom up model has been criticized for several reasons. First according to Grabe and Stoller (2002) the bottom up model suggests that all reading follows a mechanical pattern in which the reader creates a piece by mental translation of the information in the text with little interference from the reader's own background knowledge. Second, this model requires readers to apply the vocabulary by decoding process which is considered slow process that requires a lot of time and attempts from the reader to understand a text. Trying to decode each word in the text can weigh the reader's short-term memory therefore the reader is more likely to forget what they have read by the time they finish their reading process. As a result instead of gaining a solid understanding from the written passage the reader may only be able to understand different isolated words. Without having comprehensive understanding of a text the reader will not be able to engage in reading and activate their critical thinking skills which might also negatively impact their motivation level to read on a regular basis. Next this model has been criticized because it does not take into consideration the role that the readers' prior knowledge plays in facilitating reading comprehension process. In other words the constructing of the bottom up model can limit the readers' ability to notice the processes that exist during the overall reading process. The limitations linked to the bottom up reading comprehension model contributed to the produce of the top down reading model (Adams, 1990)

TOP DOWN MODEL

In contrast to the bottom up model the top down reading comprehension model engages readers' prior knowledge experience and expectation about a particular

topic in order to obtain meaning from a written passage. Thus it is described by the top down model consider reading comprehension as a process that begins from the brain to text. In the top down model readers are required to start the process of reading comprehension with building particular expectations about the text. These expectations should be built based on a reader's previous knowledge about a particular topic. After building some expectations the reader moves to another task in which they draw on their world knowledge in order to decode vocabulary within the text to either prove or modify their pre-established expectations. Therefore the top down comprehension model looks at the text itself as meaningless with the reader gaining meaning by integrating the text into their prior knowledge (Aebersold and Field, 1997). The top down reading comprehension model was developed who believes that reading comprehension process is a psycho linguistic guessing game in which readers are required to bring in their previous knowledge in order to predict meaning. In addition Smith (2004) another well-known proponent of the top down model emphasized the essential role that the reader plays in order to interpret a written text into meaning by utilizing their previous knowledge regarding the reading topic and experiences of how to read to either confirm or modify their pre-established expectations. In order to obtain meaning from an entire written text the reader has to involve a reading process called text sampling (Cohen, 1990). Basically the text sampling concept confirms that in order to understand a text the reader does not need to understand every single vocabulary word and sentence in the text. Instead of reading each word the reader can construct meaning of the passage through reading particular vocabulary words and sentences. The top down model emphasizes the importance of different comprehension skills such as prediction analysis making an inference from the text and summarizing. Even though the top down reading comprehension model emerged to address the limitations within the bottom up model it has been criticized due to its heavy dependence on readers' prior expectation information and background knowledge and its disregard of the significance of the text also the top down model is criticized for its neglect of the potential problems that readers might encounter while building their expectations or predictions about a specific passage especially when the topic is not familiar to them. Therefore the limitations and weakness of both the bottom up and top down reading models in clarifying the reading comprehension process have resulted in the birth of the interactive reading model (Samuels and Kamil, 1988).

INTERACTIVE MODEL

Since the interactive model emerged to address weakness and limitations that were found in both the bottom up and the top down reading comprehension models it tends to integrate features of each. Today, the interactive model is the most widely conclusive model for explaining the process of reading comprehension and confirms the importance of the interaction between a reader and the text (Ahmadi and Gilakjani, 2012). Mainly the interactive model adapts the notion that neither the bottom up nor the top down model can be used in isolation to explain the entire reading comprehension process. Therefore it called for the creation of an interaction between these two models (Ahmadi and Gilakjani, 2012; Ahmadi, Ismail, and Abdullah, 2013; Rumelhart, 1977). In addition Rumelhardt (1977) emphasized that both sensory and non-sensory come together at one place and the reading process is the product of simultaneous joint application of all the knowledge sources. Similarly Alderson (2000) pointed out that the whole reading process is not an either selection between the bottom up and top down models but involves the interaction between both approaches. The interactive reading comprehension model stresses the important roles that both lower level processing skill such as word recognition and higher level inference and reasoning skills such as text explanation play in comprehending a text. Thus the interactive model considers reading comprehension process as a product that emerged as a result of gaining meaning through the interaction between both readers and written passages instead of looking at reading comprehension as an easy transmission of the textual passage and information to the reader's brain (Eskey, 2005). The interactive reading comprehension model highlights that expert readers can synthesizes information and construct meaning of the textual passage through reciprocally use bottom up or top down while engaging in the reading activity (Ahmadi *et. al.,* 2013; Eskey, 2005). Moreover Stanovich (1980) explained the view of compensation in the interactive model. He did that by suggesting that both the bottom up and the top down reading processes work as a complement for each other in the reading comprehension process. For instance readers can rely on the bottom up processes to offset for the required prior background knowledge when they lose the appropriate cognitive skills required for understanding a particular passage. However when the reader loses the appropriate bottom up skills required understanding a passage they will compensate by using the high level processes i.e. top-down skills. Unskilled readers usually resort to use more high level processes than skilled readers do. That is because the use of the top down processes appears to compensate for their lack of not being able to use the bottom up processes (Eskey, 2005; Stanovich, 1980).

OBJECTIVES OF THE STUDY

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

1. To study the reading habits and attitudes among the madrasa students
2. To determine spirituality in reading habits and preference in relation to the academics importance.
3. To analyze impact on reading interests and attitudes among the students.
4. To assess the utilization of resources by students with respect to their learning.

HYPOTHESES

Following Hypothesis were formulated for the study.

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

METHODOLOGY

For data collection mainly observation survey literature review library records and questionnaires methods are used. The questionnaire for the students was included as personal details and the reading habits related questions. For data collection the random sampling was used. The questionnaires were distributed to the students. The following questionnaires are returned from students. The total three hundred twenty five questionnaires were returned and used for this study of reading habits of madrasa children. A total of 40 children aged 6-14 years were selected on an indiscriminate basis from among those whose parents had given permission for their participation. All the children were enrolled in the program and had a full exposure to the program by the time they took part in the research.

DATA COLLECTION

Following a pilot study data from the 40 participants described above were collected over a period of two months. For each of the 40 children's one visit was made to the home lasting about two hours. The parents understood the visit as a means of gathering feedback from them and their children about the program. The face to face interview with the children's and parent participants employing both quantitative and qualitative methods. The interview of the parents spent time with their children with some relevant topics. The language medium was English according to the preference of the participants (Hay and Nye, 2006).

DATA ANALYSIS

All the interviews were electronically recorded and all were transcribed by English. The reasons were coded and examples selected for inclusion in the study from the close examination of the transcript analyzed for evidence of cognitive affective and spiritual aims of learning. Data collected through questionnaire. Most probably descriptive method was used to analyze the reading habits among the students.

RESULTS

The interview data suggested there was an emergence of the inter play between the cognitive affective and spiritual dimensions of what the children had learnt although this is varied between students. The cognitive dimension was particularly evident in the students' narratives. For instance many knew the stories about the prophets the moral behind it and they remembered the activities they did in class in relation to these stories. However some had difficulty re-telling these stories missing out details while others had difficulty naming the prophets even though they knew the story accurately. A contributing factor could be that they had learnt about new things almost every week and over time they found it difficult to keep track. Similarly students' had learnt about the five pillars of Islam Mukadam (1997).   Some knew the details appropriate to their age for instance in the case of fasting one cannot eat or drink during the day but some needed prompting before they could respond appropriately. The affective dimension was also apparent in the students' narratives although the students showed a greater propensity to express their feelings. The spiritual aim is the more difficult dimension to track in the children's learning. For instance when the children expresses his willingness to help others in need or when the child says that doing the five daily obligatory prayers can get one to heaven it is not clear if these spiritual awakening activities have become part of the children's natural self or simply a what the teacher has enjoined upon him to do. It is also difficult to determine if a child's inclination to engage in acts that earn him rewards to heaven is a spiritual act and a material consideration for at best a cognitive activity. However it suggest the emergence of the inter play between the cognitive affective and spiritual dimensions of what the children had learnt. The cognitive level demonstrated certain knowledge about fasting that one cannot eat or drink during the period of a day. The affective dimension involved his reactions and feelings both about the realization on people who fast hunger and his own experience at the conclusion of the fast. The spiritual dimension was inherent at two levels one was the inner reflection that one should not feel hungry almost suggesting some kind of appropriate response. The other level

was his desire that his act of fasting earned him qualities to heaven which displayed the primary reason for why he fasted i.e., submitting to God's injunction. If in fact these reflections would lead him to help the poor ones. This would have meant a transformative learning experience and potentially providing him with a learning impact. Again, the cognitive affective and spiritual aspects can be identified in this world. The cognitive level was not able to give a direct answer about what a good deed prefers to highlight the utility of doing good deeds as the chance to go to heaven as far as the affective response is concerned an adjective to describe the feelings. In this the spiritual dimension was also evident to the inner reflection allowed to keep anger in check to do what was right.

DISCUSSION

In the process to building character of children's generation which needs to be supported by the involvement of all stake holders in the educational ecosystem. The subjects on values of Islam and Islamic education have a major role to grow the Islamic skills. It is what distinguishes the function and purpose of Islamic education with other countries in the Middle East Europe and America. The Islamic education has the goal of both to create human beings knowledge able and foster social cohesion to create the balanced of life in the society and form a virtuous personality on spiritual and moral education. In effort to realize this goal teacher as one of the components in educational ecosystem needs to seek learning design based on exemplary and able to accommodate the noble goal. It is worth noting the complexity and difficulty in making judgments about the children's achievement on the affective and spiritual dimensions. Awareness of the learning of these two dimensions may not actually be demonstrated within the time frame of a particular lesson but rise to the surface and be displayed in another time weeks or months and even years after the initial learning takes place. Thus a person could learn something at 6 years of age but might not make sense of it in the affective or spiritual domains until much later in life (Buchanan and Hyde, 2008). Despite this the affective and spiritual learning reported above which is indicative of the children's learning at the time of the study is quite revealing. Transformative learning is a real possibility within the children's although the extent this applied broadly beyond the 40 children in the sample is worthy of further study. In the first two excerpts the minds hearts and souls of the children came to the force as they are related their understanding of the topics they had learnt in the madrasa. What is interesting is that the students in displaying their understanding and spirituality were drawing mostly on the Islamic tradition and considered to be received and authoritative wisdom. The

student in the second excerpt add personal meaning by thinking imaginatively about problems that mattered to the affixing of own personal signature to the understanding (Hay and Nye, 2006) but it may be argued that was still operating within the Islamic world. In a world where children are exposed to a range of alternative social and cultural frame works of meaning the media popular culture and the children's own peer group it is remarkable that these students drew little upon other sources and in fact were already converging on the Islamic frame work at a very young age. This represents quite a different cultural context to other studies that were conducted in the western culture where children seemed to draw more openly on a more eclectic range of frame works that enabled them to engage in their natural wonderings in order to create meaning for themselves (Coles, 1990; Hyde, 2008a).

Perhaps the findings suggest that the existence of a convergence of world views lodged in Islam. That Islam seems to feature in the students' responses and thoughts may have been induced by the interview itself. The questions raised and the purpose of the interview may have suggested religious response conditioned to them to relate what they have learnt and understood on Islamic teachings and rituals. The response of the student in the context might provide another insight into the children's spirituality. Here it showed the glimpse of this capacity to use a seemingly different frame work of meaning other than Islamic environmental consideration but also lacked the responses with the application of religious practices that clean water can also be used to take ablution. It may be argued however that the two frame works of meaning may not be totally unrelated. The need for a Muslim to be aware of his responsibility to both god and the world around is a quality enjoined in Islam (Renard, 1996). The scholars have noted that socialization some call it indoctrination into a particular adult form of spiritual awareness rather than attentiveness to the spiritual experiences of children does occur within religious disciplines (Yust *et. al.*, 2006). In the context of this study the socialization could have occurred earlier in the learning or even at home where the cultural upbringing must have been a critical factor (Marks 2004; Yildirim, 2006). If indeed this was the case of the children might not have felt constricted by the research setting but rather the significance of the Islamic frame work which they were culturally socialized into from an early age may have put a lid on any inclination they had to draw upon other sources to create personal meaning. The above discussion suggests that the role of an Islamic education in children as one of the strengthening that already emerging convergence rather than acting as a counter cultural exercise implied by some scholars in the case of western education (De Souza, 2006; Hyde, 2008b). The tension inherent in such context between the hand of religious

frame in which learning involves to see the truth of the received and authoritative wisdom of the religious tradition and on the other in the children's ontological pre-disposition to create their own meaning derived from the many other frame works available to them (Erricker, 2001; Hyde, 2008b). Further the research findings in this area are required in order to obtain the more definitive picture of the nature of Muslim children's spirituality and its development. In relation to the present study one might find answers in the children's initial learning ability. At home family and society where children's convergence towards the Islamic frame work may find its roots and the counter cultural exercise may be actively enacted by the parents Sarwar (1996).

This study is expected to provide inspiration for the development of further educational studies particularly in the innovation and development of Islamic education learning model is pattern in India. The emphasis should be on the importance of teacher for giving love to students in application of Islamic values in their life. Like-wise students not only become the object of life but also as a subject that is able to reach their goal by maintaining and developing the Islamic and social values in the society (Qaisur and Tanwir 2020). The principles of observing memorizing recalling and imitating these principles can improve the dignity of Islamic education in our country that not only serve as a means of character development but also improve the quality of education including Islamic education. The efforts to achieve Islamic education learning model appropriate to the context and concept of thinking globally. In addition to Islamic education able to create patterns of student centered learning and make students excited to receiving Islamic education in high learning centres. Thus it is a hopes to give generation are superior competent and able to develop the values of Islam will be realized.

CONCLUSION

The reading habit of the children's and turning them into life-long learners is most important for making a knowledge society. Reading habits is a vital because it provides people with needed knowledge and comprehending not only for building their own life but also for contributing positively in the intellectually socio-economic growth and development of the any nation. This study highlighted the basic proposal that is made with a view to develop the reading habit of the students. To increase the reading habits we should organized different types of extension services and activities such as book reading and writing should be automated. The parents attention also must be called to ensure that students were develop their good reading habit.

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MENTAL HEALTH OF B. ED. COLLEGE STUDENTS IN COOCHBEHAR DISTRICT

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ABSTRACT

The present investigation highlights on mental health of B. Ed. students in Cooch Behar district. The Descriptive Survey Method has been used for data collection. Random Sampling Techniques are used. The total number of B. Ed. students are 200 as a sample. The collected data have been studied through statistical analysis. This investigation indicates that the level of mental health of B. Ed. students in Cooch Behar district is high. In this context hypothesis is accepted. It reveals that there is no significant difference between the sub-sample among the gender, subject group, location of B. Ed. College. But here we found significant difference in gender, subject group, location of B. Ed. colleges in Cooch Behar District.

Introduction:

Mental health can improve the ideal life when we are facing depression, mental anxiety, agony and worry, addictions and other psychological problems in this situation mental fitness is essential. Everyone should have peace of mind is a natural condition. In the early stage and adolescence stages children are facing various problems like drop-out, delinquent behaviours etc. There are common characteristics of psychologically healthy of an individual can be defined such as conscious control of life, socially adaptable, realistic imagination, good tempered, emotional balance, cheerful and optimistic outlook etc. Sometimes we find mentally disorder pupils in the institutions. They are harmful in educational sector as well as society. Common disorders are irritability, feelings of insecurity, depressed, anxiety etc.

Rational of the Study:

From the above mentioned view that there are questions arise Mental health of B. Ed. College students in Cooch Behar district? Whether B. Ed. college students are mentally fit is not? The students are backbone of the society. If the students are not mentally strong they can not take challenge against further problem. Hence the researcher decided to study the mental health of the B. Ed. college students.

Scope of the Study:

The study will be helpful to the teachers and parents to identify the factors which

are responsible for positive mental health of the students. New dimension and new direction to conduct more studies in these areas and help the students to develop their positive mental health.

Statement of the Problem:

The statement of the present study is "Mental Health of B. Ed. College Students in Cooch Behar District".

Objectives of the Study:

1. To assess the level of mental health of B. Ed. college students in Cooch Behar district.

2. To assess the significant difference in the mean values of the mental health of student among the male and female in B. Ed. college in Cooch Behar district.

3. To asses the significant difference in the mean values of the mental health of B. Ed. college students among the Science and Arts in Cooch Behar district.

4. To assess the significant difference in the mean values of the mental health of B. Ed. college students among the urban and rural areas.

Hypotheses of the Study:

1. There is no significant difference between the mental health of male and female B. Ed. college students in Cooch Behar district.

2. There is no significant difference between the mental health of science and arts B. Ed. college students in Cooch Behar district.

3. There is no significant difference between the mental health of urban and rural B. Ed. college students in Cooch Behar district.

Population of the Study:

In the present study B. Ed. college students who are studying in Cooch Behar district during the period 2018–2019 were considered as population of study. In the present study sample size is 200 B. Ed. students. Out of this 100 male and 100 female students were chosen from four different colleges.

Methodology of the Study:

Descriptive Survey Method was applied with present study. Data were collected from the B. Ed. students from Cooch Behar district.

Tools Used:

For the present study standardized a tool was chosen. Mental health of secondary school students developed by P. Gireesan and Dr. H. Samsanandaraj. The mental health status scale consisted of six components viz., 1. Attitude toward the self,

2. Self-actualization, 3. Integration, 4. Autonomy, 5. Perception of reality and 6. Environmental mastery.

There were equal numbers of positive and negative items arranged in random order. Totally there were seventy two statements representing some of the problems that we face in our daily life are given. The five point scale was used. To the right to each statement five choices are SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree and SD – Strongly disagree. The respondent has to encircle anyone of the choices that he thinks correct.

Administration of Tools:

The researcher made a detail discussion about the object of the study with the heads of the institution. Tools were administered on the selected samples. Questionnaire was supplied to the students. The method of structured interview was adopted to collect the data. Necessary instructions were given to the students before the administration of tools.

Hypothesis Testing:

Analysis of the mean scores and the Standard Deviation on mental health of the students of B. Ed. College in Cooch Behar in total.

Table – 1 : Mean and Standard Deviation of Total B. Ed. College Students on Mental Health in Cooch Behar District

Category	N	Mean	SD
Total B. Ed. College Students	200	78.13	8.92

From Table–1 the mean and standard deviation of the total sample are 78.13 and 8.92 respectively. It shows that the level of mental health of total B. Ed. college students of Cooch Behar district is high.

Hypothesis – 1 : There is no significant difference between the mental health of male and female B. Ed. college students in Cooch Behar district.

Table – 2 : t-value on the Mean Scores on Mental Health of B. Ed. College Students in Cooch Behar District with respect to their Gender

Gender	N	Mean	SD	t-value	Level of Significance
Male	110	85.62	9.88	7.97	Significant at 0.01 level
Female	90	74.90	8.92		

t-value at 0.01 level is 2.60

From Table–2, the t-value of Mental Health of male and female student of   B. Ed. college is found to be 7.97 which is greater than table value of 2.60 at 0.05 level. So it is significant at 0.05 level. It is understood from the results that there

is significant difference among the B. Ed. student on their mental health with respect to their gender. It means that male and female B. Ed. students differ in mental health. So Hypothesis – 1 is rejected.
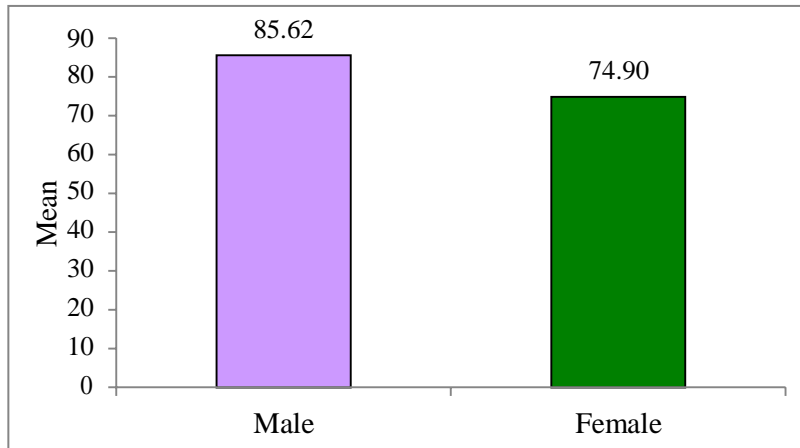
Fig. 1 : Graph Showing Mean Scores on mental health between male and female B. Ed. college students in Cooch Behar district

Hypothesis – 2 : There is no significant difference between the mental health of science and arts B. Ed. college students in Cooch Behar district.

Table – 3 : t-value on the Mean Scores on Mental Health of B. Ed. College Students in Cooch Behar District with respect to their Subject Group

Subject Group	N	Mean	SD	t-value	Level of Significance
Science	81	70.14	8.41	6.58	Significant at 0.01 level
Arts	119	78.95	9.86		

t-value at 0.01 level is 2.60

Table–3 shows that the calculated t-value of 6.58 is greater than table value 2.60. From the result it is understood that there is a significant difference among the subject group of B. Ed. students. Students of Science group differ from Arts students in Mental Health. Hence Hypothesis – 2 is rejected.
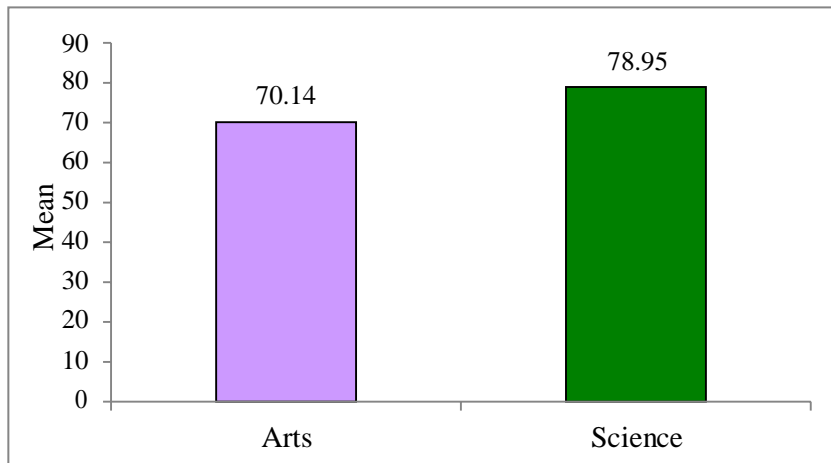
Fig. 2 : Graph Showing Mean Scores on mental health between Arts and Science B. Ed. college students in Cooch Behar district

Hypothesis – 3 : There is no significant difference between the mental health of urban and rural B. Ed. college students in Cooch Behar district.

Table – 4 : t-value on the Mean Scores on Mental Health of B. Ed. College Students in Cooch Behar District with respect to their Location

Location	N	Mean	SD	t-value	Level of Significance
Rural	135	82.73	9.53	0.60	Not Significant at 0.05 level
Urban	65	81.79	8.12		

t-value at 0.05 level is 1.97

From Table–4, the calculated t-value is 0.60 which is less than the table value of 1.97 and therefore it is not significant at 0.05 level. From the results it is understood that there is no significant difference among the rural and urban B. Ed. college students with respect to the location of their colleges. So it means that rural students do not differ from urban B. Ed. college students in mental health. Hence Hypothesis–3 is accepted.
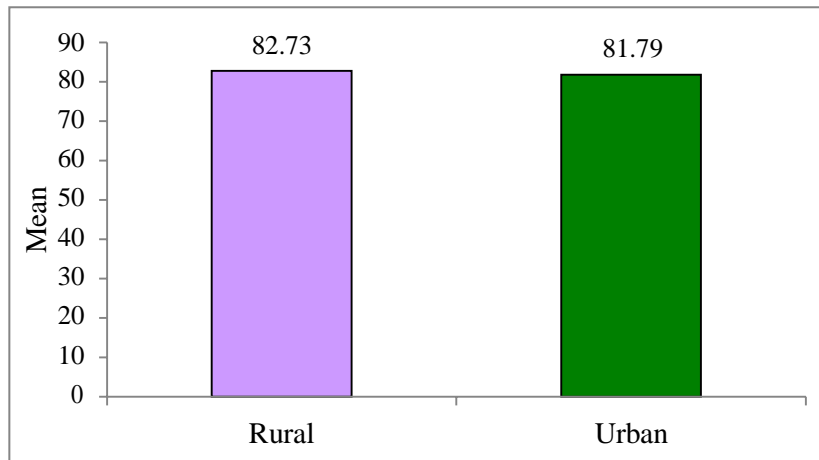
Fig. 3 : Graph Showing Mean Scores on mental health between rural and urban B. Ed. college students in Cooch Behar district

Findings of the Study:

Findings have been drawn on the basis of statistical results with a view to satisfy the hypothesis of the study.

1. The level of mental health of total B. Ed. college students in Cooch Behar district is high.

2. There is significant difference among male and female students of B. Ed. college regarding mental health. Both the genders differ in level of mental health. So H_1 is rejected.

3. Mental health of B. Ed. Science students differs from that of Arts students significantly. So H_2 is rejected.

4. Mental health of urban and rural B. Ed. students of Cooch Behar district does not differ significantly. It means both rural and urban college students have similar level of mental health. So H_3 is accepted.

Recommendations:

1. Conducting Mental Health Awareness programme among the general and technical college students regarding adjustment.

2. Effective counseling should be provided among the general and technical college students on mental health with problem solving technique.

3. Increasing number of Parent-Teacher meeting to identify the problem of mental health may be solved in systematic manners.

Suggestion for Further Studies:

1. The present study may be extended among general degree college students with technical degree college students.

2. The study may be conducted among government, government-aided and private B. Ed. college students.

3. It may be compared among residential and non-residential college students regarding mental health.

4. Study may be extended on mental health among the English medium and Bengali medium college students.

Conclusion:

Well being is a keyword of mental health. Good mental health can be developed through good environment. The society can improve through good mental health. In this respect sociological and psychological development is required. To build the capacity building and tackle the problem in systematic manners is an important parameter to identify the mental health.

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AN ANALYSIS ON IMPACTS OF VIOLENCE AGAINST CHILDREN (VAC) IN SCHOOLS

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ABSTRACT

School violence has been embedded in all countries and covers physical, psychological, sexual and bullying. Various factors like cultural understanding of violence, socio-economic factors, student's home life and the external environment of the school can be conceived as the form of violence of schools. Violence experienced in schools can have serious and lifelong impact on children's mental health and psychological well-being and it may lead to a wide range of emotional problems including depression, loneliness, social anxiety and diminished self-esteem. It is measured that 246 million children and adolescents experience school violence in some form every year. So, the present study has attempted to study an analysis on impacts of violence against children (VAC) in schools.

Introduction:

Schools are conceived as sacred places where children acquire knowledge, skills, attitudes and behaviour which would be conducive for making good rapport with the society. Joyful learning experiences of children from schools play a pivotal role for their physical, mental and emotional well-being and protected learning environment with assuring a healthy future of children. Many children in schools and other educational settings are disclosed to various forms of violence and threats in South Asia. Corporal punishment is the most widely reported form of violence against children (VAC) in education settings (UNICEF, ROSA, 2016). Findings focus that children confront physical punishment, sexual abuse, harassment, bullying and social stigma. Violence activities are found differently for boys, girls and transgender children. The nature and extent of violence experienced by children is also estimated by their caste, ethnic identity, economic status and others markers of vulnerability such as physical ability. School violence is manifested in all countries and includes physical, psychological and sexual violence and bullying. The basic causes cover gender and social norms like inequality in income and education, deprivation, marginalization. It is measured that 246 million children and adolescents experience school violence in various form every year (Ministry of Women and Child Development, GOI, 2017). Available data reveal a gendered nature of

VAC in education settings in South Asia. Boys seem to be more at risk for corporal punishment and physical abuse than girls, while girls are typically more prone than boys to sexual abuse and psychological forms of bullying (UNICEF, ROSA, 2016, p.9). One in three children in South Asia reaches Grade 4 without attaining minimum levels of learning. For example, it is measured that in India, the economic loss attributed to school violence each year as a result of early school leaving is between US $1.483 billion and $ 7.418 billion, which equates to between 0.13% and 0.64 % of GDP (Pereznieto, 2010).Emotional violence and the use of humiliating language is one of the most stated reasons by children for feeling unsafe in School (ICRWPI, 2014). So, the present study has undertaken to discuss an analysis on impacts of violence against children (VAC) in schools.

Objective of the Study:

- To find out causes and impacts of violence against children (VAC) in schools.
- To explain the perspectives of learning environment for Prevention of Violence against Children (VAC).

Methodology:

The study has been conducted and analysed on the basis of available secondary data and information from the desk review commissioned by the UNICEF Regional Office for South Asia (ROSA), 2016, Ministry of Women and Child Development, GOI, 2017 and other available official sources.

Results and Discussion

Findings from South Asian Studies (SAIEVAC, 2016):

- South Asian has the highest dropout rates in the world: an estimated 14.5 million children dropout before completing primary education. This indicates that for every 100 children who commence primary education, 36 will not reach the last grade (UNESCO, 2015). The experience of violence has an immense bearing on school dropout and non-completion as well as poor performance.

- A Save the Children Survey in Afghanistan identified corporal punishment as one of the main reasons why children do not go to school (Save the Children, 2009). UNICEF Multiple Indicator Cluster Survey (MICS) data (2012) also focus that children aged 2-14 experienced high levels of punishment, 68.4 % experienced physical punishment, 38.4 % experienced severe punishment and 61.5 % experienced psychological aggression (shouting and yelling).

- In Bangladesh, nearly 4 in every 5 of 76,000 children of school going age interviewed for a survey revealed that they face violence discipline in schools, with 74 % saying they faced psychological intimidation, causing many to drop out(BBS and UNICEF, 2015)

- In 2012 , the Indian national Commission for Protection of Child Rights(NCPCR) published a report based on Surveys conducted with a total of 6632 children aged 3-17 across seven states. It described the widespread use of corporal punishment as disciplinary device by teachers in India and focused that between 2009 and 2010, corporal punishment was a near universal experience for school-going children (99 % of the sample reported experiencing some form of punishment in school)(NCPCR, 2012)

- In Nepal, a study found that 14 % of dropouts had left school due to fear of teacher(UN, 2012)

- In Pakistan, a study among 3,582 children aged 6-14 years from government and religious schools in eight districts found that 404 children had run away from home to escape torture by teachers(NCCR-NWFP, 1998)

- In Sri Lanka, a study focused that school absenteeism as well as deliberate self-harm, substance use and family conflict were associated with physical and emotional abuse children experience is schools (Perera, 2009).

Table-1: prevalence of corporal punishment in schools in South Asia

Country	Any violent Discipline (%)	Psychological aggression (%)	Children: Age/ Sample	Data Source	Year of Data
Afghanistan	74.4	61.5	1-14/46237	CSO and UNICEF(2012)	2010-11
Bangladesh	82.3	74.4	1-14/75907	BBS and UNICEF(2015)	2-12-13
Bhutan	n/a	n/a	n/a	n/a	n/a
India	99		3-17/6332	NCPCR(2012)	2009-10
Maldieves	n/a	n/a	n/a	n/a	n/a
Nepal	81.7	77.6	1-14/18049	Govt. of Nepal and UNICEF(2015)	2014
Pakistan (Punjab)	81	74	1-14/38045	UNICEF and Punjab Bureau of Starts(2014)	2014
Pakistan	43		12-17/1419	ICRW/Plan Intl.(2015)	2014
Sri Lanka	n/a	n/a	n/a	n/a	n/a

Source: Huma Kidwai, 2016. School-based Violence in south Asia: State of Evidence Report, New Delhi: Know Violence in Childhood: A Global Learning Initiative.

Table-1 reveals prevalence of corporal punishment like any violent discipline (%) and psychological aggression (%) in South Asia. Nepal estimates 81.7 % any violent discipline and 77.6 % psychological aggression, followed by Bangladesh that of 82.3 % and74. 4 %, Afghanistan that of 74.4 % and 61.5 % respectively and India taking into together both as 99 % and Pakistan as 43 %.

Key causes and impacts of VAC in Schools/ Education settings.

Rapid Socioeconomic Changes: Rapid socioeconomic changes have increased school enrolment but uneven impacts of globalisation have posed new and complex challenges such as unemployment, out migration, insecurity and increased vulnerability to exploitation and abuse.

Gender Inequality and Gender Stereotypes: Patterns of gender discrimination in broader society are reproduced and reinforced in learning environments including in curricula and textbooks. Rigid notions of masculinity are connected to several forms of VAC in education settings.

Acceptance of violence: Certain forms of violence are extensively accepted in the region as part of normal life. Accepting attitudes towards violence together with the authoritarian structure of schools allow VAC in education settings to often go unreported.

Experience of Various types of VAC: Experience of violence propels to poor academic performance, school absenteeism and dropout among children. Sexual and psychological violence instils fear and feelings of shame in children and reduces their aspirations for learning and lowering their future life chances. It may lead to a wide range of emotional problems including depression, loneliness, social anxiety, diminished self-esteem and increased risk of suicide.

Armed Conflicts: Children in conflict –affected areas are compelled to suffer from chronic disruption to classes, destruction of school infrastructure, closure of schools, abduction and recruitment in armed groups as well as fear, anxiety and trauma as result of violence.

Discrimination based on social markers: South Asia is a highly hierarchical society where children in many school settings confront discrimination based on gender, caste, ethnicity, religion or socio-economic status. Evidence shows that children from marginalized groups are often more vulnerable to school based violence both physical & psychological than other children.

Cultural taboos and Social Stigma: Cultural taboos surrounding sexuality and stigma attached to those who have experience sexual abuse often prevent cases of sexual violence from coming to light.

Conflict, war and natural disaster: Armed conflict, war, and natural disasters put children in education settings at greater risk for violence. Students, teachers and staff have been killed and injured during armed attacks. School children also become more vulnerable to violence and abuse in the aftermath of natural disasters that cause loss of family members and assets, displacement, shock and trauma (UNICEF, ROSA, 2016).

Figure-1: Children in Educational settings in South Asia experience and witness the following various form of violence:
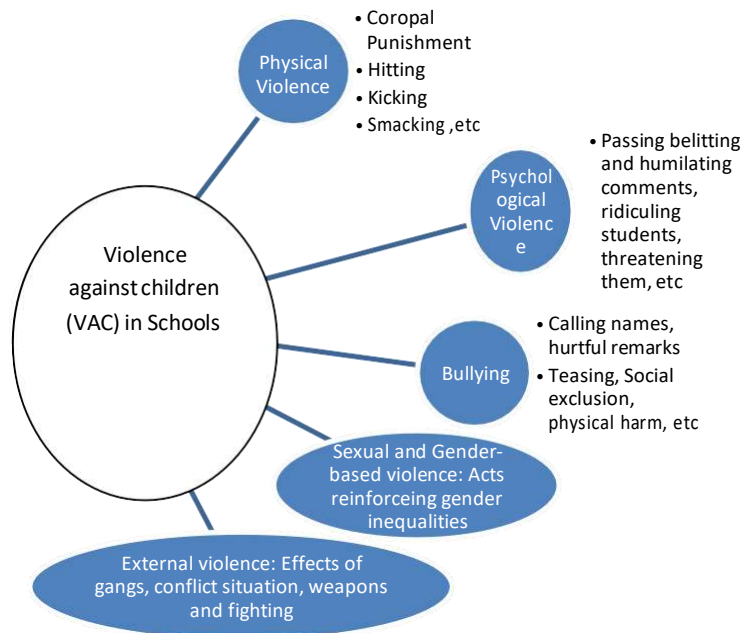
Source: Ministry of Women and Child Development, GOI, 2017

- Physical violence and abuse could be found high or very high through the region carried out by teachers beating, slapping, kicking, pushing, hitting with an object, throwing things, pulling hair/ears, chasing after the child, caning on the shoulders and palms and squeezing children's fingers together with a pen or making threats or kills or inflict injury, inflicted by students-peer fights, bullying and acid violence.

- Corporal punishment and other disciplinary acts are prevailed extremely high, most widely reported (most commonly used against primary school students and lower secondary students). These acts are conducted by hitting with a cane or a ruler, slapping , hitting in the back, boxing ears, applying electric shocks , making the child stand or staying stress

positions for lengthy periods, threats of physical violence , enforced starvation and beating them.

- Sexual violence, abuse and harassment could be prevailed possibly widespread and faced by boys and girls though the extent is not fully revealed. These activities are performed through non-consensual sexual experiences including kissing or touching sensitive parts, oral sex and presentation, sexual harassment in form of text messages, pornographic pictures and videos perpetrated mostly by male teachers but also by male students.

- Bullying and Cyber bullying could be prevailed in enhancing though concrete evidence is lacking. These activities are transacted through sending unsolicited sexual messages, photos or video clips via the internet or mobile phone black mailing.

- Emotional and Psychological Violence Could be found high in general, though its prevalence in education settings in the regions remains under-researched and manifested through verbal insults , yelling, abusive language, locking the child in a room or toilet , spreading rumours perpetrated by teachers or peers.

- External violence/ Conflict-related violence could be availed high or very high (especially in Afghanistan and Pakistan) which are manifested through targeted attacks on education facilities, students of staff or on education in general , killing , injuring students , teachers, staff, abduction and recruitment of children by armed groups, illegal arrests, detention and torture.

Some actions of UNICEF (2016) for preventing violence in schools:

UNICEF attempts to undertake the following various works with government, schools, teachers, families, children and young people to prevent and respond to violence in schools.

- Deploy laws prohibiting corporal punishment and other forms of violence.

- Promote codes of conduct and other safeguarding measures in schools.

- Constitute confidential and safe reporting mechanism in schools.

- Make a referral mechanism for response services; and supervise and collect data on violence in schools.

- Provide training to teachers and school staff on positive discipline, classroom management and peaceful conflict resolution.

- Develop and carry out life skills, social and emotional learning programmes to make the resilience and protective capacity of children and youth.

- Conduct research, monitor and collect data on violence in schools.

Figure-2: Perspectives of learning environment for Prevention of Violence against Children (VAC):

The following figure focuses the perspectives for prevention of VAC. Articles 19 of the Convention on the Rights of the Child (CRC) mandates government to undertake all appropriate legislative, administrative, social and educational measures to protect the child all forms of violence taking into consideration that the Sustainable Development Goals (SDGs) approved by all Governments recognize the importance of wiping out violence as a pathway to promote educational outcomes and child well-being.

- **Families:** Families comprehend what violence is and how it impacts on children. They have the capacities to practice alternative child friendly education. They have good connections with school management and teachers.

- **Children:** Children comprehend and talk about violence confidently and without fear. Children identify and access a responsible platform in which they can talk about issue including gender, sexuality, rights and report violence. Children learn to resolve conflicts in non- violent ways.

- **Community:** Community members (religious bodies, administrative communities, women's group and local leaders) have awareness of the role they can play and comprehend the influences of violence and importance of ending it. Community bodies identify and establish an appropriate policy and mechanism to end VAC.
- **Schools:** Schools require establishing child friendly response mechanisms to focus VAC in schools including links with wider response mechanisms in child protection systems. Teachers require being equipped with alternative teaching strategies and methods drawing interest to the children.

The Roles of Sustainable Development Goals (SDGs) for Preventing Violence to promote Child welfare and sustainable futures (FAO, 2017).

The SDGs attempt to abolish all forms of violence to promote child well being and sustainable futures.

- Goal-4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Target-4.1: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non- violent, inclusive and effective learning environments for all.
- Target-4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable including persons with disabilities, indigenous people and children in vulnerable situations.
- Target 4.7: By 2030, assure that all learners attain the knowledge and skills needed to promote sustainable development, including among others, through education for sustainable development(ESD) and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non- violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.
- Goal-5: Achieve gender equality and empower all women and girls.
- Target-5.1: End all forms of discrimination against women and girls everywhere.
- Target -5.2: Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

- Target-5.3: Eliminate all harmful practices such as child early, early and forced marriage and female genital mutilation.

- Goal-8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

- Target-8.7: Take immediate and effective measures to alleviate force labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers and by 2025 end child labour in all its forms.

- Goal-16: promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

- Target-16.2: End abuse, exploitation, trafficking and all forms of violence against and torture of children.

- Target-16.9: Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime.

Conclusion:

The SDGs attempt to abolish all forms of violence to promote child well being and sustainable futures. The world Report on violence against children (VAC) commissioned by the United Nations Secretary General to provide an understanding of the nature, extent, causes and consequences of different forms of violence against children (Physical, Psychological and sexual). It focuses on five main areas in which violence occur – the family, schools, care and residential institutions as well as detention facilities and prisons , in work situations , and in communities and on the streets. Physical or corporal punishment may have serious consequences on a student's mental and physical health. Bhutan's government has several initiatives that promote peace and non-violence in schools and with children. School –level clubs, aided by district-level committees and a national commission support the commitment to Gross National Happiness. Another innovative programme of Green School concept and practice nurtures eight aspects of greenery like Academic, Spiritual, Aesthetic, Social, natural/Environmental, Moral, Intellectual, and cultural among the children. The Youth Police Partnership Program (YPPP) encourages students and out-of-school youths to prevent violence, crime and anti-social activities. Researchers have found that there can great disparities between cultures and

societies in defining what constitutes a violent act or environment. Physical violence in schools has been linked to slow development of social skills, depression, anxiety, aggressive attitudes and a lack of empathy or caring for others. Violence in school can reduce school attendance, lower academic performance and increase dropout rates and impact extensively on the success and prosperity of children, their families and entire communities. Measures should be taken to check VAC like (i) use constructive discipline techniques and methods, (ii) use positive reinforcement through eye contact, nod ,or a smile, (iii) use disciplinary measures that are educative, not punitive, (iv) set aside time after school or during break periods to discuss the disruptive behaviour, (v) send notes to parents or make home visits, (vi) request the student to apologize, (vii) change seating arrangement, (viii) be an active and effective force to stop bullying, build students' resilience and help them to respond to life's challenges constructively, (ix) encourage school to arrange a school counselling programme, (x) be a positive role model by speaking out against sexual and gender based violence, (xi) recognize violence and discrimination against students with disabilities and those from indigenous , minority and other marginalized countries and (xii) learn violence prevention and conflict resolution skills and teach students how to use them to resolve their own conflicts(UNICEF, ROSA, 2016).

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PERCEPTION OF STAKEHOLDERS ON STUDYING SOCIAL SCIENCE AT SENIOR SECONDARY LEVEL

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ABSTRACT

The main purpose of the study to examine the perception of stakeholders towards social science as subject at senior secondary level and to find out the factors affecting the perceptions of stakeholders towards social science at senior secondary level.The survey was conducted on 10 Head of Departments, 30 teachers and 150 students from different senior secondary institutes in Cuttack, Odisha, India. Self-developed questionnaire based on different dimensions of studying social science was used as tool. The study found that (i) 57.36% of stakeholders are aware about the career opportunity in studying Social Science at Senior Secondary level, (ii) the major factors which affect the study of social sciences at senior secondary level are- the importance of social science in shaping the future life of the individuals, social science classrooms, socio-economic and political issues affecting human lives. The study has implications for all the stakeholders including students, teachers, parents, educational administrators and also for Government.

Keywords: *Perception, Stakeholders, Senior Secondary, Social Science.*

Introduction

Education is a lifelong and continuous process. Taking the need, importance, facilities, education is divided into formal, informal and non-formal. However, formal education in India follows a uniform structure of school education which is known as the 10+2 system. The levels/stages of Indian education include pre-primary stage, primary stage, secondary stage, senior secondary stage, higher education stage. Senior secondary level of education as an important stage is of two years. In almost all the states and union territories, class IX to XI constituted the composite secondary as well as higher secondary stage and in some states it was attached with the general colleges.

Social science is considered to be an essential part of curriculum as it affords knowledge of facts, laws and helps in achieving the main goals of education.

Social science has been given a core place in the school curriculum. It has many branches, each of which is considered as 'Social Science'. The social sciences include Economics, Political Science, Geography, Demography, Psychology, Anthropology, Sociology, Archaeology, Jurisprudence, History and Linguistic. So social sciences constitute a field of knowledge which studies human relationships with his socio-cultural environment.

In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councillors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines. In a word, stakeholders have a "stake" in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern. Perception allows us to take the sensory information in and make it into something meaningful. Perception as one of the psychological factors affects education in general and the study of social science in particular. It is one of the influential factors in the career of students which determines the selection of subject of study at senior secondary level.

The present study had been selected to study the perception of stakeholders on studying social science at senior secondary level and the factors which have remarkable effect on the perception of stakeholders on studying social science at senior secondary level.

Need of the Study

Incorporating Social Studies in the school curriculum ensures well-rounded education of the students. Studying social science can provide us with so many important answers & observations that may help to improve the understanding of our lives, social issues and challenges. Various committees, commissions, councils & research studies have been undertaken to visualize the implications of social sciences & changing trends and attitude of various persons concerned towards social science. Both positive & negative views are given on the study of social science. The researchers such as Evans Martey(2017), Wardah D.G., Jalil,U. A. and Banissa (2016), Sabahattin, C (2013) strongly pointed out that student have good perception about social science whereas Ahmed & Maryam(2016), Omlara & Abedukola(2015), Ramchandran & Pandian(2014)etc.

stated about the unfavourable &negative attitude of students & teachers towards social science. However, Sarkar, De, maity(2015), Rishabh(2014), Sumesh & Gafoor (2013), Sabahat(2012) highlighted the various elements like student's habitat, his understanding of society, types of school (government or private), study environment, teacher's behaviour, proper methodology, motivation, socio-economic status of learners etc. influence the social science learner's perception. Again Ayaaba (2013), Khaled (2013), Nkiruka, Ikwumelu & Jonas(2012), Mawi, C. and Premlata,M.(2014)found that lack of libraries, learning resources, funding, parental awareness, teacher's interest & efficiency, classroom processes etc. are the main cause for creating negative perception towards social science.Cener, E., Acun, I. & Demirhan, G.(2015)emphasized on the impact of ICT in studying social science.

The above research studies reveal that attempts have been made by researchers to examine the perception of teachers & students towards social science and various factors affecting their perception on the study of social science at Higher/senior Secondary level. It also reveals that some researchers have the contradictory views which paved way to conduct the research work on perception of stakeholders on studying social sciences at senior secondary level. With considering the above research findings it is also observed by the present researcher that although various studies have been undertaken in this field still further study is needed in this respect to examine what type of perceptions the stakeholders have on studying social sciences at senior secondary level in the present time and to find out the gaps among various research studies regarding the perception of stakeholders on the study of social science at senior secondary level.

Statement of the Problem

The present study would be stated as **"Perception of Stakeholder son Studying Social Science at Senior Secondary Level".**

Operational Definition

Perception: The ability to see, hear or become aware of something through the senses. In other words, it is the way in which something is regarded, understood or interpreted. For the present study, perception means the awareness of studying social science at senior secondary level.

Stakeholders: A person who can affect or be affected by the organization's actions, objectives & policies. In my study stakeholders imply students, teachers & HODs.

Social Science: A subject within the field of social science such as economics or civics. In this study, social sciences include discipline of Arts & humanity.

Senior Secondary Education: Here the higher secondary /senior secondary education is the stage of education, comprising of classes XI & XII (10+2 pattern).

Objectives of the Study

The intended objectives of the study are:

1. To examine the perception of stakeholders towards social science as subject at senior secondary level.
2. To find out the factors affecting the perceptions of stakeholders towards social science at senior secondary level.

Research Questions

1. What kind of perceptions the stakeholders have towards social science at senior secondary level?
2. What are the main factors contributing for different type of perceptions towards the study of social science at senior secondary level?

Method and Procedure

Method: The present study is a survey type of research. It is so designed to examine the perception of stakeholders on studying social science at senior secondary level and to find out the factors affecting their perception.

Sample: The sample for this study were the stakeholders viz, students, teachers & HODs of senior secondary institutes from Cuttack, Odisha. The sample was selected purposefully through purposive sampling method. However, the sample of the study comprised of 10 Head of Departments, 30 teachers and 150 students from different senior secondary institutes in Cuttack, Odisha.

Tool: Self developed questionnaires were used as tools for data collection.

Procedure of Data Collection: Expected data about the perception and factors affecting the perception of stakeholders on studying social science at senior secondary level were collected by using the tools (questionnaires). The collected data were analysed both quantitatively and qualitatively by using frequency percentage and graphical representation.

Delimitation of the Study

The present study is confined to the perception of stakeholders on studying social science at senior secondary level. It is delimited to the stakeholders at senior secondary level of Cuttack district, Odisha only.

Major Findings

First objective of this study was to examine the perception of stakeholders towards social science as subject at senior secondary level. So, the major findings of this study regarding the first objective are-

1. Most of the stakeholders (90% of teachers and HODs and 96% of students) accepted that social science helps to shape the future life of the students. Although 70% of teachers & HODs and 64% of students agreed that social science deals with real life issues still, 54.7% of students and 40% of teacher & HODs accepted that there is less practicability of social science in day to day life.

2. Most of the stakeholders (92.5% of teachers & HODs and 96% of students) agreed that Social science is useful for the career of the students. 35% of teachers and HODs accepted that there is lack of opportunity in higher education for social science whereas more students (60%) stated that there is lack of opportunity in higher education for social science. More students 59.3% than 50% teachers & HODs accepted that there is lack of career exhibition, career talk, and career conference & career awareness program in social science.

3. 22.5% of teachers & HODs discarded that social science classroom is boring but 51.7% of students contradicted to these 22.5% of teachers & HODs. 64% of students viewed that there is a little scope for the use of ICT in social science classroom. On the other hand, 35% of teachers & HODs accepted that there is a little scope for the use of ICT in social science classroom.

4. 47.5% of teachers & HODs and 50% of students accepted that social science emphasizes on memorization than understanding. 55.3% of students agreed that social science lesson lacks project work whereas 62.5% of teachers & HODs discarded it. When only 25% of teacher & HODs opined that the syllabus of social science is not appropriate for the students, 52.7% students supported them.

5. 25% of teachers & HODs and 45.3% of students respectively accepted that social science teachers lack in enthusiasm. 60% of students agreed that there is lack of motivation from social science teacher while 52.5% of teachers & HODs rejected it. 80% of teachers & HODs disagreed that social science teachers are inefficient but, 34% of students agreed with it.

6. 45% of teachers & HODs and 57.3% of students agreed that social science teachers use traditional method of teaching. 42% of students agreed that social science teacher's teaching style is not appropriate While 60% of

teachers & HODs opposed it. 20% of teachers & HODs and 12.7% of students were unaware about the appropriateness of social science teacher's teaching style.

7. Although 77.5% of teachers & HODs and 60.7% of students agreed that social sciences teach to remove gender discrimination still 57.5% of teachers & HODs and 63.3% of students accepted that girls prefer social science. Half of the students (50%) and 3/4th of the teachers & HODs (75%) accepted that Family background has impact on studying social science.

8. More than 60% of stakeholders (teachers, HODs and students) accepted that social sciences arouse civic consciousness, help in critical reflection and reconstruction of beliefs, values & ideas however, 20% of students were unaware about the governmental initiatives for the students for studying Social science.

9. While most of the stakeholders (teachers & HODs-97.5% and students-93.3%) agreed that Social science helps in developing character of student still, 19.3% of students were unaware about the development of vocational skill in social science.

The second objective was to find out the factors affecting the perceptions of stakeholders towards social science at senior secondary level. So, it was found that:

1. Stakeholders perceived social sciences as useful for shaping future life of individuals, although more number of stakeholders (24.21%) viewed that social science provides understanding about society and social life, still the other contributing factors are ability of social sciences in shaping of character, developing personality, preserving, conserving and transforming basic values, broadening the horizon of knowledge, providing practical skill and vocation, developing all aspect of life and usefulness in real life.

2. Most of the stakeholders (38.42%) stated that teacher's quality affect the quality of social science classroom however, the other major contributing factors for an interesting social science classroom are-Child's own ability and interest, method of teaching, integration of technology, learning resources and contextualization of learning, relation with peer and teacher.

3. Family as a social factor largely affect the study of social science at senior secondary level (as stated by 37.36% of stakeholders). At the same time, the other social factors which have ardent impact on the study of social science are-community, school environment, Government, culture & tradition, demography.

4. Social sciences as useful because social sciences largely deal with various issues of the society and provide solutions to it however, the major issues dealt by social sciences are related to socio-political issues, religious & Cultural issues, geographic issues, economic issues, moral & intellectual issues, national and international issues. It is quite notable that 41.57% of stakeholders opined that social sciences deal with socio-political issues.

Educational Implications

The result of this study will:

- be useful for teachers & students as well as the persons concerned with the study of social science education.

- be helpful in understanding the importance of social science and the perceptions of various persons towards social science, who affect & are directly or indirectly affected.

- focus on the factors affecting the study of social science.

- put light on the issues & challenges in social science education at higher secondary level.

- provide suggestions to the Government for formulating policy planning & new initiatives for the development of social science education.

- be helpful for the senior secondary institutes to create healthy perception about the study of social science.

Suggestion for Further Research

Here the investigator studied only the perception of stakeholders (students, teachers and HODs) on studying social science at senior secondary level. However this study can be undertaken further in different ways.

1. Other stakeholders including parents, community members, educational administrators etc. can be taken as sample of the study to get more comprehensive result.

2. The present study was conducted on small scale covering only 190 stakeholders. But it can be conducted on larger scale further.

3. There can be a comparative study between or among social science teachers / students with teachers / students from other discipline/s.

4. Perception of stakeholders towards the study of social science can be studied gender-wise.

5. Perception of stakeholders towards the study of social science at senior secondary level can be undertaken on the basis of geographic area (urban/rural).

Conclusion

Perception as one of the factors in education largely affects the study of social science or any discipline at every stage of education. India is a developing country with vast diversity. It is the largest democratic country in the world having revolutionary youth population. Youth in India constitutes one-fifth of total population. So, there is a need for studying such subjects which will further provide vocational efficiency as well as a standard and develop life to our young mass. Social Science as a discipline has a broad and comprehensive scope of study. It is no way inferior to any other field of study. In simple sentence, social sciences have the potentialities to provide opportunities to the individuals to flourish. However, there is lack of awareness among the stakeholders about future in social sciences. Some people perceive that social sciences are for girls, for rural students and for those who secured less marks in examination. It is also thought that social sciences are to be memorised instead of understanding. It needs no logical and analytical ability. But, the matter is that from the very beginning these types of perceptions are feed in the minds of the individuals. And these perceptions play ardent role in the study of social sciences.

Despite of all the above negative perception, it is found that now-a-days the notions regarding the status of social sciences are changing. In fact, the ranges of social sciences are increasing day by day. The stakeholders are becoming more aware about career in social sciences. They are trying to prefer as per their aspirations and abilities irrespective of gender, geographic area, academic performances etc. For realising the equal importance of social sciences like other natural sciences, a healthy mind set should be created in the stakeholders. In no way the role of social sciences should be undermined. Rather initiatives including financial supports, career counselling, guidance services, career talk, career exhibition etc. should be encouraged. Use of innovative teaching learning methods and learning resources by qualitative and competent teachers should be emphasized. In this 21st century use of ICT in social science classroom are more preferable to make social science classrooms and lessons more interesting. However, the stakeholders should have knowledge about various perspectives of social sciences and the issues dealt by social sciences as well.

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ROLE OF EDUCATIONAL ADJUSTMENT OF ADOLESCENT STUDENTS AND THEIR FUTURE PROSPECTS TOWARDS LEARNING APPROACH

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ABSTRACT

Education thus must move towards less content and more towards learning about how to think critically and solve problems how to be creative and multi-disciplinary and how to innovate adapt and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential holistic integrated inquiry-driven discovery oriented learner centred discussion based flexible and of course enjoyable. Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities both the foundational capacities of literacy and numeracy and higher order cognitive capacities such as critical thinking and problem solving but also social ethical and emotional capacities and dispositions. The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. That the emerging adulthood is the period between 18 and 25 years of age where adolescents become more independent and explore various life possibilities. Emerging adulthood is a new demographic which is changing and some believe that twenty something have always struggled with identity exploration instability self-focus and feeling in between. The adulthood also encompasses late adolescence and early adulthood. However the term young adulthood suggests that at this developmental stage adulthood has already been reached. Most people in this developmental stage believe they have not yet reached adulthood. Instead they believe they are slowly progressing into adulthood and thus the term emerging adulthood is much more appropriate and observed that there exists a significant relation between emotional adjustment and achievement and also with family acceptance of the child and achievement. No significant difference was noticed between emotional adjustments of students their family acceptance and achievement. This also revealed that emotional adjustment and family acceptance of the child have a positive significant correlation with achievement in subjects. It is also found that boys and girls differ in their family acceptance and achievement but not in their emotional adjustment. But differ significantly in their emotional adjustment family acceptance and achievement in subjects however it is revealed

that emotional adjustment and family acceptance of the child are effective factors contributing to academic achievement.

Key words: Educational Adjustment, Adolescent Students, Learning Approach.

INTRODUCTION

The invention of the concept of adolescence principally but not exclusively in the work of G. Stanley Hall reflected and emerged from the confusing expectations of the 19th century. This means to define and confine the storm and stress of adolescence was characteristic of a ubiquitous search for order around the turn of the century. Graded schooling the disappearance of work opportunities outside the family setting child labor legislation juvenile law a reduction in family size as result of the declining birth rate and a new attentive approach to parenting manifested increase organization and ordering of adolescent experience. The family schooling and other age grouped institutions resulted in a relative standardization of adolescent experience.

The word adolescence comes from Latin word adolescere meaning to grow up or one would say to achieve maturity and is one of the important stages in the life span of a human being. This means accomplishing a number of developmental and cognitive tasks. It is characterized by rapid physical social psychological changes increasing personal autonomy social experimentation idolism conflict and personal uncertainty and identity formation via involvements. It is the phase when very rapid changes take place both physically as well as psychologically. Adolescence is the period of development from childhood to adulthood. The period of time encompassing the physical changes which leads to puberty and the time when sexual maturity is reached and is defined as a period of transformation from a stage of reproductive immaturity to a stage of full reproductive competence. The stage of puberty brings in a number of physical and physiological changes. In view a long period of adolescence has gradually replaced the short period of puberty that was recognized as important from early times World health organization defines adolescence both in terms of age spanning the ages between 10 and 19 years and is terms of phase of life marked by special attributes. These attributes include rapid physical growth and development of social and psychological maturity but not all at the same time but the experiment and development of adult mental processes and adult identity. Adolescence means to emerge to achieve identity. It begins with the onset of puberty and ends with assumption of adult responsibilities. This period is marked by rapid and significant physical and psychological transformation of the child like maturation of the sex organs and increase in the height and weight. Adolescence has been considered almost by definition a period of heightened

stress due to the many changes experienced concomitantly including physical maturation drive for independence increased salience of social and peer interactions and brain development. The life style of an adolescent in a given culture is profoundly shaped by the roles and responsibilities he or she is expected to assume. The extent to which an adolescent is expected to feel family responsibility is one of the large determining factors in normative adolescent behavior. For instance adolescents in certain cultures are expected to contribute significantly to house hold chores and responsibilities. Household chores are frequently divided into self-care tasks and family-care tasks. However, specific household responsibilities for adolescents may vary by culture family type and adolescent age. Some research has shown that adolescent participation in family work and routines has a positive influence on the development of an adolescent's feelings of self-worth care and concern for others. Adolescence starts from about 12 years of age and continues up to 18 years. It extends from sexual maturity until the age when independence from adult authority is legally assured. There are such marked individual differences in the ages at which sexual maturity occur because it is difficult to do more than mark off the end of child hood and the beginning of adolescence by using average ages. Furthermore a young adult according to Erik Erikson's 9 stages of human development is generally a person in the age range of 20 to 40 whereas an adolescent is a person ranging from 13 to 19 although definitions and opinions vary. For a variety of reasons time lines on young adult hood cannot be exactly defined producing different results according to the different mix of over lapping indices legal maturational occupational and emotional like employed or on whether a developmental perspective or the socialization perspective is taken. Society recognizes the individual as mature at the age of 21 years as the legal age of maturity and gives him at this age the right to vote and to be responsible for his own behavior. Adolescence can be defined as the beginning when children become sexually mature and ending when reaches the age of legal maturity. Education is a great leveler and is the best tool for achieving economic and social mobility inclusion and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles are provided various targeted opportunities to enter and excel in the educational system. These elements must be incorporated taking into account the local and global needs of the country and with a respect for and deference to its rich diversity and culture. Focusing on knowledge of India and its varied social cultural, and technological needs its inimitable artistic language and knowledge traditions and its strong ethics in India's young people is considered critical for purposes of national pride self-confidence self-knowledge co-operation and integration.

ADOLESCENCE CAN BE SUB DIVIDE INTO THREE CATEGORIES

(1) EARLY ADOLESCENCE (12-15 years)

Early adolescence extends roughly from 12 years. It is most stressful period of all developmental transitions. Drastic biological changes occur due to endocrinal changes of puberty. It is usually referred to as the teens. It is period of hyperactivity rebelliousness moodiness and irritability. The boys as well as girls are restless hyperactive and cope with disorganization of his childhood personality.

(2) MIDDLE ADOLESCENCE (15-18 years)

The middle adolescence is coming teens with the aspect of identity that pertains to body image. It is also a time for heightened development of hetro-sexual interest for an adolescent which result in sexual experimentation. The period marked by rapid growth of the arms and legs and changes in body proportion. There is now a greater stability in behavior in contrast to the early adolescent. The chief new task now is being accepted as a member of the peer group. Strong friendship ties develop with the member of the one's sex group.

(3) LATE ADOLESCENCE (18-22 years)

The final stage of adolescence is most important for character formation. It results in attainment of libidinal object constancy. It is a period of legal maturity in which the behavior characteristics are more like that of the adult. Even though adolescence can be defined into three groups as mentioned above broadly it has to be further sub defined so as to give a genuine consensus of an adolescent as achieving adulthood abruptly does not suffice the genuine transition. It can be classified as emerging adulthood and young adults beyond the age of 20 years. A large and relatively new body of research is revealing that young adulthood is a time of dramatic change in basic thinking structures as well as in the brain. Consensus is emerging that an 18 years old is not the same person she or he will be at 25 years just as an 11 years old is not the same as he or she will be at 18 years. They don't look the same feel the same think the same or act the same.

EMERGING ADULTHOOD

It is a phase of the life span between adolescence and full-fledged adulthood i.e. an adolescent who is just about to become an adult and is in a transition period. It primarily applies to young adults in developed countries who do not have children do not live in their own home or do not have sufficient income to become fully independent in their early to late 20 years. The emerging adulthood is the period between 18 and 25 years of age where adolescents become more independent and explore various life possibilities. Emerging

adulthood is a new demographic that is changing, and some believe that twenty years have always struggled with identity exploration instability self-focus and feeling beyond. When teens enter young adulthood their thinking capacities relationship skills and ability to regulate emotions are unlikely to be at a developmental level where they can cope easily with the demands of diverse global technological rapidly changing world. If all goes well biology and environment bring a surge of growth paralleling those of childhood and adolescence. According to recent findings the human brain does not reach full maturity until at least the mid-20s the specific changes that follow young adulthood are not yet well studied but it is known that they involve increase in delineation and continued adding and pruning of neurons. There is a broader range of interests at this time. Many may enter in the economic life and earn their own livelihood seeking employment make realistic career choices and become interested in house hold work is created with formalizing the concept of adolescence as a developmental stage with its own characteristics and challenges is felt that the time between childhood and adulthood was a cultural invention of the society. He characterized this period as one of storm and stress that reflected the turbulent growth and rapid changes found in modern societies.

ROLE OF ADOLESCENT STUDENTS

Adolescence today is seen in contradictory terms. On one hand it is portrayed as a special time of increased distance from adult supervision a time of when one comes into one's own as an autonomous person and life is fun and energy is abundant. On the other hand it is described as a difficult period marked by conflict with adults wide swings in emotions confusion about one's place in the scheme of things stressful in terms of self-esteem and rife with dangerous hazards. Adolescence is a period marked by significant psychological transformation in the adolescents including identity formation separation from parents and the establishment of intimate friend ship. As the child enters adolescence biological cognitive and emotional changes transform the parent child relationship. The child's urges for independence may challenge parents' authority. Many parents find adolescence a difficult period. Family relationship is also altered as the process of differentiation begins to take place. This is a time when adolescents rely more on peers seek increased independence and are less willing to see themselves as part of a hierarchy that is headed by their parents. In addition to the biological changes marking the beginning of adolescence and the adolescent's attachment to the peer group and child's changing relationship with his parents during this age of period is one of the areas receiving major attention in any consideration of adolescence. This latter concern is inherent in the

meaning of adolescents in our society. The information of various perspectives is most importantly from the areas of psychology biology history sociology education and anthropology. Within all of these perspectives adolescence is viewed as a transitional period between childhood and adulthood whose cultural purpose is the preparation of children for adult roles. It is a period of multiple transitions involving education training employment and unemployment as well as transitions from one living circumstance to another. Adolescence is the process of growing up from child hood into adulthood came to be recognized as a distinct phase of life span. It is period of bio-social transition between child hood and adulthood. In this period the body grows very rapidly as a result the movements the voice are awkward. On the psychological side there is acute self-consciousness rebelliousness and idolism. During adolescence changes include not only physical events but also psychological and social ones. An adolescent has to adjust to the changes taking place in his or her body and behaviour. The adolescents due to these changes often face a number of crises and dilemmas. Culturally this is a period of transition from dependency of childhood to the relative autonomy of adulthood. Psychologically this is a period of adjustment to the physical and social changes which distinguish childhood behavior from adult behavior. It is the period when the child moves from dependency to autonomy and this period is demanding significant adjustment to the physical and social changes which distinguish childhood behaviour from adult behavior. Adolescence begins in biology and ends in culture. They have been described as more capable of organizing their own behavior to control and channel aggression and to adapt appropriate adult roles for avoiding punishments and for maximizing rewards.

Adolescence has a very variable and imprecise duration. It represents a complex and sometimes disturbing psychological transition accompanying the requirement for the accepted social behaviour of the particular adult culture. The pioneer in the study of adolescent identity says the adolescent is like a trapeze artist in the circus experiencing a vigorous motion between two landings one representing childhood and the other adulthood. It is typically viewed as being particularly challenging in view of the simultaneous occurrence of both developmental changes and environment demands expectations. It is deemed to be a period of unique abilities and corresponding vulnerability. Adolescence is the time of moving from the immaturity of childhood into the maturity of adulthood. There is no single event or boundary line which denotes the end of childhood or the beginning of child hood into and through adolescence as composed of a set of transitions that unfold gradually and that touch many aspects of the individual's behavior development and relationships. These

transitions are biological cognitive social and emotional. It is believed by some that adolescence is perhaps no more important a stage of development than any other but it is the last stage before adulthood and it offers therefore to both parents and teachers the last opportunity to educate a child for his adult responsibilities. The period of adolescence is something that is given a lot of importance. For them this longer period of adolescence is utilized by parents and educator for special preparation of youngsters in meeting the manifold challenges of present day society. Keeping in view the important roles which the youth can play towards national development as well as the emerging health problem of youths declares as the international youth year. In the last few years due to socio-economic and political factors there have been increasing health problems among the youth unemployment related offenses and general adjustment problems in the youth. Today the youth in India form one of the most vulnerable groups who are expected to be leaders to determine the destiny of India.

FUTURE PROSPECTS OF STUDENTS LEARNING APPROACH

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. Then nation places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. India has reached the threshold of the development of new technologies and innovative methods to trained teachers which are likely to revolutionize the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development. It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and there by pupil learning and the larger social transformation. The social and economic development of nation is fundamentally an education process in which people learns to create new institutions, utilize new technologies, cope with their environment, and alter their patterns of behavior. Education in a broad sense

improves the capabilities of individuals and the capacity of institutions, and becomes a catalyst for the closely interrelated economic, social, cultural, and demographic changes that become defined as national development. Teaching is the oldest, most indispensable and inevitable of all the professions in the world. No individual can help being a teacher to his fellow-members, if he is a member of any group. No group has ever come together, but has made some provision to pass on the social heritage and train the young for future leadership. Not satisfied with such informal arrangements, teaching has been the first area of specialization in every tribe and community. In India, teaching has been a recognized and revered profession since the dawn of history. The teacher was expected not only to impart information and skills, but lead and guide his students to supreme knowledge. Hence the qualities laid down for teachers were very high.

OBJECTIVES OF THE STUDY

(1)   To study the educational adjustment of adolescent students with reference to families financial social and educational status.

(2)   To study about the impact of intelligence quotient (I.Q.) of educational achievements.

(3)   To study about correlation between educational adjustment and their future prospects of students.

PURPOSE OF THE STUDY

The researcher has realized that in adolescent students the educational adjustment is a very important issue in this fast changing society. The behavioral problems absenteeism from educational institutions is alarmingly increasing. Thus affecting their performance in a negatively and indirectly affecting the development and productivity of the society and country. It had also observed a typical negative attitude of parent's guardians and society towards social and intellectual development of adolescent. Such negative attitude is also visible on the part of society and government. Therefore it is aimed to the educational adjustment of adolescent and their future prospects for the society since they are the future. Some of them may be future leaders and hence will play a vital role in the shaping of the society and in turn of the country. This employs that in family school society and governmental curriculum and schemes for special attention should be given to this group so that society and country may prosper.

DELIMITATIONS OF THE STUDY

(1)   The present study is restricted to the female students.

(2)   Population of the present study consists of students of Hazaribag district and belonged to rural and urban areas.

(3)   Adjustment Inventory for students constructed and standardized has been used to assess the adjustment values of the students.

EDUCATIONAL ACHIEVEMENT AND ADJUSTMENT

An essential aspect of an investigation is the review of the related literature which is general retrospective survey of previous researches pertaining to one's problem. It is obviously imprudent and wasteful to proceed in any study without knowing what has been done before. The literature is any field forms foundations upon which all future work will be built. It is a crucial step which invariably minimizes the risk of dead ends rejected studies wasted efforts traits and errors activity oriented towards approaches already discarded by previous investigations and even more important erroneous findings based on a research design. In the field of research the investigator can have an understanding of the previous work. One cannot develop his insight into the problem to be investigated unless one has learnt what others have done and remains to be done in particular areas of his own research interests. Review of literature means the consultation of previous works in order to understand and investigate the research problem. It holds significance for the existing research as it provides a critical look at the previous researches. The keys to the vast store-house of published literature may open doors to sources of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem background for the selection of procedure and comparative data for interpretation of results. It can be concluded that review of the literature is the backbone of the whole research work and creates background for selection of procedure helps the investigator in adaptation of tools and provides comparative data to evaluate and interpret the significance of one's data. In order to be truly creative and original one must read extensively and critically as stimulus to thinking. The review of the related studies plays an important role in the field of research and should be given prior consideration in the process of investigation. In fact review of the related literature is the spectrum of the researches that have been conducted till date. It not only opens doors to the sources of significant problems but also provides an opportunity to the investigator to ascertain the general trends in the field of investigation. Since effective research is based upon past knowledge this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation citing studies that show substantial agreement and those that seem to present conflicting conclusions helps to sharpen and define understanding of

existing knowledge icon the problem area provides a background for the research project and makes the reader aware of the status of the issue.

SELECTION OF THE SAMPLE

As mentioned in each of the selected classes was inspected by the researcher and was found to be of similar pattern. Although the number of students in each of these classes varied and the environmental conditions were nearly same and teaching was approximately uniformly followed.

INDEPENDENT VARIABLES

The variables which are measured to see their impact on dependent variables and the correlation is established with dependent variables. Independent variables are a reason for the change in dependent variables. In the present study the adjustment and educational achievement as independent variables.

DEPENDENT VARIABLES

The dependent variables are those which are the basis to find the independent variables but dependent variables are themselves based on the value of independent variables which indicate the results of any changing situation. In the present study the investigator studied the educational adjustment as dependent variables.

MODERATE VARIABLES

The moderate variables are those which are the basis to find the independent variables but dependent variables are themselves based on the value of independent variables. In the present study some moderate variables educational status area education and occupation of parents and family income were also studied by the investigator to know the difference and impact on independent and dependent variables.

TOOLS USED IN THE STUDY

Tools and techniques selected should have used and the results obtained should be objective reliable and valid. The research tools are the vehicles to collect data. These tools prepare a special type of information in the form of qualitative and quantitative data. This imparts scientific fundamental background to research. The investigator used a number of ready-made psychological tests to measure adjustment and academic achievement and selected tools.

ANALYSIS AND INTERPRETATION OF DATA

1. Assessment of adjustment intelligence and educational achievement among the adolescent.

2. To compare the adjustment among the adolescent according to some selected ones.

3. To compare the intelligence among the adolescents according to some characteristics.

4. To correlate the educational adjustment with home health emotional adjustment and family

RESULT

In the present study majority (32.25%) of adolescent girls were those whose fathers were educated up to intermediate level, followed by 28.50% up to graduate level and minimum 4.25% were those whose fathers were educated up to primary level. Further it is found that adolescent girls were more in rural areas whose fathers were educated up to primary high school and intermediate level as compared to adolescents in urban areas while adolescent girls were more in urban areas whose fathers were educated up to graduate and post graduate level as compared to adolescents in rural area. The reason for this change in demographic was observed that the urban students were first motivated for completion of studies rather than completion of household chores however in rural areas as father was not that much qualified compared to the father in urban areas hence they motivated there family including adolescent girls to pursue the least amount of education or late start of primary to later classes which in turn led to the girls completing their courses late in there adolescent years. The study pointed out that the level of intelligence and achievement were not good leveling to poor average and normal in all the adolescent girls. The education level and the area plays a positive and significant role in increasing the capability of the girl in having better skills which seemed to be missing from the girls as observed. However suffice to say that adjustment factors were inconclusive with reference to intelligence level among adolescent girls as they showed varied level of adjustment in majority of the girls living in overall area. It might be suspect that the level of education of rural and urban girls and their living were not up to standards at various points of education. As the education level increased the girls become more emotionally strong. However it affected the home adjustment at varying degrees at both rural and urban levels. As the technically educated students is more socially reserved and more growth oriented due to the fact that father is more inclined for technical education hence the area of adjustment also differs from rural area as the preferences change and hence the adjustment at various levels. A non-technical educated girl has home as the first priority which leads to better socializing around the neighborhood however a technical education girl might be lesser inquisitive about family and

health hence different level of adjustment. The policies designed specifically for urban or rural areas mostly refer to extremes inner cities or small villages. Using a statistical classification puts every place in a country either an urban or a rural area type. These classifications make it easy for thinking of all people in the most deprived areas in fact many people do not live in areas. At even the middle level thinking of deprived people as uneducated or not having specific skill set seems an assertion that they are by far not having general knowledge and problem solving skills. Even the biggest rural urban difference can obscure there being more variation within areas than there is between them. On the other hand it is often hypothesized that neighborhoods do affect people. The studies on deprivation and health sometimes show that even when many other factors are taken into account simply living in a deprived neighborhood is associated with poor health. However those live near urban areas possess an easy way of approaching the cities for better health option then those people living in extreme rural sectors where there is no approach or easy process in classifications may feel wrong for particular areas. None of the classifications used to take account of the look and feel of a particular place rather they are modeled using sets of definitions and rules and hence followed by specific tests and there implications and results.

DISCUSSION

Teaching is a profession requiring specialization in terms of knowledge and skills. The person involve in this process should possess all round development in terms of cognitive, affective and psychomotor domains. There exists a wide gap between theory and the knowledge and skills of teaching required in the actual classroom curriculum transaction. The teacher should have a skill of constructivism as it is the present hour of talk he has to bridge the classroom knowledge to real life situations by constructing the knowledge of the student. For this reason, a routine bound teacher cannot act in accordance with the emerging needs unless he or she is trained and frequently orient and update knowledge base on the prevailing needs and situations. One of the most important requirements to promote and strengthen education is the training of teachers who are the key resources in the reform, redirection and renewal of education. For the development of the standards and quality of education, ideal teachers with passion for teaching and wellbeing of society are necessary and for this there is a need of appropriate teachers' training. Keeping the above aspects in mind, the article would make an attempt to explore the answers of the following questions. The effective teacher education curriculum calls for systematic task analysis of teachers at various levels and inclusion of relevant

contents keeping in mind the various needs of multilingual, multicultural and multi religious communities in India, which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in classroom. The present teacher education programme is inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF (2005). Professionalism needs to be installed in each and every phase of teacher preparation starting from conceptualization to evaluation and appraisal to prepare professionals and improve the quality of education. The development of the standard and quality of education is closely interconnected with the teacher education. A teacher should prepare himself for this special prophetic task before accepting the noble responsibility of teaching. 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 the 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.

CONCLUSION

Education is fundamental for achieving full human potential developing an equitable for society and promoting national development. Providing universal access to quality education is the key to India's continued ascent and leadership on the global stage in terms of economic growth social justice and equality scientific advancement national integration and cultural preservation. Universal high quality education is the best way that forward for developing and maximizing our country's rich talents and resources for the good of the individual the society the country and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high quality educational opportunities to them will determine the future of our country.

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IMPACT OF MID DAY MEAL SCHEME ON ENROLLMENT AND DROPOUT ON PRIMARY EDUCATION IN WEST BENGAL: A CASE STUDY

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ABSTRACT

The Mid Day Meal Scheme is a noble programme satisfying the hunger of millions of children per day throughout the country. It is a centrally sponsored scheme which was launched on 15th August, 1995 in primary level and further it was extended to upper primary level in 2004. The scheme aims to help starving children aged 5-14 years to overcome their nutritional deficiency and encourages them to attend school on all working days. In this paper an attempt has been made to assess the impact of Mid Day Meal Scheme on enrollment and dropout rates on primary education in West Bengal. Secondary sources of published data were used for the study which shows that after the introduction of Mid Day Meal scheme in West Bengal, enrollment rate has been increased while the dropout rate has been decreased. The study concluded that the Mid Day Meal Scheme in West Bengal has a direct relationship on enrollment and an inverse relationship with dropout rates.

Keywords: Dropout, enrollment, Mid Day Meal, nutritional support, retention

Introduction

Education plays an important role in the overall development of a country. State Government are spending a considerable portion of their resources to provide educational facilities in their respective states. In spite of these efforts, the goal of universalization of elementary education appears to be far and elusive due to heterogeneous socioeconomic conditions present in the society. Free and compulsory education up to the age of 5-14 years is the constitutional commitment of the Government. Most of the children from low socioeconomic section of the society suffer from malnutrition, more often they dropout from schools at an early age which directly affects their overall mental development. A hungry child would not attend schools regularly. Chronic hunger can cause or lead to malnutrition and several diseases and even lead the children to pay less importance to studies as well as divert their attention from the studies. With this view to enhance the enrollment, retention, attendance and simultaneously

improving nutritional level among children Mid Day Meal plays an important role for the mental and educational development of the society.

The scheme of providing nutritional support to the school going children in India has a long history. Programmes like the Integrated Child Development Service (ICDS), Balwadi Nutrition Programme (BNP), Special Nutrition Programme (SNP) etc. were initiated by the Government to provide meals to school going children of various ages (5-14) on all working days. The Mid Day Meal scheme is funded by the Government of India, which offers free cooked meals to students in primary and upper primary schools, aiming at improving nutritional level, increasing enrollment, decreasing dropout rates and also improves the quality of education.

The Govt. of India initiated the National Programme of Nutritional Support to Elementary Education on 15th August, 1995. Initially the scheme was implemented in 2408 blocks and by 1997-98 the scheme was implemented in every block of the country. In October 2007, the scheme was further extended to upper primary level in 3479 educationally backward blocks of the country and the name was changed from National Programme of Nutritional Support to Elementary Education to National Programme of Mid Day Meal in schools. The objective of the scheme is to enhance enrollment, retention and attendance and simultaneously improving nutritional level among children.

Under this scheme cooked Mid Day Meal is provided to the students of primary and upper primary levels of Govt., Govt. aided and local body run schools. The Central and State govt. jointly shared the cocking cost of Mid Day Meal, with the central govt. providing 60 percent and the state 40 percent. Further, for proper implementation of the scheme, the *Department of Social Education and Literacy, Ministry of Human Resour ce Development*, prescribed the following monitoring mechanisms for the supervision of Mid Day Meal Scheme:

a) Arrangements of the local level monitoring

b) Display of information under RTI

c) Inspection by State Govt. Officers

d) Responsibility of FCI

e) Periodic returns

f) Monitoring by Institute of Social Science Research

g) Grievance redressal

The Mid Day Meal (MDM) programme aims to help starving children overcome their nutritional deficiency. It also encourages school going children to attend school at least in the morning session. No doubt, it is acknowledged as an

effective method for achieving the goal of universalization of elementary education and has been prioritized in the five-year plans.

The impact of Mid Day Meal Scheme has been observed on a number of indicators according to several studies conducted in West Bengal as well as in other states of India. Some of the indicators across which the Mid Day Meal Scheme has been conducted includes increase in enrollment, attendance, retention, learning levels, reduction in dropout rates, increase in nutritional status, etc. The present study aims to understand the impact of Mid Day Meal Scheme on the enrollment levels and dropout rates in the state of West Bengal.

Objective of the Study

In view of the above, it is imperative to evaluate the impact of Mid Day Meal on enrollment, attendance and retention of primary school children. Objectives of the study is

1. To find the impact of Mid Day Meal programme on enrollment level of the study area.

2. To find the impact of Mid Day Meal progrmme on dropout rate of the study area.

Data and Methodology

For the present study, secondary sources of published data provided by the State Governments and Government of India (like, DISE, Annual Report of School Education and Ministry of Human Resource and Development etc.) were used. To analyse the impact of Mid Day Meal scheme on enrollment and dropout rates simple and standard statistical techniques has been used.

Result and Discussions

Cooked Mid Day Meal Programme was introduced in West Bengal in January, 2003 in 1100 schools with six districts to start with. In October, 2007, 86 Educationally Backward Blocks (EBB) in 13 districts namely Bankura, Birbhum Coochbehar, D/Dinajpur, U/Dinajpur, Jalpaiguri, Malda, Murshidabad, West Midnapore, Nadia, Purulia, S/24 Parganas and Siliguri Sub-Division had been included in Mid Day Meal Programme for Upper Primary level in Govt. (including local body), Govt. aided school, and EGS/AIE centers. Table 1 shows the number of eligible schools and number of schools covered by Mid Day Meal Programme in Primary level vice-a-vice total enrollment and beneficiaries of Mid Day Meal Programme in West Bengal in 2007-08.

Table 1: Total No. of Schools, Enrollment and Beneficiaries of Mid Day Meal Scheme in Primary Level (Classes I-V) in 207-08 in West Bengal

Type of schools	Total number of eligible institutions (classes I-V)	Total enrollment	Total number of eligible institutions (classes I-V) providing Mid Day Meal	Beneficiaries of Mid Day Meal Programme	Beneficiary Enrollment Ratio
Govt./ Govt.-Aided Schools	59,389	80,89,574	52,167	75,06,654	92.8
EGS/AIE	18,760	15,49,774	17,851	15,05,681	97.2
Total	78,149	96,39,348	70,018	90,12,335	93.5

Source: Annual Report, 2007-08, Department of School Education, Govt. of West Bengal

The district level data estimates on Mid Day Meal coverage and enrollment are available for the year 2006-07 and 2007-08 only, thus the analysis was restricted to these two years. If we compare West Bengal to the other states of India, the State is around the National average of 72 percent. The impact of Mid Day Meal Scheme on the enrollment pattern is analyzed across the districts and a very strong correlation of 0.421 at 95 percent level of significance (Pearson Correlation) is observed.

Figure 1: Enrollment versus beneficiaries' ratio across the states of India in 2007-08
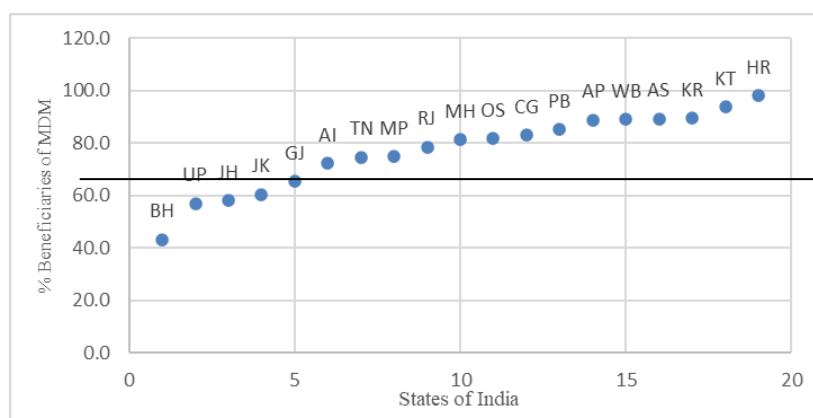
Source: Performance Audit of Mid Day Meal Scheme (2006-07 to 2010-11) (Ministry of HRD)

Figure 2: District-wise increase in enrollment rates and Mid Day Meal Coverage in West Bengal (2006-07 to 2007-08)
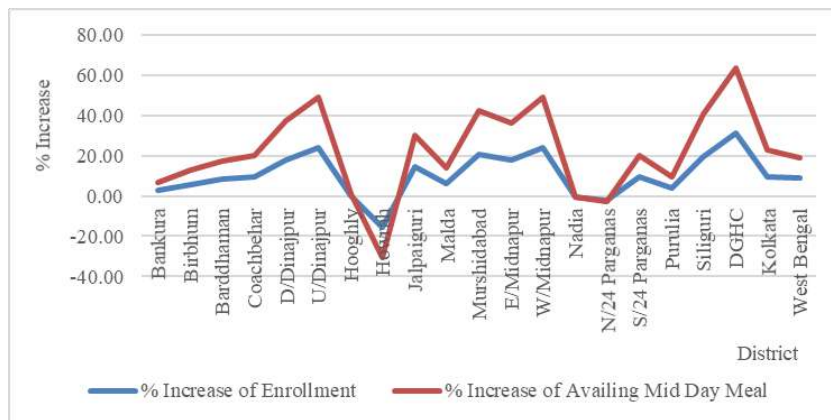
Source: DISE 2008-09, Govt. of India

As shown in figure 2, there is a strong overlapping pattern in the increase in enrollment rates and increase in Mid Day Meal coverage across the districts. Thus, this again suggest towards a strong correlation between the Mid Day Meal programme and increase in enrollments. As many as 93.5 percent of students enrolled in the schools across the districts of West Bengal are beneficiaries of the Mid Day Meal Scheme.

Figure 3: The temporal trend in the increase in enrollment rates of West Bengal from 1997-98 to 2007-08
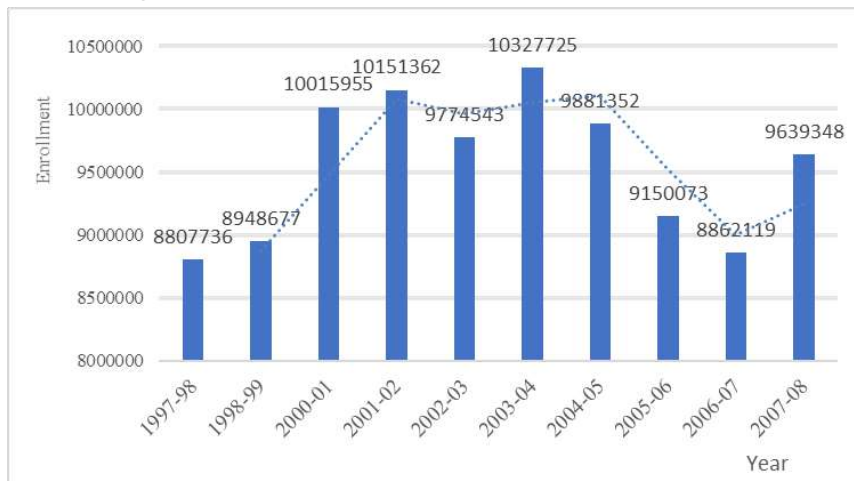
Source: www.educationforallinindia.com/SES-state-2005-06

However, with the present methodology the increase in the enrollment rates and increase in enrollments cannot be attributed entirely to the Mid Day Meal as there is a range of extraneous variable which can impact the enrollment rates,

like increase in public investment on schemes such as Sarva Shiksha Abhiyaaan, improvement in school infrastructure, rise in awareness of parents, economic growth etc. Thus, we need to analyze the increase in enrollment rates in a relative measure. If the relative rate of increase in the enrollment level after the introduction of Mid Day Meal programme is analyzed in contrast to the period before the introduction of Mid Day Meal, we can substantiate our argument. As shown in figure 3, the enrollment rate is increasing at a much faster rate after the expansion of the Mid Day Meal Scheme in 2003 across the State of West Bengal.

Figure 4: Dropout rates of Primary Education (I-V) of West Bengal State (1995-96 to 2007-08)
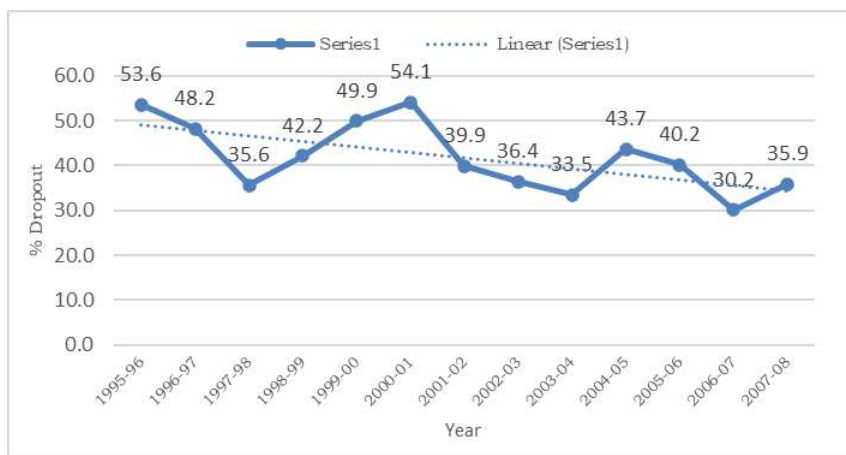
Source: Annual Report (1995-96 to 2007-08), Department of School Education, Govt. of West Bengal

As the line graph shows, dropout rates have declined over years since the implementation of Mid Day Meal Scheme in the State. Just the same as enrollment level, dropout rates can be affected by other extraneous factors and other schemes of *Sarva Shiksha Abhiyan*. However, while comparing the period before and after the universalization of the Mid Day Meal Scheme across all districts of West Bengal, there is a difference in the rate of decrease of dropout rates. As figure 4 shows, with the exception of 2000-2001, the rate of decrease shows a less gentle slope, which overlaps with the universalization of the Mid Day Meal Scheme.

Conclusion

The Mid Day Meal scheme does not have accurate time-bound targets for enrollment rates, nutrition rates, attendance, dropouts etc. This makes difficult to evaluate the scheme on the basis of its own targets. Thus, this evaluation has

made an attempt to analyze two of its open-ended targets - increase in enrollment level and decrease in dropout rates and conclude that the Mid Day Meal Scheme in West Bengal has a direct relationship on enrollment and an inverse relationship with dropout rates.

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Annexure

SL. No.	District	2007-2008			2006-07			% Increase of Enrollment	% Increase of Availing Mid Day Meal
		Total Enrollment Primary Level (I-V)	No. of Children Availing Mid Day Meal	% of Children Availing Mid Day Meal	Total Enrollment Primary Level (I-V)	No. of Children Availing Mid Day Meal	% of Children Availing Mid Day Meal		
1	Bankura	3,95,530	4,06,823	102.86	3,84,719	3,91,856	101.86	2.81	3.82
2	Birbhum	4,00,166	3,31,894	82.94	3,78,067	3,09,784	81.94	5.85	7.14
3	Barddhaman	7,44,610	7,60,378	102.12	6,88,055	6,95,744	101.12	8.22	9.29
4	Coachbehar	3,66,130	3,71,238	101.40	3,34,501	3,35,822	100.39	9.46	10.55
5	D/Dinajpur	2,29,788	1,88,203	81.90	1,94,709	1,57,525	80.90	18.02	19.48
6	U/Dinajpur	4,37,382	4,23,741	96.88	3,53,037	3,38,496	95.88	23.89	25.18
7	Hooghly	4,88,342	4,14,812	84.94	4,88,671	4,10,204	83.94	-0.07	1.12
8	Howrah	3,41,178	3,41,178	100.00	4,05,332	4,01,278	99.00	-15.83	-14.98
9	Jalpaiguri	4,82,977	5,74,583	118.97	4,21,852	4,97,645	117.97	14.49	15.46
10	Malda	5,28,169	3,62,550	68.64	4,97,604	3,36,593	67.64	6.14	7.71
11	Murshidabad	9,68,288	10,06,355	103.93	8,02,237	8,25,753	102.93	20.70	21.87
12	E/Midnapur	5,46,331	5,41,246	99.07	4,64,568	4,55,598	98.07	17.60	18.80
13	W/Midnapur	6,67,866	5,67,437	84.96	5,39,107	4,52,648	83.96	23.88	25.36
14	Nadia	5,59,476	5,59,476	100.00	5,63,137	5,57,505	99.00	-0.65	0.35
15	N/24 Parganas	7,79,436	6,54,047	83.91	7,95,009	6,59,164	82.91	-1.96	-0.78
16	S/24 Parganas	8,77,177	8,92,147	101.71	8,00,928	8,06,587	100.71	9.52	10.61
17	Purulia	3,63,591	3,74,892	103.11	3,48,883	3,56,238	102.11	4.22	5.24
18	Siliguri	1,15,057	87,817	76.32	96,131	72,410	75.32	19.69	21.28
19	DGHC	84,344	84,344	100.00	64,361	63,717	99.00	31.05	32.37
20	Kolkata	2,63,510	69,274	26.29	2,41,211	60,999	25.29	9.24	13.57
	State	96,39,348	90,12,335	93.50	88,62,119	81,85,566	92.37	8.77	10.10

Sources: DISE 2007-08 & 2008-09, Govt. of India and Annual Report School Education 2007-08 & 2008-09, Govt. of West Bengal

STUDENTS HOW TO GOAL SETTING IN EDUCATION FINAL PERIOD

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ABSTACT

Recently there has been an increasing interest in subjective mental illness recovery, and it has been recognised that there is an important role for characteristics such as self-efficacy and locus of control. Mental toughness describes a set of characteristics important for dealing with stress and pressure, and is comprised of challenge, commitment, control of emotion, control of life, confidence in abilities, and interpersonal confidence. The current study explored relationships between mental toughness and subjective mental illness recovery. Seventy-seven participants (nineteen males and fifty-eight females, the majority of which were young adults aged 18–21 years) who had previously recovered from, or were currently recovering from a mental illness (self-reported) completed questionnaire measures of mental toughness and subjective mental illness recovery. Mental toughness had a positive significant relationship to recovery, with particular roles for commitment and confidence in abilities. The findings are discussed in terms of implications for recovery-oriented practice, intervention, and measurement. Further research should examine the role of mental toughness in different aspects of subjective recovery, and also explore relationships with objective measures of recovery.

KEYWORDS:- Commitment and confidence in abilities , successful student have goals, Students, students have conflicting goals, some more thinking to do about your life. this is a really important goal

INTRODUCTION:-

Teachers play a vital role in helping people to develop their talents and fulfill their potential for personal growth and well-being. They acquire the complex range of knowledge and skills that they will need as citizens and as workers. It is school teacher who mediate between a rapidly evolving world and the pupils who are about to enter it. The success of a student depends most of all on the quality of the teacher. With the advent of standardbased reforms, the quality of teachers has become a major concern of policy-makers, college and university presidents, especially at the colleges of teacher education and the public in general. Every child deserves a quality teacher. In an era of increasing standards and accountability in education, teacher quality and teacher training will be more

important than ever. This article aims at making contributions to the ongoing debates in the challenges and quality of teacher education and the creation of a new knowledge base that can serve all endeavors at different levels for teacher quality and development in different parts of the world. In facing up to the numerous challenges to teacher education in the era of digital technology and globalization, this article will facilitate the quest for new teacher education for the future. This is emphasized for teacher educators, educators, graduate students, researchers, policy-makers and those interested to reform teacher education for the future.

GOAL PLANNING:-

Succeeding in college is rather like succeeding in life. It's really much more about you than it is about college. So the most important place to start is to consider why you're here, what matters to you, and what you expect to get out it. Even if you have already thought about these questions, it's good to reaffirm your commitment to your plan as we begin to consider what's really involved in being a college student. Let's take a look at successful student have goals, Students who have long term life and career goals see college as one step towards achieving their goals. This can set a purpose and a direction for students. It can increase students' day-to-day and semester-to-semester motivation because they see that each course is part of a greater whole that will help them in the future. This can also help with persistence, with keeping at it when things are tough. There will be challenges during your college career. There may be times you feel like giving up or you just don't feel like going to class, reading your textbook, or writing that paper. Having that purpose, that long term goal can help you decide to move past that challenge and keep going. We call this resiliency, Goals help you set priorities and remain motivated and committed to your college success. Setting a long term goal usually leads to setting medium and short term goals. These are practical goals related to being a student that can help you make better decisions when considering your choices of how to spend your time. Setting priorities with shorter term goals can help you see what you need to do next. Working through goals can help you feel more in control and can reduce stress, Attitude is the largest factor determining success in college. Work to stay positive and surround yourself with positive people, and you'll find you are motivated to carry out the activities that will help you succeed in your courses,

Goals are crucial to school success a areas of life beyond the classroom, Setting and tracking goals helps your child learn important life skills such as planning, organization, and time management while also building communication skills, self-awareness, and confidence, Goal setting is

fundamental to long - term success. Goals help students to focus upon the journey to a collection of set achievements, meaning they allocate their resources and time more efficiently and can access motivation during times when they may feel like giving up.

STUDENT GOALS: -

Happiness is a habit, make sure you cultivate it. Do not let the worries of daily class work, assignments and other youth-related problems pull you down to the road of depression. Snatch every opportunity, make it a chance to create fun and enjoy every moment, after all, it won't last forever.

Things we do may move us closer to or farther away from that result. Studying moves us closer to success in a difficult course, while sleeping through the final examination may completely prevent reaching that goal. That's fairly obvious in an extreme case, yet still a lot of college students don't reach their goal of graduating. The problem may be a lack of commitment to the goal, but often students have conflicting goals. One way to prevent problems is to think about all your goals and priorities and to learn ways to manage your time, your studies, and your social life to best reach your goals

⇒ Short-term goals focus on today and the next few days and perhaps weeks.

⇒ Midterm goals involve plans for this school year and the time you plan to remain in college.

⇒ Long-term goals may begin with graduating college and everything you want to happen thereafter.

⇒ Goals should be realistic. It's good to dream and to challenge yourself, but your goals should relate to your personal strengths and abilities.

⇒ Goals should be specific. Don't write, "I will become a great musician;" instead, write, "I will finish my music degree and be employed in a symphony orchestra."

⇒ Goals should have a time frame. You won't feel very motivated if your goal is vaguely "to finish college someday." If you're realistic and specific in your goals, you should also be able to project a time frame for reaching the goal.

⇒ You should really want to reach the goal. We're willing to work hard to reach goals we really care about, but we're likely to give up when we encounter obstacles if we don't feel strongly about a goal. If you're doing something only because your parents or someone else wants you to, then it's not your own personal goal — and you may have some more thinking to do about your life.

OBJECTIVES:-

Most young adults have huge dreams that can seem impossible to accomplish at first. It's easy for students to feel discouraged when they're staring at a future that seems too large to achieve. However, proper goal setting can break those larger, more intimidating aspirations down into achievable stepping stones. Not only does planning toward smaller goals make it easier to formulate a plan of how one achievement can lead to another, but research suggests that achieving smaller milestones offers greater levels of contentment and motivation, Students can be encouraged to work towards short-term and long-term goals that interconnect, giving them more focus on what they should be spending energy and time toward. Through the pursuit of those smaller goals, Cadets learn more about themselves their skills, weaknesses, and what they want to accomplish, Writing a specific goal into a calendar or journal gives students something to work and plan toward. When written down, these goals form an external representation of inner desires to get a higher grade, progress with sporting skills, or achieve a new rank. They are a constant reminder of what that student wants to accomplish. Goal setting even fuels ambition and confidence by encouraging determination through difficult periods and offering a sense of pride when success finally arrives, Without set goals, students can float from one area of life to the next, achieving accomplishments and doing their best. Establishing a goal creates a sense of clarity and correlation between the process of working hard and accomplishing something significant. Because of this, Cadets access the motivational energy that they need to work through periods where focus may begin to wane,I will look for opportunities to speak in front of the class to gain self-confidence and help my classmates learn. Specific: I will raise my hand more when the teacher asks for answers from the class. Measurable: By the end of the week, I will have raised my hand at least five times to answer questions.

⇒ Think positive to stay focused.

⇒ Stay resilient.

⇒ Make time to read.

⇒ Manage your time.

⇒ Find time to relax.

⇒ Strive for excellence.

⇒ Build a strong network.

⇒ Build good study habits.

DISCUSSION:-

Having goals makes Cadets accountable for their actions, their efforts, and even their time management skills. Setting a goal obligates an individual to take action, regardless of the obstacles that may be in place. As such, it can encourage students to develop critical thinking skills, new problem solving techniques, and a better understanding of how to overcome issues, What's more, the accountability of goal setting encourages students to look back over their previous successes and failures, evaluating areas they need to improve. As such, it pushes them to tackle challenges head on and work on their weaknesses in order to produce better chances of overall success. It can also help Cadets to realize techniques that may not be working for them so they can seek out alternative routes to achievement.

There are numerous experimental and correlational studies showing that setting goals increases success rates in almost every setting, including education. Part of the reason for this is that setting goals pushes young adults to articulate the things they want out of life, so they live more consciously, Without goals, students subject themselves to a default or natural set of actions that are there to keep them feeling safe and comfortable, without offering any opportunity for growth. With goals, Cadets can discover more about themselves and work towards becoming the best versions of themselves. In other words, goals allow students to tap into their inner potential by giving them targets to strive toward. These targets make young adults venture into new situations, new contexts, and new challenges that place them instantly in the right position for growth and development.

Parameters of quality education

- ❖ Basic information.
- ❖ Learning environment.
- ❖ Curriculum and T.L.M.
- ❖ Teachers' participation with demands of changing society.
- ❖ Management and curriculum support.
- ❖ Class room processer and practices, opportunities of time.
- ❖ High exception. 4 Develop a quality culture in the institution.
- ❖ Teacher's accountability.
- ❖ Positive reinforcement

RECOMMANDATION:-

Goal setting is fundamental to long-term success. After all, it's difficult to get to a desired destination before you have clearly defined where that destination is. Goals help students to focus upon the journey to a collection of set achievements, meaning they allocate their resources and time more efficiently and can access motivation during times when they may feel like giving up, From an academic perspective, goals improve performance by ensuring Cadets remain accountable for their own failures and successes, propelling themselves forward through a selection of small achievements designed to break down a larger purpose. What's more, setting and achieving goals translates to feelings of success and confidence for students, which in turn leads to greater confidence and productivity, Education aims at bringing out desirable changes in all three domains viz. cognitive, affective and psychomotor domains of learners personality. Hence, providing appropriate learning experiences, it is necessary to monitor the programme and performance of students in all the areas of learning. To streamline the education system in the country, the Government of India had constituted an education commission which submitted its report recently. The HRD ministry is all so planning to establish an exclusive University for Teacher education in the country to produce teachers of excellence unless we have succeed in bringing about radical changes in teacher education, school education in the country will continue to linger in its pathetic state. Moreover, in the context of Universalization of Elementary Education [UEE] by 2010 and Universalization of secondary education by 2020 and the recent constitutional amendment to make education a fundamental right. There is an urgent need to focus on improving the teacher education system. Education in India; points out urgent need to revamp pre-service teacher education programme in India. There is an urgent need of a research in teacher education programme. The research

quarries will help the researchers to plan research studies for finding answers to various educational issues

- ❖ Enthusiasm for and enjoyment of daily activities
- ❖ Acceptance of responsibility for one's actions and feeling good about success
- ❖ Generally upbeat mood and positive emotions, cheerfulness with others, and satisfaction with oneself
- ❖ Motivation to get the job done
- ❖ Flexibility to make changes when needed
- ❖ Ability to make productive, effective use of time

Thinking about your goals gets you started, but it's also important to think about priorities. We often use the word "priorities" to refer to how important something is to us. We might think, this is a really important   goal, and that is less important.

Try this experiment: go back to the goals you wrote and see if you can rank each goal as a

1. Top priority
2. Middle priority
3. Lowest priority

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STUDY OF PSYCHOLOGICAL FACTORS IN THE PROCESS OF READING INTEREST AND LEARNING DEVELOPMENT IN STUDENTS

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ABSTRACT

Early education and other social learning experiences may provide the skills, knowledge and interest to pursue intellectual challenges across the life course. Using baseline data from multiple mediation models were applied to examine the combined and unique contributions of intellectual, social, physical, creative, and passive life style activities on the relationship between education and cognition. Separate models were tested for each cognitive outcome such as reading ability, processing speed, memory. With the exception of memory tasks suggests that education cognition relations are partially explained by frequent participation in intellectual activities. Education may cultivate the knowledge skills and ability necessary for continued participation in intellectually demanding like reading taking courses well into later adulthood. According to the engagement hypothesis, individuals who continuously place significant demands on their intellectual resources i.e., through multiple and complex decisions ill-defined problem solving may maintain or even enhance cognitive potential. Moreover activities low in cognitive demand may be more prevalent among those with lower educational attainment. Education will be associated with cognition such that individuals with higher levels of educational attainment will demonstrate better performance on cognitive measures. The intellectual activities will influence cognition, such that participation in intellectually demanding activities as compared to other forms of activity will be related to better cognitive performance and independent of education. In recent years, psychological factors have become vital factors in literacy education. Moreover, in reading process and teaching curriculum understanding the role of these factors could be beneficial for the students. This paper discussed the importance of psychological factors in the process of reading. It illustrates the significant effect of psychological factors in the process of reading and also showed the potentials for future researches in psychological factors.

Key words: Psychological Factors, Reading Interest, Learning Development.

INTRODUCTION

Reading is perhaps one of the most widely employed skills in existing literature. It is asserted that one of the crucial tools that need to be studied more and play an important role in establishing awareness and recreation is reading. This suggests that in order to access school curriculum and vocation effectively students need to enhance their reading ability and reach mastery level in reading. According to the process of reading two significant factors are involved namely a reader and a text. Among the reader factors psychological factors are playing a crucial part in the process of reading. In educational system psychological factors which have been widely acknowledged by the researchers could be viewed as an important element in assessing students' academic failure. However, in order to understand a myriad level of text a reader performs a series of reading abilities. For instance evaluating a text with appreciation and trying to understand the word and making inferences to comprehend a text. Therefore understanding of a text may vary between readers because not only do they come from different motivation but also their psychological perspective and purpose of reading are varied. Instances of students with the ability but who lack the inclination to read is an issue of much concern among educators Anderson *et al.,* (1988). The notion that motivation is a contributing factor in the discerned differences between individuals has been much studied in relation to language learning strategies. The studied of meta-cognitive awareness motivation in reading levels of reading and success in comprehension of several hundreds of students to find out how they were related by employing the comparative relative of scan model Qaisur and Tanwir (2020). The research findings based on data collected with four scales led to the conclusion that levels of comprehension of readers who were considered independent was high, and anxiety was identified as a cause of decreasing reading comprehension. There was however no difference in gender and independent readers and both genders showed the highest reading comprehension scores. It was found to be a fairly close relationship between reading comprehension and meta-cognitive reading comprehension, internal external motivation and reading level. Metacognitive reading comprehension showed a percent total variation involving internal motivation, external motivation, and level of reading. In recent years, psychological factors have become vital factors in literacy education Qaisur and Tanwir (2020). Moreover, in reading process and teaching curriculum understanding, the role of these factors could be beneficial for the students. This paper discussed the importance of psychological factors in the process of reading and also showed the potentials for future researches in psychological factors Bandura (1977) Memiş and Bozkurt (2013). In the area of the language learning

attitude was defined from various perspectives of researchers declared that attribute is identified by a person's behavioral belief weighted by their evaluation of their attribution. Therefore a person is considered to have a positive attitude when holding strong belief toward their behavior which positively values their outcomes or attributes. Conversely a person is identified to have negative attitude when holding strong negative beliefs with reference to their behaviors that negatively values their outcomes or attributes. However as pointed out by attitude toward reading is defined as a person's feeling on the basis of reading which will cause the learner to either approach or avoid a process of reading. Student's attitude to reading process plays a significant role in both their reading attainment and their choice of being voluntary to read. The factor that influences reading achievement of the readers is their attitude toward reading. There is a connection between readers' inclinations to read and their attitude motivation and interest. Based on the provided definitions of attitude we can conclude that having a positive predisposition could lead readers to be successful in the process of reading Gardner and Lambert (1972).

IMPACT OF ATTITUDE ON READING PROCESS

The reading ability, vocabulary knowledge and academic performance are correlated. Several instruments were utilized to obtain data such as questionnaire of attitude test of recognition related to an author and magazine the test of reading comprehension and academic performance. The result of analysis indicated that between attitude in reading and ability to read no relationship exists but academic performance and ability to read are correlated. Further analysis showed that participant's vocabulary knowledge and reading are also related. The study examined three variables of readers' attitude toward reading self-efficacy and their ability to read among different gender Zins *et. al.,* (2004). The study reported that positive correlation exists between the variables and self-efficacy has no difference among genders. Moreover, compared to boys and girls are reported to accomplish the process of comprehension significantly and have more promising attitudes toward reading. Several tools were employed in study such as scale of the reading strategies and attitude, the inventory of the brain dominance and test of reading comprehension and vocabulary Bandura (1986). The findings of the study also confirmed that students' achievements in reading comprehension were the same and no differences were observed. This established a study among students at elementary level and attempted to investigate the association between attitude in reading and strategies in reading comprehension. The analysis of scale of attitude in reading and strategies of reading comprehension illustrated that prediction of students' comprehension

strategies level and attitude in reading play significant role. Moreover, the findings indicated that between times spent daily and level of strategy, negative and low relation exist Kirmizi (2011). On the other hand, between the use of strategy and number of the book students read per year positive and low relation was observed. The work established among adolescents and studied the association between readers reading skills with history of their family self-perceptions attitudes and cognitive abilities. The relationship between history of family and children reading skills spelling ability process of comprehension and children's competence in perceive reading is reported to be significant. The study indicated that although poor reading skills is a result of reading difficulties among families, when other variables were included no additional variance in children's performance in reading of these measure was observed. However reading skills evaluation provides additional information on history of family knowledge attitudes and perceptions of the children towards reading. The finding confirmed that reading comprehension was influenced by a reader's attitude only in small significant variance Ahmadi, *et. al.,* (2013).

SELF EFFICACY ON READING PROCESS

The definition of self-efficacy was based on the framework of cognitive learning theory and denotes a person's competence in dealing with his individual challenges. This explained the self-efficacy as the personal belief in his potential to be knowledgeable or to carry out an assigned task or enforce a course of action to the targeted level. This was the primary principle of the social cognitive theory which theorized that self-efficacious subjects are always ready to accept challenges and invariably successfully complete whatever work assigned to them Conlon *et. al.,* (2006). To succeed in the management of activities related to cognition and pedagogy, it is necessary that students should be self-efficacious. Being self-efficacious positively influences the individual's choice of activities to be involved in the effort they put in the level of commitment and the results attained. According to highly self-efficacious students have also been found to read extensively and attain greater comprehension of what they read. Self-efficacy is a unique task-specific construct. As such when students predict how they will perform they are making an assessment of their level of self-efficacy or indicating their ability to effectively execute some specific tasks. For instance students may believe in their overall abilities as students but at the same time admit their low efficacy in subjects. Self-efficacy being a task-specific construct can result in students with high academic self-concepts whose self-efficacy beliefs are low for tasks. The personal faith in their ability and competence of motivation in the students and ensure them in learning process. Based on these

descriptions it was predicted that those who are highly self-efficacious will succeed in education. In line with such hypothesis strategic reading programs should be made available to achieve maximum output on behalf of education as well as to enhance their reading comprehension and capacity of self-efficacy belief in their academic achievement Bandura (1997), Habibian and Roslan (2014). The quantitative studies highlight the effect of self-efficacy in the process of reading comprehensions by considering readers proficiency in language. The finding of the study supported the notion that readers' self-efficacy and capacity in reading comprehension are highly correlated and their self-efficacy at different language proficiency level is different Demirel and Epcacan (2011). Readers who stand at high proficiency level accomplished reading task satisfactorily than those with high self-efficacy level. The finding also proved that in academic achievement both factors of self-efficacy and language proficiency play a prominent role and students with high self-efficacy accomplished their task better than those lacking self-efficacy. In addition, in the process of reading students with high proficiency level were more successful. This established a study among students at advanced level to find out the relationship between three factors of self-efficacy beliefs locus of control and ability of reading comprehension Farnan (1996). The study displayed Michigan test of reading comprehension questionnaire of reading self-efficacy and internal control index among students. Moreover the study also confirmed that achieving high score of reading comprehension strongly depended on the students' mental behavior on the basis of their self-efficacy. Many researchers have investigated the significance of self-efficaciousness and reading comprehension. The examine effects of perceived self-efficacy on reading comprehension on academic performance among elementary students of the high school in academic year. The study results indicated that the students' self-efficacy was a significant aspect that impacts on their academic achievement. This survey was to highlight the association of learners' self-efficacy in the process of reading comprehension and their reading anxiety. They also attempted to clarify learners' self-efficacy and their achievement in reading process. The results demonstrated respondents who possessed high self-efficacy to obtained high scores in the course of reading comprehension than those with low self-efficacy Renninger *et. al.,* (1992).

ROLE OF PSYCHOLOGICAL FACTORS

In psychological literature regarding the term emotion one of the concepts which extensively pretended and became the central attention to clinical psychologist and anxiety is yet often used to reflect diverse meaning. Anxiety which is an important component of affective factors plays a crucial rule in reading. It

emphasized the strong effectiveness of the role of anxiety in learning. According to one of the influential factors that can predict students' achievement is affective factors. Many studies were conducted to identify the influence of anxiety as physical indication onset and reasons. While this study attempted to investigate reading behavior of readers when reading is authentic academic text in terms of anxiety the study focused on readers' anxiety in the process of reading Edelmann (1992).

ANXIETY ON READING PROCESS

For several decades, studies on anxiety and the strategic use of language learning have increased significantly. The reason being that anxiety is strongly and inversely related to language performance that students with higher proficiency experience less anxiety than those suffering from low proficiency. Thus anxiety is the result of various linguistic cognitive and affective factors including the pedagogical style strategy and attitudinal factors such as a reluctance to communicate and also other aspects such as competition and motivations Mohammad and Rafik Galea (2010). The student's perceptions towards reading anxiety with respect to the genders in reading comprehension and performances. The study also identified students' reading anxiety sources. Participants comprised of students and the study was carried out using both quantitative and qualitative design. The quantitative analysis also reported that males and females level of reading anxiety was identical. The qualitative design on the other hand was established through semi-structured interview. The analysis of the obtained data revealed sources of reading anxiety that were classified into six categories namely texts linguistic features environment readers characteristic texts physical appearance time limitation and instructors Al-Shboul *et.al.,* (2013) and Yazdan panah (2007). The respondents had to respond to questions on the level of their anxiety they felt in learning the language and identify the reasons for their anxiety. The classroom anxiety scale was the tool employed to measure the learners' anxiety. The use of quantitative analysis helped to ascertain the causes of learners' anxiety in the context of classroom based language learning. The findings of these three studies showed high consistency which made it possible to develop a context based model of anxiety for students. The findings indicated that language use anxiety was closely correlated to speaking anxiety thus demonstrating that language use anxiety is caused by speaking anxiety. Being good of positively evaluated was shown to be very significantly correlation to language anxiety thus indicating that it is another important factor that helps the use of the language in class. Anxiety in terms of social image has a minor but important and close association with language use anxiety suggesting that it is

also an element that prevents learners from utilizing the accurately. The fear of comprehension and test anxiety was also observed to be an important cause of aggravating learner's language as it was found to be significantly correlated to this variable. The relationships between three factors for test anxiety readings anxiety and reading proficiency Lukhele (2013). Positive relationship between reading proficiency and other two examined factors test anxiety and reading anxiety was found to be high correlations between test anxiety and readings anxiety.   Participants test and readers who possessed high and low anxiety did not show difference in their reading proficiency. The study concluded that these findings could be the result of insufficient number of respondents. The study also suggested that having multiple choice form of test in reading proficiency could not distinguish participants with low anxiety from those with high anxiety. However several procedures were taken to collect the data such as employing reading comprehension task strategy inventory questionnaire of cognitive interference and interview. The study also illustrated that different anxiety level can affect children's reading process on the basis of using reading strategies and cognitive interference. In addition the study clarified that students who posse ss high anxiety show a low score of reading comprehension and utilize local strategies. On the other hand students with low anxiety exhibited high scores of reading comprehension and employed global strategies and background knowledge strategies. By considering the genders of the students quantitative design was directed to obtain and interpret the data. The result indicated that in general students with low anxiety and low reading anxiety show high performance in reading comprehension. It was reported that gender makes no difference in both language anxiety and reading anxiety. When students attempt to learn in reading class their language anxiety decreased while their reading anxiety showed no difference Saito *et al.,*(1999). The impact of reading anxiety on the comprehensions performance among low proficient learning in students shows the effects of the stressful anxiety would more greatly affect learners with low proficiency in their proper knowledge in linguistics which may lead to greater doubt of their capacity that will trigger anxiety back lash when facing reading tasks. Their study employed the quantitative method of data collection that involved the use of questionnaires and a reading comprehension test. There was also a written recall task used to examine how anxiety and reading performance are related. The scoring of the data was all quantitatively done. Comprehensive review to indicate the crucial role of anxiety provides clear insights that students' process of learning was influenced by their anxiety in learning. Moreover they showed that in each specific skill the positive relationship between students' achievement and their anxiety was different. It is

defined as interest occurrence that appears as a result of a person's interplay with his surroundings. In the process of reading an interest can be observed when the interaction between individual and content make up positively. It comprises of high attention and emotion involvement Yazdan panah (2007).

INTEREST OF READING PROCESS

Two experiments to investigate interest and learning association among students. In the first experiment fifty students took part and they were required to read two texts from scientific context to perform writing recall and to answer the reading comprehension questions. Self-reports were utilized to measure participants' topic and text based interest. The findings illustrated that positive association exists between topic interest and text based on texts learning. In the second experiment, sixty five students participated who were also students and required to complete the same measures in the first experiment by adding think aloud procedure while reading the task. The outcomes demonstrated that there was a positive link between topic and text based interest with inference generation. Further analysis proved that the positive association between topic and text based interest to accomplish reading comprehension question was explained by inference generation as a mediator factor. The factors in the text and capacity of the memory were studied on the basis of their contribution of understanding narrative text as interest factor and their effect in facilitating learning. By employing quantitative analysis the results showed that between texts with interest concept the significant interaction of recall was high and level of constrain was low. The capacity of the memory was also found to have no effect on rate of interest and learning performance. When the text was interesting to the participants the correct responses and text recall proportion was indicated to be high. However the study reported that when the text has interest inclusion students were more likely to understand the concept answer the questions and recall the text Renninger *et.al.,* (1992). The impacts on the topic interest on both vocabulary learning and retention capacity. They learned the vocabularies well when they were highly interested in the topic and in situation of low interest on topic they showed equal performance. Moreover significant correlation between two factors of their ability to comprehend a text and their world knowledge were reported and it was revealed that each factor significantly correlated with student's vocabulary retention. On the other hand students who had ability in learning and those who had low reading comprehension abilities showed that vocabulary retention was not affected by topic interest. The findings of the study provided evidence of high association of reading comprehension and world knowledge and indicated that in students learning vocabulary process these two

factors play prominent role. In the study demonstrated that students' retention of vocabularies was highly determined by their topic interest. The relationship between students' situational interest and oral communication was reported   in the investigation. The author conducted study among students with learning abilities in reading from school. The boys and a girl participated in the study and each one was required to read thirty times. By employing pre and post survey their interest were measured and it was found that in the case of student between situational interest and oral communication strong positive association exists. The finding also showed that in the case of student there was a moderate negative relation between oral comprehension and situational interest. Student who exhibited higher situational interest than topic interest also indicated that his ability to read independently can increase when situational interest increased Memiş and Boz kurt (2013). The impact of topic interest on the process of comprehension was reported and focused on motivational variables involved in interest while reading. The researchers attempted to highlight how comprehension process takes place and changes by the effect of interest while reading expository text. In comparison between readers with high interest and low interest the finding illustrated that the former accomplish texts confidently and valued the features that support mental construction of the text. The study also indicated that less skilled reader could benefit from interest factor to engage in the text. The finding of the study offered an explanation for the reported study in literature that demonstrated topic interest effects on student's performance in answering comprehension tests.

MOTIVATION

In students learning motivation is a critical variable that can give them the incentive to surmount the challenges of learning a language. Research today has been confined mostly to the study of well-balanced achievers among students. There was little doubt that the activity of reading requires effort and that it was something the students can choose to undertake or reject depending on their level of motivation. In other words due to the fact that reading is optional the student must be motivated to read. Theory in motivations has tried to determine the reasons why individuals decide on engaging in and persisting with one activity while ignoring others. It has been found that in the absence of motivation even those who are cognitively skilled will still prefer to read. It therefore comes as surprise that the literature on reading has focused on attitudes toward reading as a mediating factor Norris Holt (2001), Pintrich and Schunk (2002). It stated that motivation is a behavior directed by a desire to achieve certain objectives driven and maintained by the possibility of achieving

exceptional results from doing something. Motivation in fact determines the way and the reasons people learn as well as how well they perform. Motivation is seen as a social concept which is lively and specific and having a close relation with the learner's concept of his personal identity. The results of research showed that motivation has a direct impact on the frequency of the learner's use of strategies in learning the degree of input received in the language they are learning and how proficient they become good. Due to the significance of motivation as earlier mentioned the past few decades have seen it is being the focus of much research. The studies on motivation had primarily being from a socio psychological perspective along the lines of intelligence Dornyei (1998).

RESULTS AND DISCUSSION

The notion that motivation is a contributing factor in the differences between individuals has been much studied in relation to language learning strategies. The study of meta-cognitive awareness motivation in reading levels of reading and success in comprehension of students to find out how they were related by employing the comparative relative model. The research findings based on data collected with four scales led to the conclusion that levels of comprehension of readers who were considered independent was high and anxiety was identified as a cause of decreasing reading comprehension. There was however no difference in gender and independent readers and both genders showed the highest reading comprehension scores by Brown (2007). It was found to be a fairly close relationship between reading comprehension and meta-cognitive reading comprehension internal external motivation and reading level. Metacognitive reading comprehension showed total variation involving internal motivation external motivation and level of reading. The experiment on the relationships between students reading motivation and reading comprehension has been observed that reading motivation is a multifaceted construct with several constituents Qaisur and Tanwir (2020). This study of motivational array is an expansion of previous literature with the inclusion of constructing motivation through interest observed control collaboration and participation efficacy genres of the text particular context versus general one and an individual versus other reference of motivation Kirmizi (2011). Reading motivation is considered as the crucial elements and is given particular attention in teaching. This study explored how motivations in reading comprehension ability are related. Lack of motivational skills in reading is intensified by the focal role of motivation in reading in higher educational achievement and students also normally face problems in comprehension process when they seek their motivation. Motivation is critical in reading process and it has been found that reading motivation significantly and positively affects the reading

comprehension. To determine the motivating and de-motivating factors that influenced the reading comprehension of the respondents modified versions of two questionnaires Qaisur and Tanwir (2020). On the basis of the analysis of the participant's responses two samples students each were determined and labeled as motivating and demotivating groups. This was followed by the administration of a reading comprehension test. The results exhibited that the average reading comprehension profile of the group labeled was significantly higher than the group labeled with a notably positive correlation between the motivating or demotivating factors and learners reading comprehension and performance. The results indicated that teachers should be aware of the motivational beliefs exhibited in the classroom by their students. Knowing the motivational beliefs of their students will enable teachers to develop learning activities that effectively use students for favorable motivational beliefs and encourage them to rethink the negative beliefs.

CONCLUSION

To summarize the discussion on regarding the importance of psychological factors in the process of reading two major concerns can be drawn. First reviewing the above studies in terms of reader cognition emotion and motivation indicated that psychological factors have a prominent impact on students in reading process. Having positive attitude self-efficacy and motivation do not only reduce their anxiety in comprehension but also encourage them to accomplish their task successfully and solve their issues and difficulties while reading. Moreover it was evident from previous works that reading anxiety had a definite influence on performance particularly reading comprehension. Hence it was obvious that in the process of reading and teaching curriculum considering psychological factors could be profitable to the students.   Second despite the large number of investigations on the role of psychological factors on the process of reading comprehension there is lack of studies that focused on individuals reading behaviors and to find out the source of psychological factors that teachers need to be informed and implement in academic reading. Most of the studies are concentrated on group of learners employed a testing procedure and investigated the effect of psychological factors on the process of reading rather than finding what the factors were. The process of reading comprehension has been investigated from numerous perspectives and several problems were identified by these studies. However the researcher best knowledge there is an absence of empirical studies that dealt with this issue. There-fore exploring the essence of reader's psychological behavior in the process of reading and learners received more attention which is open to investigation.

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NATIONAL EDUCATION POLICY: THEN AND NOW(1986–2020)

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ABSTRACT

A country's education talks about the future of that nation. We cannot avoid the importance of education because the growth and development of a citizen and the country depend on education. For that, we required a good futuristic education policy. According to the nation's future needs and based on their tradition and culture, every nation has its education policy. So, India also has its education policy. The first education policy was launched by prime minister Indira Gandhi in 1968 and later the national education policy inaugurated by prime minister Rajib Gandhi in 1986, this 1986 policy of education was modified by the P.V. Narasimha Rao government in 1992, and later on, prime minister Manmohan Singh takes on a new policy based on 'common minimum program' in 2005. After 1986 education policy the govt. framed a new education policy in 2020, which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairperson of the Indian Space Research Organization (ISRO). This chapter will discuss the comparisons between NEP 1986 and NEP 2020 and what are the unique features of NEP 2020 with special reference to higher education.

Keyword-NEP 2020, NEP 1986, Comparison between NEP 1986 and NEP 2020, Indian Education Policy, Higher Education of India 2020.

Introduction

In the twenty-first century, we can observe that the world is changing and the needs of societies are changing. The implementation of futuristic and realistic educational policy is the only powerful weapon that shall fulfill society's needs and expectations during different stages of their lives. In India, the prolonged education system 1986 national education policy drew breath for the last 34 years. This 1986 education policy emphasis on "the removal and disparities equalize educational opportunity" for the SC, ST communities and execute the objective of universalization of enrollment and foster India's cultural tradition and improve the quality of education. After 34 years of 1986 education policy, the government decided to propose a new national policy of education, which is the third amendment of education policy. This is the first time in Indian education history that consultation, suggestions, and recommendations were taken from

teachers, students, parents, educationists, and all other people from society. This National Policy of Education 2020 was formulated on the recommendation by an expert committee headed by Dr. Kasturirangan, the former chairperson of the Indian Space Research Organization and this policy was passed in union India's cabinet on 29th July 2020. The national education policy emphasizes the holistic development of students and the primary pole of access, quality, equality, affordability, and accountability and supports the 2030 agenda for sustainable development.

Objective:

1. To explore the unique features of NEP 2020 in higher education.
2. To compare the key points between NEP 1986 and NEP 2020.

Unique features of NEP 2020 in higher education:

The growth story of literacy developed from pre-independence to post-independence. According to the census 2011 report the literacy rate moved from 1947 was 12%-74%in 2011. If we see the data of higher education gross enrollment ratio in India are increasing over the periods but still it is lagging compared to another developing country. However, our new welcoming education policy 2020 has given more emphasis on higher education. So that India can also become a global education hub and improve the quality of higher education are as follows:

❖ All higher education authorities like INC, MCI, AICTE, UGC, DCI institutions will be merged and run by a single regulatory body named as the Higher Education Commission of India (HECI).

❖ All Indian authorized accreditation bodies like NAAC, NAB will be replaced into National Accreditation Council (NAC).

❖ To set up a National Research Foundation for providing funds to higher education institutes such as colleges and universities for outstanding peer-reviewed research.

❖ Higher education institutes will focus on the pedagogy of communication, discussion, presentation, debate, research, analysis, and interdisciplinary curriculum.

❖ By 2035 the Gross Enrolment Ratio in higher education and vocational education will be increased to 50%.

❖ Students who have 4 years of bachelor's degree can go for one year of master's degree and also have an option to do a Ph.D. The student who has 3 years of bachelor's degree can do 2 years of master's degree, where in the

second-year of the masters student have to do research.

❖ Students also can do an integrated bachelor's/master's degree of 5 years.

❖ All existing colleges will convert into either autonomous degree grading college or resettle into a constituent college of university and become a part of the university.

❖ From the undergraduate and postgraduate level research will be included in an inclusive, holistic multidisciplinary approach to education.

❖ Nowadays Choice Based Credit System will be replaced by a Flexible Competency- Based Credit System and the education system will be student-cantered.

❖ All registered candidates from higher education institutes (SWAYAM and ODL mode) can take the awarding degree from college and university but their academic credits will store digitally in an Academic Bank of Credit (ABC).

❖ Higher education institutions will be merged into 2 types:

a) Multi-Disciplinary universities which are divided into 2 parts

- Research initiatives university
- Teaching Initiatives University
- Multidisciplinary autonomous college.

❖ The NEP, 1986, gave various names of the university like university, affiliating university, state university, central university, technical university, etc. but according to the norms of NEP 2020 all the universities will named in a single name that will "University."

❖ NEP 2020 proposed that every district will have one at least large multidisciplinary Institution by 2030 to enhance equity and inclusion in the higher education system.

❖ Hundred renowned universities will be encouraged to come to India and operate the university in India. Additionally, also a hundred top universities will give support to operate in foreign countries.

❖ The term and examination system will be replaced through a continuous comprehensive evaluation system.

❖ To make sure of the mental, physical, and emotional well-being of a student. All higher educational institutes will have a professional counselling centre, which will take care of students' careers and academic counselling.

❖ To improve the higher educational system, concerning global standards and quality, more international students will be allured to come in India for study.

❖ Private higher educational institutes and the national scholarship   portal will become stronger and extensive to encourage and help the merit-based students who are financially needy.

❖ A separate national mission will be established for all interested retired and senior faculty who are willing to join as a short or long-term guiding, mentoring professional support in research and innovation.

❖ The healthcare education system integrated into a multidisciplinary approach, where students know another school of healthcare such as Ayurveda, naturopathy, Ayush, Unani, Siddha vice versa, and healthcare education gives more emphasis on preventive health care and community medicine.

❖ The bilingual language will be offered in higher education institutes of law.

❖ All the merit base students can take the 20 percent freeship and 30 percent scholarship in course free within the academic year according to norms provided by all private universities.

❖ Every classroom will have the latest educational technology that helps the teaching- learning process more effectively and lively.

❖ Faculty initiatives and responsibility will be fixed after seeing the academic performances and research work and if the faculty contributes in high impact journal, then he or she will get the first promotion.

❖ All Ph.D. scholar during their Ph.D. should take a teaching assistantship and one subject-related teaching curriculum development.

❖ Higher educational institutes will focus on giving vocational education to all the students with various initiatives.

❖ Higher Education Commission of India (HECI) will control the regulation (NHERC) accreditation (NAC) funding/grants (HEGC) and academics standard settings (GEC).

❖ To improve the employability among the Indian youth, higher education institutions will introduce Information Communication and Computation Technology (ICCT) and nanotechnology (NT)

❖ Higher education institutes will also introduce 4 years of dual degree programs such as BBE and BA in Education.

❖ All the higher educational institutions will build digital infrastructure, digital content and prepare the youth to fulfil their future generation expectations and focus on digital literacy.

Key Comparison between NEP 1986 & NEP2020

An education system of a country develops a skilled student for future so they can improve the quality of the livelihood of the people of the nation and achieve the personal and professional community goal successfully in every aspect. The NEP 2020 gives the focus on the transformation of education among the learner, keeping the learner at the canter of education. To encourage the growth, development & improvement of the education sector that directly contributes to the transformation of the national sustainable and equitable knowledge-based society. As compared to the previous education system which is described in 1986 National Education Policy, we see that many changes have been noticed in the new National Education Policy 2020.Those are as follows:

❖ NEP 1986, proposed the structure of educational system was 10{5+3+2} +2+2+3+2 and NEP 2020 suggested the structure of education system is 5+3+3 +4+4 +1

❖ According to NEP 1986, the main aim of education was the all-around development of the child and to provide equal opportunity for the students. In NEP 2020, the main aim of education is to serve holistic liberal multidisciplinary education.

❖ The initial schooling starts at the age of 6 years in primary education according to NEP 1986.In NEP 2020 the initial education starts at the age of 3 years as a foundation stage.

❖ According to NEP1986 during 2 years of secondary education, students had the opportunity to choose the specialization like science, arts subjects according to their interest. NEP 2020 also allows choosing the subject according to liberal educational policy, but in the 4 years secondary stage, students read the common subjects and few elective subjects.

❖ In NEP 1986, students have the opportunity to exit from the undergraduate program, which consists of 3 to 4 years but during the session if they exit, they will not get any certification or award or degree. However, NEP 2020 suggested that 4 years undergraduate program and providing the opportunity for all student to quit the course after 1 year with diploma, after 2 years of the undergraduate program if they exit, they will get advanced diploma. Additionally, after competition of 3 years in the undergraduate program if they exit, they will get a degree. And, after the

completion of 4 years, the students will get projects-based degree.

❖ According to NEP 1986 to get admission in the undergraduate or postgraduate program the students must pass the college or university-level entrance exam excluding NIT and Govt Medical college exams. However, according to NEP 2020, the national testing agency (NTA) will conduct a national-level entrance exam. According to the NTA score, the students will get the opportunity to study the undergraduate or postgraduate program in the public higher educational institution.

❖ The postgraduate program is of 2 years, which is specially enriched in specialization. According to NEP 1986. However, NEP 2020 consists of 1 or 2 years, which is engrossed research and specialization.

❖ In NEP 1986, most of the colleges are under some state university. So, they will not have the freedom or rights to change the curriculum and evaluation. However, NEP 2020 has given the freedom or rights to all the colleges and universities to give the freedom in change and the formation of the curriculum and all higher education institutes like college and universities will be self-governing.

❖ According to NEP 1986, as colleges are under the university, the evaluation process controlled by the affiliated university and there is little opportunity for the faculty members to evaluate the student directly but NEP 2020, the continuous evaluation system is governed by the college or university and the control is up to the college or university. So, the responsibility is totally on the college or university and the faculty members of that higher education institution. Here faculty have the wider scope to Evaluate the student directly.

❖ According to NEP 1986, supported the graded accradiation model but NEP 2020 follows the binary accrediation model.

❖ Only advancement of faculty depends on their performance and responsibility according to NEP 1986 but by NEP 2020 faculty advancement and compensation depends on their performance and responsibility.

❖ As per NEP 1986 after completing the master's degree then only the students are eligible to take direct admission to Ph.D. but NEP 2020 has allowed the 4 years undergraduate degree can directly take admission in Ph.D. based on their research experience and performance during their 4 years of graduation.

❖ In NEP 1986 focus was on the enhancement and improvement of the

physical library services but NEP 2020 focuses on online library services and membership.

❖ In NEP 1986 no foreign university is allowed to operate in India, but In NEP 2020 give the foreign university to operate in India.

❖ In NEP 1986 during the Ph.D. program scholars studied the research methodology and core-related study but In NEP 2020 suggests that during this time, the scholar must study research methodology along with teaching and curriculum development and core-related study.

❖ NEP 1986focus on physical infrastructure and classroom-based learning with less focus on technology-based learning but NEP 2020 focuses on digital infrastructure contest and Technology based teaching-learning method.

Conclusion:

2020 was very much uncertain, reminded us about the wavering, unpredicted circumstances. Good and bad events revolve around us. the long-awaited National education policy 2020, a vital favourable break-through which is very necessary, as after 34 years old national education policy was replaced and has been proposed bang on time.NEP 2020 is shining new light in the world of education. To improve the GRE of the country, the government should encourage the involvement of all the citizens in higher education. NEP 2020 focused on improvement, affordability, inclusion and try to maintain the higher education quality among all the government and private higher education institutes and take strict control over the higher education institutes to maintain the quality of education and other effective initiatives also taken into consideration, so that, within 2030 it can fulfil its objectives. To fulfil the objectives of NEP 2020, its effectiveness depends on its implementation which will be done by various authorities/bodies/committees who are involved with the education system and also require lots of systematic, synchronized initiative and action. The NEP 2020 brings significant changes in education like holistic-inclusive education approach, child-centric educational approach, research-oriented education, knowledge, skill, competency centric and lifelong learning educational approach and so on, which will help in deciding India's growth, and development of economy, technological advancement, social status to take things much further.

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NEW EDUCATION SYSTEM 2021 AIMS AND TRANSFORMING INDIA

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ABSTRACT

Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. Recently Government of India announced its new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). This paper highlights on various policies announced in the higher education system and compare them with the currently adopted system. Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed. Finally, some suggestions are proposed for its effective implementation towards achieving its objectives.

Preparing Teachers for the 21st century

The curricula should take cognisance of the ever-changing needs of society, the globalisation scenario, the advancement and proliferation of technology and the way traditional classroom teaching is loosing grounds for distance-virtual learning (Allen and Thomas, 2000; Kantrowitz et al, 1987,The content of the curricula should take account of the 21st century classroom. Teachers should be trained on the state-of-the-art hard and soft ware that will become common in the 21st century classroom. Training in technology should encompass telecommunications, satellite access, networking, the internet, videoconferencing and digital components as well as optical technology. These technologies will permit the 21st century teacher in the 21st century classroom feel comfortable and teach effectively and efficiently, Another scenario is the changing pattern of world employment. There are so many professions in our modern world and this will multiply in the 21st century. The new directions in teacher education and training should take cognisance of this so that teachers are prepared to play multiple roles and take their rightful positions in the teaching-learning environment to face these challenges confidently. We can only improve the quality of education worldwide for our

students if we provide our teachers with the required skills, knowledge and experiences. One which deserves, mention is the ability of the 21st century teacher to control disruptive behaviour of students in the classroom which makes it impossible for the teacher to work efficiently and effectively and even in some instances puts the security of both students and teachers at risk. Problems of such nature may multiply in magnitude in schools in the 21st century and for this reason, teacher education and training institutions should equip teachers with knowledge and skills in management to be able to address such problems effectively and efficiently. Teacher education curricula should be inclusive and emphasize on life long learning, development in technology and its applications and strategies for planning viable alternatives to benefit students. Emphasis should be on democratic principles and practices. The institutionalization of democracy will make teachers see the role of schools and their contribution to the development of democratic values, skills and behaviour from the global perspective.

Teachers play a crucial role in supporting the learning experience of young people and adult learners. They are key players in how education systems evolve and in the implementation of the reforms which can make the European Union the highest performing knowledge-driven economy in the world by 2010. They recognise that high quality education provides learners with personal fulfilment, better social skills and more diverse employment opportunities. Their profession, which is inspired by values of inclusiveness and the need to nurture the potential of all learners, has a strong influence on society and plays a vital role in advancing human potential and shaping future generations. Therefore, to achieve its ambitious objective, the European Union views the role of teachers and their lifelong learning and career development as key priorities.

Teachers should be equipped to respond to the evolving challenges of the knowledge society, participate actively in it and prepare learners to be autonomous lifelong learners. They should, therefore, be able to reflect on the processes of learning and teaching through an ongoing engagement with subject knowledge, curriculum content, pedagogy, innovation, research, and the social and cultural dimensions of education. Teacher education needs to be at higher education level or its equivalent and be supported by strong partnerships between higher education and the schools or other institutions where teachers will gain employment. Teachers also have a key role in preparing learners for their role as EU citizens. As such, they need to be able to recognise and respect different cultures. First-hand experience gained in other European countries supports teachers in responding to this challenge. Priority should, therefore, be given to the development of mutual trust and recognition of the competences and qualifications3 of teachers between member states. Although teachers play a critical role in society, they cannot act alone. Their own high quality education needs to be supported by the institutions where they are employed, within the context of coherent national or regional policies that are appropriately

resourced. These policies must address initial teacher education and continuing professional development, but must also be set within the broader context of education policy in general. Those who train teachers have an impact on the quality of learning and, therefore, they need to be supported as part of the national or regional system.

KEYWORDS: Coherent national, inclusiveness, engagement, Upanishadic, programmes should be appropriately enhanced.

INTRODUCTION:

India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs), reflecting the overall high fragmentation and many small sized HEIs in the country which are affiliated to these universities [1]. It is found that over 40% of these small sized institutions are running single programme against the expected reform to a multidisciplinary style of higher education which is an essential requirement for the educational reforms in the country for the 21st century [2]. It is also noted that over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. Some of the reasons found for the fragmentation of the higher education (HE) system in India are [3]: • Early streaming of students into different disciplines.

- ❖ Early streaming of students into different disciplines.
- ❖ Lack of access to HE, especially in socio-economically disadvantaged areas which resulted in the current gross enrolment ratio (GER) of 25% only.
- ❖ Lack of teacher and institutional autonomy to make innovations in HE to attract many students.
- ❖ Insufficient mechanisms for career management and progression of faculty and institutional leaders.
- ❖ The lack of research and innovations at most of the universities and colleges.
- ❖ Suboptimal levels of governance and leadership at higher education institutions.
- ❖ A corrupted regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions.

It is predicted that India will be the third largest economy in the world by 2030 - 2032 with estimated GDP of ten trillion dollars. It is evident that the ten trillion

economy will be driven by knowledge resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights. The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all [4]. The first national education policy after independence was announced in the year 1968 and the second national education policy which was improved version of the first was announced in the year 1986.

THE UPANISHADIC PERIOD:

In the Vedic India, the teacher enjoyed a special status and position. He was held in high esteem by the society and this was due not only to learning and scholarship, but also to qualities of head, heart and hand. The Guru or the teacher was an embodiment of good qualities, a fountain of knowledge and an abode of spirituality. The selection and preparation of a teacher was done with much rigour. According to the Rigveda, a teacher was selected and then educated or trained effectively. The teacher must have passed through the recognized curriculum and have fulfilled all the duties of a Brahmachari before he was allowed to become a teacher. Teachers must sought knowledge for realization and were well-received and well respected. The scholarly class of teachers, which later became a caste (Brahmans) became stratified with the passage of time and lost its original grandeur. Later on teachers came from this caste of Brahmins and it became a hereditary profession. Manu remarked that the son of the teacher sometimes helped his father, by teaching in his father's place. The teacher was sometimes assisted in his work by some of the older and abler pupils who acted as monitors. This monitorial system, which was a method of inducting pupils to the position of teachers, was the contribution of the ancient education system. Teaching in the Upanishadic period was known for the personal attention paid to the student. As the word Upanishad (sit close) connotes there was an intimate relationship between the teacher and the disciple. The freedom to accept a disciple rested with the teacher, but once he accepted a disciple it became his moral duty to see that the disciple grew. Similarly, a disciple or student had the freedom to choose his teacher. Knowledge was transmitted orally (since writing developed later) and explanation was one of the important method of teaching. The methods used by teachers were emulated and adopted by the disciples and handed over from one generation of teachers to another. The

transmission of methods through initiation and repetition continued. Good teachers devised their own methods and made the matter interesting and meaningful to students by day-to-day examples, Listening to the spoken words, comprehension of meaning, reasoning leading to generalization, confirmation by a friend or a teacher and application were the five steps to realize the meaning of a religious truth practiced in ancient India.

Developments in School education:-

School education has seen significant development over the decades since independence. According to Government estimates (Selected Educational Statistics- 2004-2005 – Ministry of Human Resource Development, New Delhi) while 82% of the 20 crore children of the 5-14 age group were in school as per enrolment figures, it is equally true that 50% of these children are dropping out before completing class 8 (MHRD Annual Report 2007-08). The situation on the ground is still ridden with difficulties. Regional, social, economic and gender disparities are posing new challenges. This reality increases the challenge that the prospective teacher will face in implementing the Right to Education Act, The continued fragmentation of the school system poses the severest challenge to the national declaration of catering to the basic needs of all children in the 6-14 age group through the elementary education in an inclusive setting. However increasing privatization and differentiation of the schooling system have vitiated drastically the right to quality education for all children.

Changing Role of the Teacher:-

The current system of schooling poses tremendous burden on children. Educationists are of the view that the burden arises from treating knowledge as a _given', an external reality existing outside the learner and embedded in textbooks. Knowledge is essentially a human construct, a continuously evolving process of reflective learning. The NCF 2005, requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct his/her knowledge. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers have to increasingly play the role of crucial mediating agents through whom curriculum is transacted.

Challenges in Teacher Education:-

Unprecedented expansion of teacher education institutions and programmes during the past few years characterizes the teacher education scenario of today. With increasing school enrolments and the launch of pan-Indian primary education development programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of

Elementary Education, there was a natural increase in the demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. The demand far exceeding supply, market forces have taken over unprecedented rise in the number of teacher education institutions in most parts of the country. From 3489 courses in 3199 institutions and an intake of 2,74,072 in 2004, the numbers in December, 2008 swelled to 14,523 courses in 12,200 institutions with an intake of 10,73,661 at different levels. This expansion has taken a heavy toll on quality parameters like infrastructure, faculty learning resources and student profile. Teacher education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to a university level and that the duration and rigour of programmes should be appropriately enhanced.

RECOMMANDATION

Training Schools:-

The Resolution recommended opening of more training schools, particularly in Bengal. The normal schools were mostly boarding schools where students with vernacular education came for training and were given stipends. They received general education combined with the instruction in the methods of teaching and practice in teaching. The Resolution recommended a minimum course of two years. It mentioned courses of training specially suited for teachers of rural schools, Thus, it can be observed that the recommendations and suggestions of the Resolution were of far reaching importance. Some of the suggestions of the Resolution were not implemented and several recommendations were implemented, some changes took place in the field of teacher training. Universities instituted B.T. degree for-graduate teachers. Rethinking on the syllabus improvements in facilities etc. were the outcomes of the Resolution.

Teacher's Colleges:-

During the second quarter of 20th century, some Normal Schools were replaced by Teachers Colleges with more progressive and modern teacher training institutions. As it had the support of the teachers, teacher educators and numerous public organizations, including that of National Educational Association the movement gained momentum. These Colleges are Exclusively devoted to the training of teachers, offering 4 or 5 years integrated courses, both

for elementary and secondary school. They function as degree granting institutions. A number of these colleges offer courses for Masters Degree in Education, while a few of them even offer Ph.D.'s in teacher education. Some of them also undertake training of specialist teachers and offer courses for Colleges and University teachers. The integration of general and professional courses to provide sufficient grounding in the subject matter as well as the art of teaching is the main feature of these Colleges. 68 (3) Departments of Education.

Teachers Education:

All stand-alone Teachers Education Institutions should convert themselves as Multi-disciplinary HETs by 2030 to offer only four years integrated B.Ed. programme. All schools of foundation, preparatory, middle, and secondary level should appoint 4-years integrated B.Ed. degree holders as teachers with dual major specialization (Education & Subject). Till 2030, there will be two years B.Ed. programme for 3 years UG and one-year B.Ed. for four years UG and those who have Master's degree in other subjects. M.Ed. will be one year with research focus. The faculty profile in Departments of Education will be diverse with Ph.D.'s in different areas. All interested senior or retired faculty will be utilized short or long term for guiding, mentoring, or professional support for research/training/innovation. A separate National Mission for Mentoring will be established.

Departments of Education:-

Were created as a part of bigger liberal Arts Colleges and Universities. The Iowa University was the first to create a separate department, named, ―Department of Pedagogy‖, for training teachers in the art of teaching. Its success inspired many other universities and liberal Arts Colleges to follow suit. The movement gained nation-wide momentum and practically all institutions created Departments of Education. The main function of these departments had been to impart all round comprehensive education for the prospective teachers and provide facilities for further education and research in pedagogy and methodology of teaching.

 IMPLICATIONS OF NEP 2020 ON INDIAN HIGHER EDUCATION SYSTEM:

1. Only qualified role-models have the opportunity to elevate to the top to decision making role:

 Higher Education policy-making decisions and implementation of such policies may go out of bureaucrats and fake educationists who are enjoying top decision-making positions like Chairman's of UGC, AICTE, MCI, DCI, and Vice-Chancellors of Various Universities. For example, in present HE system in India

a person without a single scholarly publication can become Vice-Chancellor of Public Sector Universities and can elevate to various higher positions and even become the chairman of UGC. Similarly, a person without a single patent can become Director of Technical Institutions, and eventually can become the Chairman of AICTE. A person without a single IPR like scholarly publication or patent can reach decision making authority at Higher Education Divisions including the Association of Indian Universities.

2. Cleaning of Higher Education Bureaucratic system:

Merit-based appointments of Institutional leaders in Research & Innovations. Unlike the present system, professors without at least five first author scholarly publications or patents during the last five years will not become institutional leaders like Directors, Vice-Chancellors, etc.

3. Transformation of Sigle discipline Colleges into a multi-disciplinary autonomous degree awarding Colleges:

This will again help to decrease corruption and lobbies in Colleges. Many colleges are unable to chart their own courses, controlled as they are by rigid bureaucratic norms of the affiliating University. All this deeply undermines the principle of local governance and the local pursuit of innovation and excellence. This must be addressed with urgency. This also develops more responsible leaders to work in HE administration along with research so that they can make better innovations in imparting higher educational services.

4. Schools or Colleges of Education:-

The establishment of university Departments of Education and liberal arts colleges started a new movement of creating autonomous Schools of Education in different universities and Colleges of Education. The University of Michigan gave a lead by setting up ―Chairs of Education.‖ Following the example of Michigan University many more universities established their own Schools of Education for the purpose of conducting research in the theory and practice of pedagogy and for the intensive study of the problems of Teacher Education. The Schools and Colleges of Education became popular because of their internal autonomy, independent administration and financial management. They controlled their budget and granted their own degrees to the successful candidates. They developed more intensive programme of teacher education and gave a new dimension to the professional training of the would be teachers. They produced the most relevant literature in the science of education that had been lacking in the nineteenth century

❖ The teaching profession should be well qualified.

❖ Teachers should be graduates from a higher education institution or equivalent; those teaching in the field of initial vocational education should be highly qualified in their professional area and have a suitable teaching qualification;

❖ Teacher education programmes should be delivered in all three cycles5 of higher education in order to ensure their place in the European higher education area and to increase the opportunity for advancement and mobility within the profession;

❖ The contribution of research and evidence based practice to the development of new knowledge about education and training should be promoted.

❖ The teaching profession should be seen as a continuum which includes initial teacher education, induction and continuing professional development.

❖ Coherent and adequately resourced lifelong learning strategies, covering formal and non-formal development activities are needed to deliver continuous professional development for teachers.

❖ These activities, which include subject-based and pedagogical training, should be available throughout their careers and be recognised appropriately.

❖ The content of initial and continuous professional development programmes should reflect the importance of interdisciplinary and collaborative approaches to learning.

5. Teacher mobility should be encouraged:-

➲ Mobility projects for teachers should be facilitated and promoted as an integral part of initial and continuous professional development programmes.

➲ Initial and continuous professional development programmes should ensure that teachers have the knowledge and experience of European co-operation to enable them to value and respect cultural diversity and to educate learners to become EU citizens and globally responsible.

➲ Opportunities to study European languages, including subject-related vocabulary, during initial teacher education and in continuous professional development programmes should be available and promoted.

➲ Priority should be given to developing greater trust and transparency of teacher qualifications within Europe to allow for mutual recognition and increased mobility.

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YOUTH PROGESS IN WEST BENGAL: A STUDY

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ABSTRACT

It has become evident that the creation and development of a modern, flexible and knowledge based economy requires the growth of entrepreneurial firms. This is because of the capacity of such category of firms to boost entrepreneurial skills of youths. In addition, due to their capability to be dynamic and fast pace adaptation to a changing market and to generation of new employment for the citizenry. The main objective of this study is to investigate the role of youth entrepreneurs in nation building. A total of 40 upcoming entrepreneurial firms were randomly selected from a cross section of a population of firms located across Nadia Local Government Area of West Bengal state. Participants were chosen through a simple random sampling technique. The responses to the questionnaires were complemented with personal interviews of some of the owners and managers of entrepreneurial firms. Participant's responses were analyzed with the use of simple percentages and are presented on pie and bar charts. This study finds that there is a significant relationship between competition, growth and development of entrepreneurial firms in West Bengal. However, it also finds that youth entrepreneurs if properly supported have a huge impact on the growth of national economy of West Bengal.

Keywords: Youth Entrepreneurship, Entrepreneurial Skills, Small and Medium Sized Enterprises, Economic growth, West Bengal.

1.0 Background of the Study

Onah (2001) pointed out that national decision makers have discovered that productive entrepreneurship is key to national economic development by enhancing employment creation, economic growth, adoption of new technologies and innovation capabilities.

Drying et al. (2004) argued that all the earlier mentioned factors result to poverty reduction in the country. Considering the huge database of unemployed youths in Africa, productive entrepreneurship could serve as a veritable avenue to build sustainable livelihoods.

Audretsch (2002) opine that it could also be an avenue to integrate the unemployed youths into the society. However, having an understanding of the

benefits and threats of youth entrepreneurs in varying environments is an essential criteria for implementing this agenda.

Not minding the relevance attached to entrepreneurship and the national development agenda set previously by various government across Africa, the outcome has been seen not to have much impact in the society (Brixiova 2010; Worlu 2011; Ajagbe et al. 2012). Many countries in Africa are still considered not doing well in reducing poverty and hunger among its populace. Greene (2005) mentioned that inadequate data on factors fostering and hindering youth entrepreneurs has impeded formulating appropriate policies that could help address this menace.

Nwaokolo (2003) opine that with the huge data base of youths without jobs and underdeveloped private sector, Nigeria is principally interesting for analyzing matters concerning youth entrepreneurs.

Onah (2001) added that encouraging small and medium enterprises become a priority for decision makers. The emergence of youth entrepreneurs as a viable livelihood alternative is thus high on the policy agenda of the government. The study also provides new evidence on the longstanding factors hampering private sector development, including heavy government bureaucracy, widespread corruption, and limited access to finance (Nwaokolo 2003; Onah 2001; Worlu 2011).

2.0 Methodology

The study adopts a descriptive survey that is questionnaire based technique to sample opinion and derive answers to the problem (Creswell 2012; Ajagbe et al. 2015). The data employed for the study was primary data, and secondary data; the primary data were response gathered from employees through the administration of questionnaire 'while the secondary data includes the information gathered from journals, textbooks, articles and internet sources. Population refers to the whole size of individuals which form the subject in a particular study (Asika 1991; Yin 2012). Since it is not possible to cover the whole population, the researchers adopted a chosen set of sample from the universe population. In this case, the researcher decided to limit his study on the owners of businesses (i.e. whether small or medium) operating within the Nadia. The sample size of 40 people was chosen using random sampling method. A total of 40 business owners (i.e. both small and medium enterprises) currently operating within Nadia was randomly selected to participate in the study. This strategy was chosen because sampling participants using the list of entrepreneurs was a challenge. The accidental sampling (sometimes known as convenience or opportunity sampling) used is a type of non-probability sampling which involves

the samples being drawn from that part of the population which is close to hand (Otokiti et al. 2007; Otokiti 2010). That is, a participant is selected because it is readily available and was convenient to be selected. It may be through meeting the person or including a person in the sample when one meets him/her. In this study, the participants were approached during the course of their business hours and they agreed to participate in answering the questions on the questionnaire. The research instruments used for this study were standardized questionnaire derived from journals that are related to the topic of study and they were formulated based on the variables available in the research topic (Asika 1991; Patton 2002; Yin 2012). The data collected were analyzed using percentages, graphical representations, pie and bar charts.

3.0 Analysis of Respondents Data

The analysis of respondent's data revealed that 62.5% of the respondents are male while 37% of them are female. Meaning that majority of the respondents in this study are male. Furthermore, 12.5% of the respondents are below 20yrs, 17.5% of them are 21-30yrs old, 40% of them are 31-40yrs while 30% of them are 41yrs and above. Majority of the respondents are 31-40yrs old. Mean and standard deviation are 2.11 and 0.84. In addition, 25% of the respondents are single, 45% of them are married, and 20% of them are widow while 10% of them are divorce. Majority of the respondents are married. As regards the educational qualification, 30.5% of the respondent's possess 10/10+2 LEVEL/Graduation, 12.5% of them possess Masters, and 2.5% of them possess Ph.D while 20% of them possess others. Majority of the respondent's possess B.com/BSC/BA. For the work status of those surveyed, 15% of the respondents are managers, 7.5% of them secretary, 42.5% of them are junior staff, 12.5% of them are supervisor, 22.5% of them possess others.

4.0 Analysis of Research Questions

Research Question 1: After testing the research hypothesis one, the results from analysis of the data collected reveals that 65% of the respondents strongly agreed that young entrepreneur possesses the work skill required for entrepreneurship. While 25% of them disagreed. This shows that majority of the respondents agreed that young entrepreneur possesses the work skill required for entrepreneurship.

Research Question 2: After testing the research hypothesis two, the results from analysis of the data collected reveals that 62.5% of the respondents agreed that young entrepreneur play a major role in nation building while 7.5% of them were undecided and 30% of them disagreed. This indicate that majority of the respondents agreed that young entrepreneur play a major role in nation building.

Research Question 3: After testing the research hypothesis three, the results from analysis of the data collected reveals that 60% of the respondents agreed having the myths to entrepreneurship stifled your aspiration while10% of them were undecided and 30% of them disagreed. This indicate that most of the respondents agreed that having the myths to entrepreneurship stifled your entrepreneurial aspiration.

Research Question 4: After testing the research hypothesis four, the results from analysis of the data collected reveals that 65% of the respondents agreed that access to finance is not a tool to the growth of entrepreneurship while 10% of them were undecided and 25% of the respondents disagreed. Thus the majority of the respondents agreed that access to finance is not a tool to the growth of entrepreneurship.

Research Question 5: After testing the research hypothesis five, the results from analysis of the data collected reveals that 65% of the respondents agreed that political instability is negatively related with entrepreneural intentions while 10% of them disagreed were undecided and 25% of them disagreed. Thus a good percent of the respondents agreed that political instability is negatively related with entrepreneural intentions.

Research Question 6: After testing the research hypothesis six, the results from analysis of the data collected reveals that 62.5% of the respondents agreed that terrorism negatively affects young entrepreneurial intentions while 5% of them were undecided and 32.5% of them disagreed. Therefore terrorism negatively affects young entrepreneurial intentions.

5.0 Study Conclusions

This study objective was to find out the role of youth in the development of entrepreneurship in West Bengal. This study is important because research shows that it is evident that the creation and development of a modern, flexible and knowledge based economy requires the growth of entrepreneurial firms. This is because of the capacity of such category of firms to boost entrepreneurial skills of youths. In addition, due to their capability to be dynamic and fast pace adaptation to a changing market and to generation of new employment for the citizenry. In order to achieve the stated objectives, the study tested whether there was a significant relationship between young entrepreneur and entrepreneurial skills. After the analysis of the data, the study finds that majority of the respondents agreed that youth entrepreneurs possess the relevant entrepreneurial skills to develop the nation through entrepreneurship.

In addition, the researchers considered another hypothesis which tried to investigate whether government policies and programs do affect youth

entrepreneurship opportunities, young entrepreneur and entrepreneurial skills. The result revealed that majority of the respondent's shows that government policies and programs do not affect young entrepreneurship opportunities in West Bengal. This may not be unconnected to the fact that despite huge public money invested in the development of entrepreneurship which could be testified in areas of various entrepreneurship promotion agencies. The impact in the society has not be truly felt. The youths are still massively unemployed, and the citizen's hungry and most are still living under 200 Rs per day.

From this study, other findings reveals that shortage of finance affects the growth and development of entrepreneurship small ventures. Another important findings is high tax rate reduces the potential financial rewards in a business. It also appears that having the myths to entrepreneurship stifles entrepreneurial aspiration. It is agreed that access to finance is not a tool to the growth of entrepreneurship. It appears that many people actually agree with the fact that political instability is negatively related with entrepreneural intentions.

The greatest or worst problem confronting young entrepreneur in West Bengal is managerial capacity. This entails that if an entrepreneur has the entire funds in the world and does not have the capacity to manage that fund and does not have the necessary information as to what he/she should do, the money would go down the drain.

If government is to succeed in reinventing the future for youth entrepreneurship in West Bengal, it has to extend the current reforms to our educational system to make it more functional, relevant and need-oriented and driven. The thrust and emphasis should be on modern technology, practical technological and entrepreneurial studies aimed at producing entrepreneurs. This implies a change in our culture, value system and orientation as well as Bengalis overall attitude, ethics and appreciation of the need for every Bengalis to contribute in making our country better than we met it.

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ATTITUDE OF PRIMARY AND SECONDARY SCHOOL TEACHERS TOWARDS EDUCATIONAL ADMINISTRATION

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ABSTRACT

A teacher is required to have a higher level of professionalism because of rapidly changing circumstances. The importance of teacher's professional development is being too much emphasized today. The teachers who possess the professional and inter personal skills are more effective in their classrooms in terms of student's behavior attitude and achievement. Every individual has a variety of attitudes which might be positive or negative and can vary according to their favourable and un-favourable conditions for various attitudinal objects. That the professional attitudes can also serve a lot in attitude of teachers largely depends upon their personal characteristics and its position both seems to be highly interlinked. The teaching profession requires certain dominant behaviors which show teacher's intellect desire to excel extended professionalism and teaching as life concern. This is a profession which exalts service above the personal gains which teaching involves human nurturance connectedness warmth and love and teacher's beliefs about his role in caring for the student plays the crucial part in developing the personality of the students. Administration has to do with getting things done with the accomplishment of defined objectives. In pre-historic times it has been said that human being come together for one activity or the other. Such activities became useful and achieved at some level of success due to spirit of group work. The main objective is to find out whether there exist significant differences between the primary and secondary school teachers with regard to their attitude towards educational administration. The sample of the study consisted of 120 teachers including 60 primary and 60 secondary selected randomly from five senior secondary schools. Attitude towards educational administration developed and is used for measuring primary and secondary teachers' attitude towards educational administration. The study showed that there exists significant difference among primary and secondary school teachers with regard to attitude towards the educational administration. The relationships exist between teacher's participation in the school administration and attitudes towards teaching profession of secondary school teachers working in the different secondary schools. The teachers were selected by using random sampling technique for analysis of data. They were administered to collect the required data and the proper objectives were framed and hypotheses were set up to

test the objectives. The result of the study reveals that there is a positive and significant relationship between teachers' participation in school administration and attitude towards teaching profession of male and female ones working in the secondary schools. Further it shows that the teachers' participation in the school administration is more than the attitude towards teaching profession of teachers.

Key Words: Attitude, Secondary School, Teachers, Educational Administration.

INTRODUCTION

Attitude is the energy that fuels or generates our thoughts feelings actions based on the difference between expectations and perceptions of that situation. An attitude is a relatively enduring organization of beliefs feelings and behavioural tendencies towards socially significant objects group's events or symbols. Attitudes structure can be described in terms of three components affective component involves a person's feelings and emotions about an attitude object behavioural or conative component the way the attitude we have influences how we act or behave and cognitive component involves a person's belief and knowledge about an attitude object. The attitude towards school and learning reflecting the model of attitudes is too understood as beliefs thoughts and opinions about school and learning in its emotions and relationship towards school and learning built upon feelings, and a tendency to behave in accordance with favourable and unfavourable experiences with school and learning. The educational administration is regarded as the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a programme of an educational institution. The term Administration doesn't refer to any single process or act. It is like a broad umbrella encompassing a number of processes such as planning organizing directing co-ordinating controlling and evaluating the performance. The same situation occurs in the field of educational administration. The concept of educational administration is applicable in case of an educational organization which has certain purposes or goals to fulfill. In order to achieve these purposes or goals the head of the educational organization plans carefully various programmes and activities. The educational organization may be a school college or university. The head of the school colleges or university organizes these programmes and activities with co-operation from other teacher's parents and students. They motivate them and co-ordinates the efforts of teachers as well as direct and exercises control over them. They evaluate their performance and progress in achieving the purposes of the programme. He provides feed back to them and brings modification if required in the plans and programmes of the school or college or university. So the totality of these processes which are

directed towards realizing or achieving the purposes and the goals of the school colleges or university is called educational administration. The administration is a social process concerned with identifying maintaining motivating controlling and unifying formal and informally organized human and material resources within an integrate system designed specifically to achieve pre-determined objectives. Administration has to do with getting things done with the accomplishment of defined objectives. Such activities became useful and achieved some level of success due to spirit of group work. The educational administration is an essentially a service activity or tool through which the fundamental objectives of the educational process may be more fully and efficiently realized. Education administration is therefore concerned with the utilization of adequate reserves and the harmonization of relationship and integration in the suitable environment in order to foster the attainment of the goals of teaching and learning. In addition education administration involves management of resources and high degree of accountability on the part of organizational members. The educational administration also involves management of resources as human material and evaluation or appraising the result of educational efforts. All the people working in an educational institution will have to contribute towards the accomplishment of these goals. For school administrations are ever completely democratic and few completely autocratic. Even the usually autocratic superintendent occasionally asks teachers for advice and the democratic principal on occasions when speed is of the essence will make a unilateral commitment and ask his co-workers to go along. The key to democracy in a school is for an administrator rarely if ever to announce a policy without previously consulting with those who are to be affected by it likewise never to make policy without listening to those who are as expert as or more expert in the field than him. With schools becoming more and more complex as the problems of society multiply school administrators who have vision will be those who think in terms of us. With such administrators we hope the readers will have an opportunity to work in their first as well as in sub sequent teaching positions. Allport (1935) defined attitude as a mental and neural stage of readiness organized through experience existing a directive or dynamic influence upon the individual's response to all objects with which it is related. The quality and attitude found in the organization for motivational emotional perceptual and cognitive processes of learning in the individual. In another definition an attitude is defined as attitude are pre-dispositions to respond but are distinguished from other such states of readiness in that they pre-dispose towards an evaluative response. This defines attitude as a readiness to reaction towards or against some situation person or thing in a particular manner. But some others like have

studied the problem of relationship between attitudes and behaviours. The attitudes are viewed by them as disposing the individual to think feel and act in three sources. It is evident that attitudes consist of cognitive affective and behavioural components. However the affective component remains the central aspect of the attitude.

NEED AND SIGNIFICANCE OF THE STUDY

Educational administration doesn't refer to any single process rather different processes or aspects constitute administration. These are planning organizing directing coordinating and evaluation. Educational administration is a non-profit making task. Educational administration is primarily a social enterprise as it is more concerned with human resources than with material resources. Educational administration is more an art than a science. The reason is that human relationship prevailed here can't be maintained by any set of formulae. The educational administration is similar to general administration in many ways but it is also dissimilar to general administration in many more ways. Educational administration is a complex affair.

SCOPE OF EDUCATIONAL ADMINISTRATION

Deciding the purposes of the institutions and school the planning for academic curricular and co-curricular activities should be involved. The preparations of time table time management for various activities in assigning duties and responsibilities for the members. The organizing curricular and co-curricular programmes are directing and motivating the staff of the institution. The co-ordinating efforts of people to achieve the purpose by exercising control over the staff and conducting periodical reviews about the progress achievements and failures of the institution. By taking measures for staff development and maintaining order and discipline. The duties of the management are to check materials of finance and maintaining records and registers up to date.

MEANING OF EDUCATIONAL ADMINISTRATION

As we know the very fact that educational administration needs integration and co-ordination of all the physical and human resources and educational elements. Besides this it requires a great efficiency with it based on human sympathy understanding knowledge and skill. The physical resources mainly contribute the building equipment's and instructional materials. The human resources include student's teacher's supervisor's administrators and parents. The additional elements comprise the various aspects of educational theory and practice including philosophy of education objectives of education curriculum method of teaching discipline role of the teacher rules and regulations. These elements are parts and made into whole and are components brought into harmonious

relationship. So the purpose of doing such vital task is to fulfill different purposes which are known as the objectives of educational administration. This objective seeks to mention the fact that good education doesn't mean education at a very high cost as is practiced in modern public schools. Rather it means the right type of education from the right type of teachers within reasonable cost. This objective also implies quantitative expansion and qualitative improvement of education. For adequate realization of the various purposes of educational programme there is the need of ensuring adequate utilization of all available resources human material and financial. As teachers are the senior and mature human elements to accelerate the programme in time their role is highly felt in this regard. They are to be encouraged and given the facility to devise and try out innovative ideas on instruction and to participate in service education programmes. In this context it can be visualized that educational administration should aim at developing a desire for hard work dedication and commitment for their job among teachers. By organize educational programmes for acquainting students with the art of democratic living and giving them excellent training to become the democratic citizenship. Like general administration educational administration seeks to maintain and improve the relations with the community. For this it should seek community support and co-operation for quantitative expansion qualitative improvements smooth and educational system. The co-curricular activities should be organized effectively for developing talents of students and work efficiency of educational teachers. The most important objective of administration is to get the work done effectively efficiently and with satisfaction to the individuals and benefits to the society. The preparation of the students for taking their places in various vocations and to trained them in developing scientific attitude and objective outlook among them towards all aspects and activities of life. Good education can be provided to students by bringing qualitative improvement in instruction. Regular supervision of teaching and guidance of teachers help to ensure quality teaching in schools.

OBJECTIVES OF THE STUDY

Many people view organization as a group of people working together for a common goal or purpose. In this light organization is considered as a mechanism that enables people to work effectively together. Man learned that more organized efforts could bring improvement in his way of life. The man's social spheres became larger and the need for more complex organized effort became apparent since it is organization that motivated man to use his brain power to create new things. The refinement of the organizational system and the development of organized behaviour created more goods and services to satisfy

the quest for modern living. Organizational characteristics on the other hand are aspects of organizations that can be identified usually in relation to performance. The modern management theory suggests that organizations with climate focused on clear objectives and clarity of the structure with measurement systems enabling the monitoring of progress and commitment for the goal achievement would perform better characteristics.

HYPOTHESIS

The researcher chose this study for the fact that he wanted to have an eye-view of the characteristics of the school organization and the assertiveness of the school administrators. At the same time he wanted to know if these two factors could influence the administrators' performance. This study is expected to provide confirmation on the significance of a good performing administrator/manager in a successful organization. The school administrator can be an effective school leader through a blend of qualities and characteristics that yield an effective leader.

SAMPLE

The sample of the study consisted of 120 teachers 60 primary and 60 secondary were selected randomly from five senior secondary schools situated in district.

RESEARCH TOOL USED

The study utilized the two published American model instruments Likert's organizational characteristics profile. These research instruments were accompanied with a brief information sheet to gather data on the administrators' personal and non-personal data. The instruments were trial administered among the selected secondary school for the purpose of finding out their suitability. The construct validity for the organizational characteristics profile instrument came up with six factors corresponding to the six aspects of organizational characteristics. The instruments developed were used for measuring primary and secondary school teacher's attitude towards educational administration.

DATA COLLECTION

To collect the necessary data for the study printed copies of teachers' participation in school administration and attitude towards teaching profession respectively. Two scales were administered to different secondary school teachers in order to collect the data for finding the participation in school administration and attitude towards teaching profession of teachers.

RESULTS AND DISCUSSION

On leadership the administrators believed there was a substantial amount of confidence and trust shown in the sub ordinates in their schools convinced that

are very free to talk to their superiors about their job believed ideas were often sought and used constructively and employed system of consultative approach management style. As regards motivation the administrators perceived that the responsibility for achieving organizational goals was fairly felt in their schools thought that a moderate amount of co-operative team work existed in schools. As to communication the administrators felt there was a down and up direction of information flow perceived the people in the schools to have accepted down ward communication with a caution mind thought that the superiors in their schools know the problem faced by their sub ordinates quite well and were generally consultative in management style in the area of communication although at times they shifted to participative. The administrators believed there is a broad policy at the top but was accompanied with more delegation the sub ordinates were also generally consulted about decisions related to their work the administrators felt the decision making process in their schools has done some contribution to motivation. As to control the administrators believed there was a moderate delegation to lower levels in terms of review and control functions sometimes informal organizations in the schools manifest resistance to the formal organization cost productivity and other control data were employed as means of reward and self-guidance and consultative approach appeared to be the administrators' management. The standard deviations obtained for the different variables indicated the narrow dispersions of the means for each variable further revealing the homogeneity of the administrators in terms of their perception about their organizational characteristics. The organizational characteristics and the management styles employed by the administrators in their schools were reflected by the school's organizational cultures. Both administrators and sub ordinates were free to talk about their jobs there's a moderate amount of co-operative team work toward communications accepted with a cautious mind decision making process has some contribution to the motivational aspects of the sub ordinates after discussion the organizational goals are established by orders and cost productivity and other control data used through rewards or through some self-guidance. The administrators' organizational characteristics linked to their management styles were also determined and showed that the administrators' characteristics in terms of their management. When classified as to their academic ranks only administrators with Instructor as their academic ranks employed the System for participative approach. The standard deviations further showed the homogeneity of the administrators in each category in relation to the management style.

Hence by means of imparting various training programs and by providing positive and democratic environment might improve the attitude of teachers to

teach better and to take up the different type of responsibilities in schools. The prime concern of administration of any programme is proper accomplishment of the pre-fixed purposes and goals. This becomes possible through adequate utilization of both human and material resources with the purpose of bringing qualitative improvement of the programme. For this there is the necessity of different aspects of management which are accepted as the functions of administration. In order to simplify it we can be said here that proper management of a programme needs various aspects that are regarded as the functions of administration. In the field of educational administration the educational authority exercises its functions in relation to the above mentioned aspects. But it is essential to the functions of educational administration can be studied under two major perspectives. One is in general perspective and the other is in contextual perspective. It was found out in this study that the administrators believed there is a broad policy at the top but is accompanied with more delegation the sub ordinates are also generally consulted about decisions related to their work the administrators felt the decision making process in their schools has done some contribution to motivation. This study confirms that in the system consultative the responsibility is indeed spread widely through the organizational hierarchy. The superior has substantial but not complete confidence in sub ordinates. Some amount of discussion about job related things takes place between the superior and subordinates. There is a fair amount of team work and communication takes place vertically and horizontally. The motivation is based on rewards and involvement in the job as emphasized organizational characteristics. All administrators were found to be assertive. It is concluded that all challenges in the work place may consider as good experiences for personal and professional improvement. The result of this study also showed that among the variables in the organizational such as leadership motivation communication decisions goals and control decisions is the only predictor of the administrators' performance. The path analysis confirms that the decisions aspect is the most important but decisions are based on goals or objectives of the programs to motivate sub ordinates. Leadership is also very important with no communication gap for its implementation to realize good performance of the administrators. The benefit from this study as an end user of the perceived organizational characteristics as perceived by the administrators since the culture of the different campuses are reflected in the assertiveness and performance of the administrators. This would give idea as to what programs to implement and strategies to utilize to make the school become a catalyst of change towards quality performance in its service. The administrators are expected to get an eye view of their organizational characteristics that could enable them to embrace

new strategies and plan out activities to improve their performance. It is also expected that they could readily ascertain the importance of their roles in their respective campuses and make them continue to work with quality and excellence. Since the study shows that decisions is the most important by the administrators must consider that decisions are based on goals or objectives of the programs to motivate students. Leadership is also very important with no communication gap for its implementation to realize their good performance as administrators. The parents and benefactors are expected to gain more confidence and trust to the school knowing that efficient and effective school management are given much priority for the welfare and complete development of the students.

CONCLUSION

The students should feel confident that their school administrators are working with quality and are performing well in their respective roles which could pave the way for better services and facilities for learning. We live in secular democratic republic and the Indian situation the teacher performs various roles. He is transmitter of culture builders of the character and personality of the children conveyor of moral and ethical values architect of the future of the nation acts as a guide and counselor inspires for social change. There was a time when entire system of education revolved around the teacher. The teacher was the king pin and was respected from the society. But now the time is totally changed. Our national developments depend upon the child and teacher adjustment. This could perhaps internalize the path analysis provided and use it to better perform the responsibilities as one of the administrators. The future work may use to enhance their respective researches using the same variables or utilize other variables for their purpose. This could further encourage them to work into some factors that might improve the result of the investigation.

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PRESENT TEACHER TRAINING EDUCATION PROGRAMMES IN INDIA

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ABSTRACT

The success of a student depends most of all on the quality of the teacher. With the advent of standardbased reforms, the quality of teachers has become a major concern of policy-makers, college and university presidents, especially at the colleges of teacher education and the public in general. Every child deserves a quality teacher. In an era of increasing standards and accountability in education, teacher quality and teacher training will be   more important than ever. This book aims at making contributions to the ongoing debates in the challenges and quality of teacher education and the creation of a new knowledge base that can serve all endeavours at different levels for teacher quality and development in different parts of the world. In facing up to the numerous challenges to teacher education in the era of digital technology and globalizations, this book will facilitate the quest for new teacher education for the future. The target audiences are teacher educators, educators, graduate students, researchers, policy-makers and those interested to reform teacher education for the future. It is hoped that the proposed model for the development of dispositional evaluation will be of assistance as programs develop better dispositional evaluations. Implication for Action Teacher education programs across the nation are gaining increased concern with the "how to teach" as well as "how to" assess dispositions as an entity of knowledge and skills within NCATE and INTASC accreditation standards. Legal and ethical issues are also posing a challenge for many institutions. However, it is tantamount to be mindful of teaching and measuring dispositions when preparing quality professionals. This proposed model describes activities and processes that may be useful to develop assessment and evaluation practices related to dispositions in many teacher education programs. This will be followed by a discussion on the systemic inquiry techniques that were utilized to collect initial beliefs and ideas related to dispositions to develop the model. In the teacher education program that serves as the case for this model, a method used to document concerns about a student's disposition for teaching throughout their program is also presented. Information on legal issues will also be addressed. The purpose of this paper is to describe a model that may be utilized to better implement instructional practices   and   measurement   of dispositional concepts in teacher education programs. The model is based on an administrative view of the development of dispositional

measurement practices applicable to teacher education programs. Review of literature, the first component of the proposed model is the identification of dispositions. The identification of dispositions involves three related activities leading to the subsequent integration of dispositional instruction and measurement into the curriculum and conceptual framework

KEYWORDS:- qualification   knowledge   permission   acquiring programs dispositional

INTRODUCTION

The quality of the work undertaken by a teacher has significant effects upon his or her pupils or students. Further, those who pay teachers' salaries, whether through taxes or through school fees, wish to be assured that they are receiving value for money. Ways to measure the quality of work of individual teachers, of schools, or of education systems as a whole, are therefore often sought. In most countries, teacher salary is not related to the perceived quality of his or her work. Some, however, have systems to identify the 'best-performing' teachers, and increase their remuneration accordingly. Elsewhere, assessments of teacher performance may be undertaken with a view to identifying teachers' needs for additional training or development, or, in extreme cases, to identify those teachers that should be required to leave the profession. In some countries, teachers are required to re-apply periodically for their license to teach, and in so doing to prove that they still have the requisite skills. Feedback on the performance of teachers is integral to many state and private education procedures, but takes many different forms. The 'no fault' approach is believed by some to be satisfactory, as weaknesses are carefully identified, assessed and then addressed through the provision of in Teacher education policy The process by which teachers are educated is the subject of political discussion in many countries, reflecting both the value attached by societies and cultures to the preparation of young people for life, and the fact that education systems consume significant financial resources (of which teacher salaries is often the largest single element). However, the degree of political control over Teacher Education varies.

Where TE is entirely in the hands of universities, the state may have no direct control whatever over what or how new teachers are taught; this can lead to anomalies, such as teachers being taught using teaching methods that would be deemed inappropriate if they used the same methods in schools, or teachers being taught by persons with little or no hands-on experience of teaching in real classrooms. In other systems, TE may be the subject of detailed prescription (e.g. the state may specify the skills that all teachers must possess, or it may specify the content of TE courses). In many states, the process of acquiring the relevant

knowledge and skills to be a teacher (qualification) is separate from the process of acquiring the official permission to teach in public schools top of form.

METHOD

Imagine a situation where a teacher graduates from a District Institute of Education and Training (DIET) centre, earns her B.Ed or M.Ed degree and enters the classroom. Let's assume she's teaching at a low-cost government school. She's excited and genuinely believes that she has the tools to help her students learn, However, on entering the classroom, the teacher realises that the students in her class are at completely different academic levels and she has no idea how to teach in such a situation. Many of them are first-generation learners who may not get any academic support at home. Absenteeism is quite high and socio-economic circumstances like low income levels and a lack of proper nutrition affect the performance of many able students. To help her cope with these issues, she attends different types of training but there is no professional development programme which helps to better her knowledge and skills. The lack of proper training affects her teaching and consequently, her student's ability to learn and perform well. While this may be an extreme example, many teachers in India, especially those in low-income schools, have to cope with such issues every single day, A study on 'Primary education in India,' states that a teacher's ability, knowledge and her pedagogy, (i.e. her method of delivery) is one of the most critical factors that affect the learning outcomes of children. The education system in India, while having made significant progress in many aspects (like access and reach), has left a lot to be desired. Unless there is significant improvement in governance and teachers are properly trained, things are unlikely to change.Teacher education in India can be divided into two broad areas - pre-service education which is focussed on preparing students for a career in teaching and in-service teacher-training that is provided by the government through the Sarv Shiksha Abhiyan (SSA) or NGOs and social enterprises. Both these models have fundamental problems in the way that they are implemented.

DISCUSSION

The Ministry of Education financially assists both the above categories of training colleges, The Ministry bears about fifty percent of expenditure of Private Colleges particularly for purpose of improvement, extension and or replacement of their buildings; the rest is borne by the voluntary agencies themselves, The majority of training colleges provide a two-year course. though there is a general trend to extend the course to a total period of three years as a sequel to the McNair Committee recommendations. The curricula of these training colleges. is approved by the Board of Studies of their Institutes of

Education. Curricula are fairly wide and comprehensive, covering all the aspects of teachers' work. Of course, the Boards of Studies prescribe only the general outline of the curriculum; the details are worked out by the training colleges themselves. Today, the curricula of training colleges in England, generally., include the following kinds of studies and practical work

Academic Studies:-

This part of the curriculum aim to impart a sound general education to the students. It is, therefore, devoted to an advanced study of selected school subjects.

Professional Studies:-

As these are intended to give the students a thorough grounding in the principles and practice of teaching were include the study of

- (i)   Principles and practice of Teaching,
- (ii)   Health Education,
- (iii)   History of Education and
- (iv)   (Educational psychology. Opportunities for specialization are also provided in one of the following two branches:
- (v)   (a) teaching of young children in infant schools and
- (vi)   (b) teaching of pupils in the age-group 7-11 in Junior High Schools.

Practice-teaching:

It constitutes the practical part of the course. Though no uniform programme has been evolved for it, student are normally required to teach for a total period of twelve weeks under the supervision of all the faculty member. Theory of education, educational psychology, child psychology, teaching methods and techniques problems and remedies of education, school organization and administration courses have been included of teacher education. Under the curriculum Theoretical aspect has been given more weight age than practical aspect of teaching-learning. The curriculum has been developed according to following stages:

(1) Teachers of Primary Schools.

(2) Teachers of Secondary Schools.

(3) Special teachers and teachers of Arts and Vocational institutions, and

(4) Teachers imparting further education. The training course in physical education and home science is of 3 years duration while in art and music it is of 4 years duration. The pupil teachers whether male or female are free to take

admission in any of them. General qualifications for admission is general certificate of Education.

CLASSIFICATION OF TEACHERS AND THEIR QUALIFICATIONS

- ⮑ (1)Teachers of Primary Schools — General certificate of education and 18 years of age. is necessary. Two years teachertraining in training school is available.
- ⮑ (2)Teachers of Secondary Schools -One year training course in University Teacher Training Department.
- ⮑ (3)Teachers of Special Subjects-Separate training for art, music, physical education etc. it Acquire Certificates of Royal Arts College.
- ⮑ (4)Further Education -For them experience is their training

TYPES OF TEACHER TRAINING INSTITUTIONS :

Teacher Training schools or colleges in America may be divided into two categories

(i)   Public

(ii)   Private.

The Public 67 institutions are financed and controlled by the Government while the Private institutions are run and managed by private organizations. Most of the institutions are Public since because of heavy cost of such institutions a large number of private bodies have withdrawn from this activity. From the point of view of management and organization, there are following four distinct types of teacher education institutions.

Teaching involves a the use of a wide body of knowledge about the subject being taught, and another set of knowledge about the most effective ways to teach that subject to different kinds of learner; it therefore requires teachers to undertake a complex set of tasks every minute. Many teachers experience their first years in the profession as stressful. The proportion of teachers who either do not enter the profession after completing initial training or who leave the profession after their first teaching post is high. A distinction is sometimes made between inducting a teacher into a new school (explaining the school's vision, procedures etc) and inducting a new teacher into the teaching profession (providing the support necessary to help the beginning teacher develop a professional identity and to further develop the basic competences that were acquired in college). A number of countries and states have put in place comprehensive systems of support to help beginning teachers during their first years in the profession. A peer network: for mutual support but also for peer learning. Input from educational experts (e.g. to help the beginning teacher relate

what she learned in college with classroom reality) support for the process of selfreflection that all teachers engage in (e.g. through the keeping of a journal). Some research suggests that such programmes can: increase the retention of beginning teachers in the profession; improve teaching performance; promote the teachers' personal and professional well-being. Continuous professional development Because the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. Continuous Professional Development (CPD) is the process by which teachers (like other professionals) reflect upon their competences, maintain them up to date, and develop them further. The extent to which education authorities support this process varies, as does the effectiveness of the different approaches. A growing research base suggests that to be most effective, CPD activities should: be spread over time, be collaborative use active learning, be delivered to groups of teachers include periods of practice, coaching and follow-up promote reflective practice encourage experimentation, and respond to teachers' needs.

RECOMMANDATION:-

The question of what knowledge, attitudes, behaviors and skills; teachers should possess the subject of much debate in many cultures. This is understandable, as teachers are entrusted with the transmission to learners of society's beliefs, attitudes and deontology, as well as of information, advice and wisdom and with facilitating learners' acquisition of the key knowledge, attitudes and behaviours that they will need to be active in society and the economy. Generally, Teacher Education curricula can be broken down into these blocks: foundational knowledge and skills usually this area is about education-related aspects of philosophy of education, history of education, educational psychology, and sociology of education content-area and methods knowledge often also including ways of teaching and assessing a specific subject, in which case this area may overlap with the first (foundational) area. There is increasing debate about this aspect; because it is no longer possible to know in advance what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill teachers should have. Increasingly, emphasis is placed upon 'transversal' or 'horizontal' skills (such as 'learning to learn' or 'social competences', which cut across traditional subject boundaries, and therefore call into question traditional ways of designing the Teacher Education curriculum (and traditional school curricula and ways of working in the classroom). Practice at classroom teaching or at some other form

of educational practice usually supervised and supported in some way, though not always. Practice can take the form of field observations, student teaching or (US) internship. Supervised field experiences field observations include observation and limited participation within a classroom under the supervision of the classroom teacher student teaching includes a number of weeks teaching in an assigned classroom under the supervision of the classroom teacher and a supervisor (e.g. from the university) internship teaching candidate is supervised within his or her own classroom, These three areas reflect the organization of most teacher education programs in North America (though not necessarily elsewhere in the world). Courses, modules and other activities are often organized to belong to one of the three major areas of teacher education. The organization makes the programs more rational or logical in structure. The conventional organization has sometimes also been criticized, however, as artificial and unrepresentative of how teachers actually experience their work.

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STUDY OF STUDENT PERFORMANCE IN THE ELEMENTARY SCHOOLS OF JHARKHAND AND ITS RELATION WITH SOCIO ECONOMIC FACTORS

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ABSTRACT

In addition to the potential benefits of impact bond contracting evidence on their challenges has also been building. A range of criticisms have been leveled at the financing mechanism including the potential for perverse incentives and the high transaction costs associated with deals coming together as well as potentially burdensome data requirements. Impact of typically target a specific beneficiary population which will depend on the social issue the intervention is trying to solve. Many impact bonds target vulnerable groups such as young people out of work individuals experiencing homelessness or families with children at risk of entering out of home care. One concern about using the results based financing mechanism for groups of beneficiaries with complex needs is that service providers may feel pressure to target those individuals with the higher chance of achieving outcomes and may therefore fail to target those most in need. There is some evidence among existing impact for this critique. The evaluation of the innovation fund impact which is targeted disadvantaged young people in the state found that projects focused on children still in school who were easier to recruit and engage rather than those already outside of the school system. The growth in the system of higher education in India has been impressive over the years. There has been an increasing trend of both in the number of higher education institutions and enrolments in recent years. The share of enrolment in elementary school and higher education institutions has also gone up. Despite the growth in number of higher education institutions the elementary education in India is seriously challenged in terms of access. The elementary education sector in state is currently faces challenges of expansion excellence and inclusion. There exist rural and urban disparities genders problems inter religious group state variations are among the social groups within religion and caste groups and economic and social factors as well as occupation groups of the people.

Key words: Student Performance, Elementary Schools, Socio Economic Factors.

INTRODUCTION

India faces considerable challenges in education and learning levels are low and disparities persist between states and between the poorest and wealthiest children. With the drafting of the new education policy the government of India has highlighted key areas of focus for the coming years. Another key opportunity lies in different sources of funding for example taking advantage of resources for financing education out comes or attracting impact investment to education service providers. While there is unlikely to be one solution to India's education challenges impact bonds and outcome based financing offer the opportunity to focus to promote the most effective education interventions and service providers and to reinforce decision making around data and evidence. That element of the world in which training was imparted to majority of whom belongs to the distinctive social and monetary history was the teachers. This distinction within the backgrounds of learner and teacher is probably one component among numerous others which might be held responsible for poor level of teaching and getting to know by using instructors. We phrase it otherwise where in the world of school may be very distinct from the ordinary life and consequently the division between educated and non-educated is too overt and mean connotations to the status of both. At the time of independence India's primary education was characterized by the historical inequities. Through Article (45) of the constitution directive principles of the state policy were committed to ensuring free and compulsory education for all. This is not significantly translated into action and school enrolments and participation remained low for decades after independence. However the picture of elementary education in rural state began to change rapidly due to the new thrusts given by the government's National Policy of Education (1986; 2020) and the Program of Action (1992) which aimed at improving access reducing drop outs and improving learning achievements for all children between 6-14 years of age. The host of major initiatives by the government and the mobilization of external resources for primary education had a deep impact on the status of primary education in the state. Some of the important initiatives have been the Operation Blackboard (1986) Non-formal Education (1986) District Primary Education Program (1994), Mid-Day Meal scheme (1995) and Sarva Siksha Abhiyan (2001) which aimed at providing eight years of schooling for all children between 6-14 years by (2010) respectively. The elementary education having been made a fundamental right by the 83rd constitutional amendment and the Supreme Court's insistence on states to provide cooked meals in schools are improving enrolments especially among girls. As a consequence of these measures primary education has made remarkable progress

and is evident from the provision of schooling facilities. Indications are that of nearly 83% of people's lives in villages and 94% of the population have a primary school within a distance of one kilometer. It has been widely acknowledged that the socio economic conditions in rural India have constrained the process of primary education and the social inequalities of caste class and gender have been identified as the major causes of educational deprivation among children in state. Educational disparities which contribute a great deal to the persistence of massive inequalities in Indian society are also largely derived from more fundamental inequalities such as those of class caste and gender. The large proportion of children from the economically poor and socially disadvantaged groups and girls especially in rural areas are either denied access or are failing to complete even five years of basic education. The goal of universal elementary education remains a challenge to achieve even after several decades of independence. According to World Bank reports more than 25% school children remain absent from their cases on each school day. Although primary education had been given due emphasis in education yet the area of school performance has remain untouched. However the investigation could find out a few research studies which are indirectly related to the problem of performance in schools. The review in this area indicates that among other things the problem of drop outs and performance are seriously hampering the progress in the direction of achievement of the goal of UEE. While a large number of studies are available on school drop outs and related problems studies on the extent of performance among school children and possible causes of it are rarely available. The issues related to student have attracted very limited attention of the researchers. Though the government and non-government organization have been conducted in this field yet their findings are not conclusive. Moreover in view of the diverse nature of Indian society it is imperative that more areas specific study should be conducted. While non-enrolments and drop-outs hampered the coverage of the population of the relevant age group and the non-participation or performance hampers learning which the ultimate objective of educative process is. The investigator felt that there was a pressing need to carry out in depth study into the problem of student performance especially in the backward areas of Jharkhand. In India some kind of private system of education existed even during the ancient and medieval period. After independence in (1947) education continued to co-exist with the state sector but private and higher education remained peripheral and public education remained dominant with a very few exceptions. At the turn of the 21st century the elementary education developed as one of the most dynamic and fastest growing segments of secondary education.

OBJECTIVE OF THE STUDY

The present study was aimed at achieving the following objectives:

1. To assess the extent of student performance at the elementary school stage in selected areas of the state Jharkhand.

2. To study the impact of socio-economic factors on student performance in these selected areas.

3. To study the relationship between student and factors related to family environment.

4. To study the student performance in the elementary schools and its relation with socio economic factors.

HYPOTHESES

On the basis of study and personal experience the investigator formulated the following hypothesis to be tested.

1. The student participation in educative process as measured by the degree of student performance is significantly less as compared to the total enrolment.

2. Socio-economic factors have a significant bearing on the phenomenon of student performance at elementary stage.

3. Factors related to family environment have significant phenomenon of student performance at elementary stage.

4. The factors related to elementary school environment have significant impact on student performance at the elementary stage.

METHODOLOGY

Research is a systematic and objective attempt to provide answer to certain questions. It is systematic because it involves certain steps to be followed in a certain order and objectives because the researcher tries to eliminate personal problems and makes every possible effort to ensure objectivity in the methods employed in data collection and findings. Methodology includes all the plans techniques and strategies followed in carrying out the studies. Since the present study was conducted on elementary schools students studying in classes 1-V in the schools of the state. The age between the populations was 6-12 years.

SAMPLE

In the present study of two stage cluster sampling technique was used. At the first stage 20 schools were selected randomly from the district. There after samples of students studying in these schools the teachers and parents were selected. The sizes of these samples were 250 students 120 teachers and 80 parents.

RESEARCH TOOLS USED

The utility of the result of any research work are very much dependent on the appropriateness of the variables studied and the tools used to assess them. The tools used should be valid and reliable as well as suit the corresponding age and ability levels of the subject involved in the research studies. Since the present study involved the assessment of student performance in the elementary schools of Jharkhand and establishment of its relations with socio-economic factors data were gathered separately from student's teachers and parents. Keeping in view the aims and objectives of the study and the hypotheses to be tested the investigator developed the school performance assessment questionnaire.

1. School performance assessment questionnaire from the students.

2. School performance assessment questionnaire from the teachers.

3. School performance assessment questionnaire from the parents.

The questionnaire was developed by the investigator in order to obtain information about possible factors or variables associated with school performance. The investigator held discussions with teachers of elementary schools interviewed with some parents and obtained written statements about the possible causes of school performance from the small group of elementary school children.

COLLECTION OF DATA

Since the tools were constructed by the investigator there was need of assistants as far as their administration was concerned. So the investigator visited the school for data collection. In this context the investigator studied the attendance registers of various classes carefully and identified those students whose regular attendance was less than 50% respectively. It was only to such students that the questionnaire was administered. The main aim was to find out the actual causes of student absenteeism in the elementary schools of rural areas. After collecting data from students the researcher gathered information from teacher's by administering questionnaire. Thereafter the researcher visited the parents of some absentee's for the same purpose. The investigator visited different elementary schools to seek co-operation of principals and teachers of these schools and had received an introduction letter from Department of Education Hazaribag in which they had requested the concerned to co-operate in these tasks.

SCORING

During administration of the test on students separate sheet was given along with questionnaire to each student. Then this answer sheet was collected separately.

Since the scoring was done manually by the investigator and the questionnaire was multiple choices type the investigator represented the responses in form of tally chart in tabular form. The responses in the tally chart were counted. Later on these responses of the students were reproduced in the form of frequency and percentage.

ANALYSIS OF DATA

In this regard investigator used relevant statistical technique. The nature of the data available after scoring of test booklets did not permit the use of any complex statistical techniques for data analysis. Two kinds of statistical techniques were used one for descriptive purpose and the other for inferential purpose. Inferences were also drawn by using confidence interval wherever possible and necessary. To determine the extent of absenteeism the attendance record of at least 6 months for all students of elementary classes in each school was examined and those students were identified whose attendance was less than 50% over all. In this way 44.72% of the students were identified as absentees who mostly remained absent from school. This leads to the conclusion that the overall extent degree of absenteeism in state is about 45% with a standard error of 1.765. In other words it may be stated that the total participation rate at the elementary school stage in the area under study may range between 52% and 62%. The overall situation indicates that incidence of performance at elementary stage is about 44% showing there by that out of every 100 children enrolled at elementary school stage in the area under study only 58 participate in the teaching learning process.

CLASSIFICATION OF FACTORS

The factors which could potentially influence students' participation in education were placed under three different categories as mentioned below:

1. Factors related to Socio-Economic Status.

2. Factors related to Family Environment.

3. Factors related to School Environment.

There are several provisions in the Indian constitution concerning equity in education. Following the spirit of the constitution the numbers of policies and programmes have been initiated by the Government of India to promote equity in education with respect to the marginalized groups. The pattern of public spending on education has been a major reason for limiting the scope of educational participation for the weaker sections.

RESULTS

The distance of school from home of a child and lack of transportation is an important factor related to school performance. The health status of the student's assistance to parents by students i.e. parents engage their male children in their occupation and female children in their house hold work. This compels them to remain absent from school for long duration periods. Due to non-availability of books and stationary school uniform etc. many students of poor family remain absent from school. Unfavorable home environment is also responsible for student absenteeism. Many students don't go to school because they can't complete home-work due to lack of proper study room. Since most of the parents in rural areas are illiterate they are unable to motivate their children to pursue their studies and attend school regularly for better performance. The un-attractive school building is an important factor for with drawl of students from school shortage of classrooms and poor seating arrangement is one of the important causes of student absenteeism. Most of them had to sit on floor. Thus class room was not favorable to motivate the students towards their study. In most of the schools only few teachers were available to teach all the students of class 1-V. The teachers could give proper time to individual students and that is why the students feel motivated to their studies. Shortage of trained teachers is an important factor responsible for school performance. Irresponsible and unfavorable attitude of the teachers towards students also led to school absenteeism. Lack of basic amenities was also responsible for large scale student performance. Lack of library facilities is also responsible for student performance. School timing did not suit the requirement of the local community at the day time most of the children are supposed to help their parents in their daily work.

DISCUSSIONS

Illiteracy of the parents is an important factor leading to their children school drop-outs and absenteeism. Some of the parents who had educated their children had a different experience related to employment. So from the very beginning they engaged their children in farming and other work. This factor has been mentioned in student's related factors. Lack of proper and balanced diet either due to financial problem or the poor health conditions of children and they remain absent from school. Negative and indifferent attitude of parents towards education of girl is a major factor contributing to performance among girls. The State government and the central government have to play significant roles in improving the quality of education by improving physical infrastructure quality of teachers. Paucity of fund is an important factor contributing to poor quality

and standard of education. While money is necessary condition for improving quality of education it is not a sufficient one. Most important things are commitment and competence of all those involved in the teaching learning process. There is an urgent need to update curriculum to include elements which produce real learning and creativity. The state government should pay special attention toward school building and other facilities. Improved school building will not only help increase the enrollment of children but also retain them by creating secure and healthy environment. School should have playgrounds along with the facilities for games and sports. Seating arrangement should be improved so that students may feed easy and enjoy learning Teacher should realize their responsibilities and develop the friendly atmosphere in the classroom. This will create the sense of security among the students. This will also help drop-out rates. Parent teacher meetings should be organized at least yearly. This will help in solving the problem related to students. Similarly cultural programmes like debates discussions should be arranged. Educational tours excursions field trips should be organized in schools as majority of the teachers are trained and well qualified with the method of teaching and orientation programme as well as refresher courses should be organized for shorter as well as longer duration in summer and winter vacation for them. According to directive principle each and every children of age groups 6-14 years should be given elementary education free of cost. Instead of students they should seek grant in aid for their school from appropriate government agencies within the overall school age population and the focus should be on girls who account for two third of the target and among adults the focus should be on women's literacy which has a beneficial impact on children's literacy as well as other national objectives like population control and social welfare. Exclusive girl schools may help to increase retention and increase in their enrolment. The incentives and support for girls SCs, STs and OBCs and minorities children of the economically weaker sections of the society should be provided. Poverty is the most potential cause which forces the students to leave the school before the completion of the course. Scholarships should be given to students of weaker sections. The education programme should be promoted to create desired sense of curiosity interest and motivation among weaker sections. Teachers should present themselves as a model for the students. Thus teacher training is essential for all elementary schools teacher to equip them with the knowledge of individual differences. The goal of the universalization of elementary education is still dream before the country despite tremendous increase in schools as well as enrolment. This clearly indicated that our educational system is better and government should plan such types of

school which can fulfill the needs and demand of students as well as parents of rural area.

EDUCATIONAL IMPLICATIONS

The scope of the present study is limited to elementary levels only due to paucity of time. Similar studies can be planned and conducted on higher level areas which have been taken for research purpose. Although the research work taken is educationally back ward areas and studies should be conducted on other education including on urban areas. The study should be extended to urban areas and comparative study should be done between the achievement of rural and urban area in performance. This is related to the comparison between boys and girls performance and with more researches should be done in the other hilly areas and in accessible areas as this problem is very much prevalent in the state also.

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CYBERCRIME AWARENESS OF WOMEN IN DIFFERENT PROFESSIONS: A CRITICAL ANALYSIS

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ABSTRACT

The present research was undertaken to study the cybercrime awareness of women in different professions. The researcher compared the awareness by their location, family structure, profession and employment type. Total 138 samples of different professions including Banking, Information Technology and Services, Teaching, sales and Marketing were selected randomly from the rural and urban area of South 24 Parganas district. Samples were selected from a nuclear and joint family, also according to their employment type like government, private and self-employed. The Cybercrime Awareness Scale by Rajasekar (2011) was administered to assess the levels of cybercrime awareness among women of different professions. To analyze the data Mean, Percentage, Standard deviation (S.D.), 't' test and One-way ANOVA were used. The result showed that all respondents had positive awareness towards cybercrime but 60.14% of the total respondents had shown high positive awareness towards cybercrime and 39.86% of the total respondents had shown low positive awareness. Also, it was seen that the women of Information Technology and Services showed high positive awareness towards cybercrime than the other three professions.

Keywords: Awareness, Cybercrime, Different Profession, Women.

Introduction:

Technology is everywhere and it has a huge contribution to one's daily life. In every profession, the technology proved to be an essential element to reach proper success. The use of the internet has various positive sides as well as negative. Proper knowledge of internet and technology usage is needed for every citizen, especially for women. Today, women are working in different professions and they are facing lots of harassment from the cyber world. Cybercrime is any crime that performs unlawful acts through computer and mobile phones. Cybercrimes is an offence that is committed against individuals or groups of individuals with a criminal motive to intentionally harm the reputation of the victim or cause physical or mental harm to the victim directly or indirectly (Jaishankar and Haider, 2011). The common types of cybercrime

are Computer virus, Phishing, Botnet, Spoofing, E- theft, Netspionage, Online credit card fraud, Software piracy, Spam, E-fraud etc. So, to prevent cybercrime activities one should know computer and internet usage properly. Also, one should aware of the actual rules and ways of preventing such a crime. So, the main purpose of the present study is to know the awareness of the women of different professions towards cybercrime.

Review of Related Literature:

Many researchers studied on awareness among B.Ed teacher trainees towards cybercrime. It was found from those result that there was no significant difference towards cybercrime by gender but differences found by location and stream of study. According to Asefeh, N. (2007), the youth generation can be made aware of the proper guidance of their parents and teachers. The study also suggested to include cyber-crime awareness and prevention courses in pre-service teacher training. Saha, T. & Srivastava, A. (2009) studied Indian Women at Risk in the Cyber Space: A Conceptual Model of Reasons of Victimization. The study finds out the reasons for the victimization of Indian women in various cases. In the study of Halder, D. & Jaishankar, K. (2009), it was found that the Life of women of all ages insecure due to the cyber-crime world and misusage of the Internet. According to Bele, et. al. (2014), the primary solution to prevent cyber-crime activities is to educate people including child, parents, educators, teenagers for the awareness of proper Internet usage. Hasan, et al. (2015) emphasised the awareness of higher education management authority to protect the young generation who are addicted to Internet usage more. Teachers also need to play a major role in disseminating awareness about cybercrime. Also, it was found that they have a comparatively moderate awareness level of cybercrime. According to Bansal, P. (2018), teacher education institutions and the behavioural pattern of teachers have a significant influence in creating cybercrime awareness level. Sreehari, et al. (2018) conducted a study for the college students in Kochi to know their cybercrime awareness level. The result showed that though all respondents had cybercrime awareness, sometimes they download some contents that fall under cybercrime activity and they even failed to report it to cyber-crime police. Choi, K. (2008) showed that university programs on cybercrime could improve cyber-crime awareness of students. Sundar, P. (2018) studied a comparative study to know the awareness level of teachers in different institutions towards cybercrime. The result showed that there was a significant difference in each category but gender-wise no significant differences were found. Some researches were done on the awareness of women about cyber sexual offences in social work. It's a general conclusion that was

found in the study of Babu, J. & Jayakumar, P. (2020), that women feel fear to raise their voice against cybercrime activities, their abuses and harassment because in many cases it was found that they had less knowledge about technology and they even don't know the proper process, rules and ways to prevent such crimes.

Significance of the Study:

From the above previous study, it is seen that many researches have been done to know the cybercrime awareness among students, teacher trainees, teachers and women in social work. But the present researcher does not find any research on the cybercrime awareness of women in different professions. So, keeping in mind the above findings, the significance of the present study is to find out the attitude and awareness of women in different professions like Information Technology and Services, Banking, Sales and Marketing, Teaching. The present study also shows the awareness level of working women in a different location, different family structure and various employment type.

Objectives of the study:

The present study was conducted to achieve the following objectives:

1. To study the overall cybercrime awareness of women in different professions;
2. To compare the awareness of cybercrime among rural and urban women respondents;
3. To compare the awareness of cybercrime among nuclear and joint family-oriented women respondents;
4. To compare the cybercrime awareness of women with different professions like Information Technology and Services, Banking, Sales and Marketing, Teaching;
5. To compare the cybercrime awareness of women with different employment type like government, private and self-employed;

Statement of the problem:

The present study is entitled "Cybercrime Awareness of Women in Different Professions: A Critical Analysis." This study intended to find out the level of awareness (high and low) among women from different professions, locality, family structure and employment type.

Hypothesis of the study:

The hypotheses of the present study are as follows-

H_1^0: There would be no significant difference in the overall awareness of the women of different professions towards cybercrime.

H_2^0: There would be no significant difference in the cybercrime awareness level among nuclear and joint family-oriented women respondents.

H_3^0: There would be no significant difference in the cybercrime awareness level among rural and urban women respondents.

H_4^0: There would be no significant difference in the awareness of cybercrime among women of different professions like Information Technology and Services, Banking, Sales and Marketing, Teaching.

H_5^0: There would be no significant difference in the cybercrime awareness level of women with different employment type like government, private and self-employed.

Methodology of the study:

Population: All the females of different professions of South 24 Parganas are considered as a population of the study.

Sample: The sample of the study is comprised of 138 females of different professions taken randomly based on family structure-wise, location-wise, profession wise and employment type wise.

Table-1: Distribution of Samples

Locality		Family Structure		Profession				Employment Type		
Rural	Urban	Nuclear	Joint	Banking	Information Technology and Services	Sales and Marketing	Teaching	Government	Private	Self-Employed
63	75	86	52	39	32	13	54	46	73	19
Total = 138		**Total = 138**		**Total = 138**				**Total = 138**		

Variables: In the present study, awareness towards cybercrime is the dependent variable and locality (Rural, Urban), family structure (Nuclear, Joint), profession (Information Technology and Services, Banking, Sales and Marketing, Teaching) and employment type (government, private and self-employed) are the independent variable.

Tools: The Cybercrime Awareness Scale by Rajasekar (2011) is administered to assess the levels of cybercrime awareness among women in different professions. 36 test items are having 21 positives and 15 negative items along with the five-point Likert scale of strongly agree, agree, undecided, disagree,

strongly disagree carry a weightage of 5,4,3,2,1 for the positive item and just the reverse in case of the negative item. So, the highest score of 36 test items will be 180 (strongly agree for each item which is similar to positive attitude), the lowest score will be 25 (strongly disagree for each item which is similar to negative attitude) and the neutral score will be 108 (undecided for each item). The scores below 108 will be considered as a negative attitude.

Statistical Techniques and Research Approach: To analyse the collected data, SPSS version-17 has been used. Statistical techniques i.e. Percentage, Mean, Standard Deviation (S.D.), 't' test and One-way ANOVA has been used to analyse and interpret the data. The present research is a descriptive survey type study.

Data Analysis and Interpretation:

The result does not find any negative attitude of the respondents towards cybercrime because scores of the samples are above 108 scores. So, All scores have been separated into two sections. The score range between 108 to 144 are considered as low positive awareness scores and the score range between 145 to 180 are considered as high positive awareness scores. The result has shown that overall 39.86% of the total respondents have shown low positive awareness and 60.14% of the total respondents has shown high positive awareness towards cybercrime.

The analysis of the data has been done hypothesis wise as under:

$^0H_1$: There would be no significant difference in the overall awareness of the women of different professions towards cybercrime.

The 't' test was used to test the first null hypothesis. The result has been shown in the following tables.

Table-2: Mean and Standard deviation of low positive awareness and high positive awareness

	Scores	Number of Samples	Mean	Standard Deviation
Low Positive Awareness Score	108 to 144	55	136.0000	8.36000
High Positive Awareness Score	145 to 180	83	163.8193	9.31920

Table-2 shows that there is a high difference in mean between low positive and high positive awareness scores of the respondents. The high awareness scores have a higher standard deviation than the low positive awareness scores. That meant, high positive awareness scores are more spread out or dispersed than low positive awareness scores.
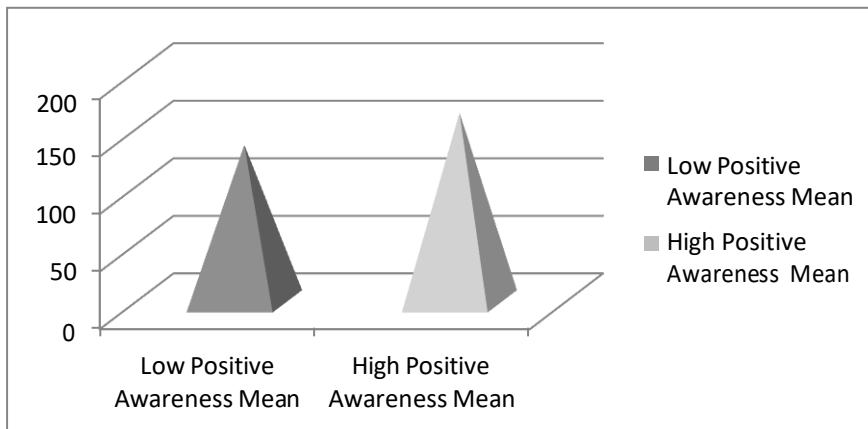
Figure-1: Mean score difference between Low positive awareness and High positive awareness

The bar graph (Figure-1) shows the mean difference in scores between the low positive awareness score and the high positive awareness score.

Table-3: 't' value and significance level of low positive awareness and high positive awareness

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score_1	Equal variances assumed	.694	.406	-17.439	136	.000	-27.81928	1.59522	-30.97392	-24.66464
	Equal variances not assumed			-17.796	123.455	.000	-27.81928	1.56328	-30.91357	-24.72498

It is seen from Table-3 that in a 95% confidence interval, the level of Significance in the Two-tailed test is 0.00. Thus, the difference between the means is significant. Hence, the Null Hypothesis $^{0}H_{1}$ is rejected. That meant, there is a significant difference between high and low groups in the overall awareness of the women of different professions towards cybercrime.

[0]H[2]: There would be no significant difference in the cybercrime awareness level among nuclear and joint family-oriented women respondents.

The 't' test was used to test the second null hypothesis. The result has been shown in the following tables.

Table-4: Family structure-wise mean and standard deviation of the scores

Family Structure	Number of Samples	Mean of the Scores	Std. Deviation	Std. Error Mean
Nuclear	86	149.1744	18.03408	1.94466
Joint	52	158.6154	11.30357	1.56752

Table-4 shows that cybercrime awareness of joint family has a high mean than the nuclear family. But scores of the nuclear family shows high standard deviation than the joint family.

Table-5: 't' value and significance level of nuclear and joint family awareness

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score_1	Equal variances assumed	16.506	.000	-3.391	136	.001	-9.44097	2.78409	-14.94666	-3.93527
	Equal variances not assumed			-3.780	135.794	.000	-9.44097	2.49777	-14.38052	-4.50141

It has been found from Table-5 that in a 95% confidence interval, the level of Significance in the Two-tailed test is 0.000 and 0.001. Thus, the difference between the means is significant. Hence, the Null Hypothesis [0]H[2] is rejected. That meant, there is a significant difference in the cybercrime awareness level among nuclear and joint family-oriented women respondents. The result indicated that women of the nuclear family were more significant aware of cybercrime than those of joint family.

[0]H[3]: There would be no significant difference in the cybercrime awareness level among rural and urban women respondents.

To test the third null hypothesis, the 't' test was used. The result has been shown in the following tables.

Table-6: Locality wise mean and standard deviation of the scores

Locality	Number of Samples	Mean of the Scores	Std. Deviation	Std. Error Mean
Rural	63	144.6508	15.12119	1.90509
Urban	75	159.5200	14.38032	1.66050

Table-6 shows that cybercrime awareness of urban has a high mean than the rural awareness scores but rural scores have a high standard deviation than urban scores.

Table-7: 't' value and significance level of rural and urban location-awareness

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score_1	Equal variances assumed	.083	.7 3	-5.9 0	136	.000	-14.86921	2.51609	-19.84492	-9.89349
	Equal variances not assumed			-5.884	129.410	.000	-14.86921	2.52718	-19.86914	-9.86928

It has been found from Table-7 that in a 95% confidence interval, the level of Significance in the Two-tailed test is 0.00. Thus, the difference between the means is significant. Hence, the Research Hypothesis is accepted and the Null Hypothesis $^0H_3$ is rejected. That meant, there is a significant difference in the cybercrime awareness level among rural and urban women respondents.

$^0H_4$: **There would be no significant difference in the awareness of cybercrime among women of different professions like Information Technology and Services, Banking, Sales and Marketing, Teaching.**

One-way ANOVA was used to test the fourth null hypothesis. The result has been shown in the following tables.

Table-8: Profession wise mean and standard deviation of the scores

	Number of Samples	Mean of Scores	Std. Deviation
Banking	39	155.5128	12.23858
Teaching	54	148.3333	19.97262
Sales and Marketing	13	146.2308	9.09353
Information Technology and Services	32	159.4063	13.79775
Total	138	152.7319	16.44479

Table-9 Profession wise ANOVA table and level of significance of the scores

ANOVA Table					
	Sum of Squares	df	Mean Square	F-Value	Significance value
Between Groups	3321.310	3	1107.103	4.399	.006
Within Groups	33727.770	134	251.700		
Total	37049.080	137			

Table-8 shows that women with information technology and services professions have high positive awareness than other respondents of different profession. The high awareness scores having a higher standard deviation tells that women with teaching professions awareness scores are more spread out or dispersed than the other respondents' awareness scores. From the ANOVA Table-9, It has been found that in a 95% confidence interval, the level of Significance in the Two-tailed test is 0.006 (P<0.05). The Null Hypothesis $^{0}H_4$ is rejected. That meant, there is a significant difference in the awareness of cybercrime among women of different professions like Information Technology and Services, Banking, Sales and Marketing, Teaching.

$^{0}H_5$: There would be no significant difference in the cybercrime awareness level of women with different employment type like government, private and self-employed.

One-way ANOVA was used to test the fifth null hypothesis. The result has been shown in the following table:

Table-10 Employment type-wise mean and standard deviation of the scores

	Number of Samples	Mean of Scores	Std. Deviation
Government	46	151.5217	18.26684
Self-Employed	19	148.2632	19.20602
Private	73	154.6575	14.27723
Total	138	152.7319	16.44479

Table-11 Employment type-wise ANOVA table and level of significance of the scores

ANOVA Table					
	Sum of Squares	df	Mean Square	F-Value	Significance value
Between Groups	717.479	2	358.739	1.333	.267
Within Groups	36331.601	135	269.123		
Total	37049.080	137			

It is seen from Table-10 that women in the private sector have high positive cybercrime awareness compare to the other employment type like government and self-employed. From the ANOVA Table-11, it has been found that in a 95% confidence interval, the level of Significance in the Two-tailed test is 0.267 (P>0.05). That means, there is no significant difference in the awareness towards cybercrime among the women respondents of the different employment type. Hence, the Null Hypothesis $^{0}H_5$ is accepted. That meant the mean scores of the respondents of the different employment type are almost similar.

Major Findings:

The major findings of the study are:

1. There is no negative awareness among the respondents but it is seen that there are low positive awareness and high positive awareness towards cybercrime among the female respondents of different professions.

2. Respondents of a joint family show more high positive awareness of cybercrime than the nuclear family.

3. Respondents of an urban location show more high positive awareness of cybercrime than the rural respondent.

4. Results show that women with information technology and services, and banking professions have high positive awareness towards cybercrime than other respondents of different professions.

5. Results show that there is no such significant difference in the awareness towards cybercrime among the women respondents of the different employment type like government, private and self-employed. They have a similar positive attitude towards cybercrime awareness.

Conclusion:

The users who have less knowledge about the technical world and do not have the proper skill to use computers and mobiles are affecting more by unlawful cybercrime activities. Everyone need to aware of the negative results of cybercrime. Mostly, it is a belief that women are the weaker part of our society, and that's why they affected more. So, it is very important to aware of our women and makes them strong mentally and physically in every step in our life. Crime in the technical world is a part of cybercrime activities. Especially, women in different professions face this cybercrime. So, the present study shows the level of awareness towards cybercrime in different professional level of women. So that an awareness motive can spread out in the female citizen of our society. It is seen from the present study that all respondents are not equally aware of cybercrime activities. Not only for women, but it is also our duty to aware of every citizen about the negative as well as the positive impact of cybercrime and the way to prevent it.

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DEVELOPMENT OF CURRICULUM PLANNING FOR STUDENTS AND TEACHERS IN FUTURES STUDIES

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ABSTRACT

This paper describes a model for teacher professional development as co design for curriculum planning in which facilitators with design and pedagogical expertise iteratively work with groups of school teachers one school at time to plan whole terms of work as the form of teacher professional development. It contains preliminary results from the design based research study involving co-design with technologies of teachers in two secondary schools. It describes two phases of design involving strategies and instruments that work to facilitate effective design with teachers. Results from this pilot study suggest that the design for curriculum planning model leads to high quality teacher professional development for 21st century learning. The observation on best future choices is not something that happens by chance in fact it should be carried out through careful planning driven by research. Therefore observation on future curriculum would also involve in depth research on future possibilities and their impact. Policy makers and curriculum developers of institutions or even the country should plan ahead not only for 50 years to come but beyond that. Research on the future would provide essential data in shaping the present generation as well as the future generation. Research oriented from future curriculum should be developed based on research findings on the future including research on trends events and their respective impact on the targeted learners. Therefore the research will also discuss the aims definition basics and importance of future curriculum. The paper also includes discussion about future curriculum for education.

Keywords: Development, Curriculum Planning, Students, Teachers, Futures Studies.

INTRODUCTION

The need for quality teacher professional development has been amplified through changes occurring within the teaching profession. There is a significant push for teachers to integrate skills for computational thinking expressed as computational concepts practices and computational perspectives (Resnick, *et al.,* 2009) across multiple curriculum areas and across all years of schooling (Grover and Pea, 2013; Lye and Koh, 2014; Wing, 2008). This forms one part of the world wide movement towards developing students' for 21st century skills

(Dede, 2010; Trilling and Fadel, 2009; Zhao, 2010) representing the shift from teachers focusing solely on foundational knowledge towards teachers on humanistic and meta-cognitive development (Kereluik, *et al.,* 2013). In this model the team of external facilitators with knowledge of pedagogy design and curriculum content work in partnership with teachers in schools to realize high quality teacher professional development through the process of jointly designing curriculum plans for an entire term of student work. Facilitators use the design thinking frame work to challenge existing pedagogical practices. Teachers' strong contextual knowledge of school practices student needs and school policies determine the goals of the curriculum planning. The word co-design refers to form of participatory design in which the process of design is partnership between designer or design team and the users of the design (Lee, 2008) and has previously been used as model to guide partnerships with teachers(Koh Chai, and Lim, 2017). Teachers need to continue to develop their professional capabilities in response to frequent shifts in school policy social and technological contexts. The shift in any one of these contexts can lead to changes in professional expectations something that occurs frequently for teachers due to shifts in educational policy (Mayer, 2014). TPD is regarded as a way in which schools and school systems and teachers themselves can actively respond to changes in their profession. Beyond this instrumental need TPD also serves to facilitate personal growth and to cultivate increased professional satisfaction (Avalos, 2011). An international survey by (Villegas Reimers, 2003) articulated an emerging paradigm within the research into TPD that supports models that are constructivist in treating teachers as active and reflective learners rather than transmissions in treating teachers as passive recipients of knowledge sustained and strategic with the progression of learning rather than one off presentations and contextual to the teachers' needs rather than formula. Despite the articulation of this paradigm and the presence of many competing models for professional development are the practice of TPD and the allocation of resources remains the contested area in which politics economics and entrenched ways of doing things all influence the adoption of new approaches (Darling and Richardson, 2009).. In particular the need for teacher collaboration was recognized in a recent national review of policy where active collaboration such as peer observation and feedback mentoring team teaching and joint research projects allows teachers to learn from each other and typically has a positive impact on students. In collaboration that concentrates on simply sharing resources planning activities or administrative issues has little or no positive effect on student achievement (Gonski, *et al.,* 2018; Qaisur and Tanwir, 2020). The co-design for curriculum planning belongs to the professional development

that occurs in situ. Curriculum planning is a necessary task carried out by teachers during their preparation for teaching the task of taking an official curriculum document and knowledge of learners' needs and using them to synthesize the plan for class room implementation (Deng, 2018; Snyder, *et al.,* 1992). However (Shawer, 2017) revealed this process as curriculum development at the classroom level in which teachers first assess student needs and decide on the curriculum elements in light of needs assessment. They adapt and supplement the official curriculum's learning out comes. Instead of following course books they decide on their teaching topics or syllabus and write their content and use their teaching methods and techniques. The demands of 21st century learning dictate that many teachers need to change their pedagogical practices (Koh, *et al.,* 2015; Trilling and Fadel, 2009). In practice this invariably involves the engagement of students in collaborative work and real world problem solving to develop learners' metacognitive and humanistic skills (Koh, *et al.,* 2017) in suggesting that it is through co-design during curriculum planning that teachers can innovate their practices to include this kind of collaborative real world problem solving resulting in benefits for learners at the same time that teachers develop their technological and pedagogical content knowledge. The new Digitech subject has created an almost perfect storm of professional development needs for teachers in that prior to its implementation they are required to develop curriculum plan for a new subject and to ensure in their curriculum planning they can differentiate learning for students who are likely to have widely differing levels of prior knowledge given that the subject has not previously been mandated at any level within the school system. The use of technology focus of learning requiring many teachers to learn familiar technologies certain digital systems and digital representations to implement project based learning with a pedagogical focus upon the creation of digital solutions (Collins, *et al.,* 2004). Many teachers may involve developing new pedagogical approaches to their teaching and integrate Digitech with other learning areas implied by the suggestion and time allocation for the subject and the design of the curriculum. Digitech calls of project based learning in which students produce digital solutions digital artefacts that address a problem to represent those arte facts such as websites, databases, apps and functioning computer programs. The skills that students are required to develop in Digitech are concepts of abstraction digital systems of data representation data collection data interpretation specification algorithms, implementation and interactions (Le-Cornu and Peters, 2009). These concepts necessitate that teachers have the basic knowledge of computer programming and how to teach them. To achieve this teachers need the ability to plan implement and assess the learning.

Moreover the importance of educational design for change diversity quality and alternative ways to transform how teachers learning or instructional designers think about learning and teaching and the environments in which learners and teachers engage are urgently needed (Sims, 2014). The teachers are well poised to integrate the pedagogical practices envisioned under 21st century learning but in reality such practices are not widespread in schools (Koh, *et al.,* 2015; Conole, 2013) observes the key issue is that teachers do not know how to design mainly adopting an implicit approach based around prior experiences and practices which reinforces the importance of making those who are responsible for educational design perform that practice effectively. The approach provides the frame work of pedagogy practice and resources where design create environments in which all participants interact to achieve learning out comes relevant to their own needs and context and which harness the power of the technology to support those interactions (Sims, 2014).

TYPES OF KNOWLEDGE NEEDED BY TEACHERS FOR DIGITECH

The constructive use of technological pedagogical and content knowledge is useful for discussing different types of teacher knowledge and their integration (Koehler and Mishra, 2009). Teachers require content knowledge of what the curriculum contains pedagogical knowledge to know how to teach and technological knowledge to use the technologies that fit the curriculum along with the learning objectives. This is particularly true in the context of modern technology that provides free access to reliable information and learning resources where students can have different and even broader perspectives than their teachers (Sims, 2014). The fragmentation and dispersion of the class room outside the school community requires that teachers adapt to this increasing diversity by recognizing that individual students bring different experiences into the class room. For many teachers these demands require them to challenge their routine expertise and contextual perspectives and to develop new capabilities that span technological pedagogical and content knowledge (Qaisur and Tanwir, 2020; Koh, *et al.,* 2017; 2015) respectively.

FUTURES STUDIES

Not only in India, but in other countries of the world as well education is regarded as an imperative area that leads to growth and development of the individuals. One is able to sustain his living in an adequate manner when he is well educated and informative. Aims and objectives of any society or nation can be achieved when the education system is well developed. Teacher education and curriculum development are considered as imperative areas for the development of the education system (Qaisur and Tanwir, 2020). Teachers have

an important role to play towards the society. It is essential for them to be efficient skilled resourceful conscious in the performance of job duties. The education refers to the policies and procedures that are designed to equip the prospective teachers with the knowledge attitude and behavior that is essential to perform one's job duties well within the classroom settings of the schools and external environment to the educational institutions. Curriculum development is a problem solving process and it involves the consideration of the needs and problems for the upgrading of the programs and the implementation of solutions and alternatives for learners and their frame works. Education is the key for development of any nation and it depends upon the quality of teachers. Information awareness commitment quality professionalism and motivation of teachers are the factors responsible for quality education and learner achievement. Well organized education programmers are required in the present world. The education programmes have to be, reformed re-thought and re-oriented in the present existence. Curriculum development is concerned with the development of content and material that would facilitate the learning of students. It is vital to formula for appropriate measures and procedures that would enhance teacher education and curriculum development (Qaisur and Tanwir, 2020). The students should be provided relevant information and knowledge that would not only enhance their academic concepts but also inculcate the traits of morality ethics norms and values within them. The futures studies are the systematic discipline to study future probabilities within the certain time frame. Apart from the study analysis is carried out to ascertain how particular situations and environment could be affected as a result of the policy implementation or action taken by the country. It claimed that research on futures offered from various disciplines and professional phenomena which shaped the world apart from studying how they changed in creating new opportunities new threats and uncertainties.

THE AIMS OF FUTURES STUDIES

(1) As one of the latest strategies to enable the present society to plan their future.

(2) To elaborate possibilities and choices about the future to aid policy makers and curriculum developers of institutions and the country to plan for futures (Ayers, 1969).

(3) To aid policy makers and curriculum developers of institutions and the country to make decisions on identifying best preferred futures and events which have high probabilities to happen in the future.

(4) To aid policy makers and curriculum developers of institutions and the country to plan action about the future and their views and choices about the future (Amara and Salancik, 1971-1972).

(5) To explain the probability of preferred futures.

The conceptual notions guiding this work are thus that teachers require professional development to develop their pedagogical practices for 21st century learning and to develop their technological and pedagogical content knowledge in the context of the new curriculum. The co-design during curriculum planning offers the way to achieve this twin goals in way that satisfies the needs of quality and collaborative sustained contextual respecting teacher autonomy and doing this through active and the constructivist learning (Borko, 2004). This ensuring that the teacher development leads to changes in learner experiences and that design thinking frames work provides a strong foundation upon which to base the process of design. To ensure that teachers develop their skills processes and mind sets for the classroom as an effective place of 21st century learning.

FRAME WORK FOR TEACHER DESIGN AND THINKING

Design thinking is a way of thinking that can potentially enhance the epistemological and ontological nature of schooling (Razzouk and Shute, 2012) and refers to design practices and competencies practised for non-professional designers (Johansson Skoldberg Woodilla and Çetinkaya, 2013). In response to preferred model for TPD design thinking as frame work satisfies the constructivist sustained and strategic contextual collaborative and culture forming objectives (Villegas Reimars, 2003). Design thinking can enhance problem solving competency and context adaptive teaching practice and with refinement assist educators to make epistemic leaps beyond routine expertise resulting in learning frame work outcomes which deliver the balance of efficiency and innovation (Johnson, 2016; Schwartz Bransford and Sears, 2005). Teacher uses design thinking is inherently context adaptive in that it calls upon teachers to consider students' life's heritage languages economic needs cultural practice and the overall ecology from which students grow permitting teachers' understanding of students' socio-cultural context to change the way that they teach (Qaisur and Tanwir, 2020).

The design of the study suggests that educators valued context adaptive pedagogical strategies and with design of the research professionals for skill development. The study showed a result of increased engagement during design for learning and increased reflection on teaching practices theories and conceptions (Wright, *et al.,* 2018). Design thinking is widely recognized as

means of developing 21st century capabilities (Noweski, *et al.*, 2012; Wright and Davis, 2014; Wright and Wrigley, 2019). Utilized in repetition it builds creative confidence and progressively develops cognitive, inter personal and the skillsets (Wright and Wrigley, 2019). It focuses on diversity and encourages multimodal expressions and varied higher order thinking skills (Yelland, *et al.,* 2008). In study it refer to design led pedagogy that satisfies the definition of project based learning and that additionally includes a focus on students' developing the process skills and mind sets of design thinking (Goldman, *et al.,* 2012) to develop complex reasoning as well as inductive problem solving and analytical reasoning capabilities (Dorst, 2011). This means not simply engaging students through project based activities but also equipping those with metacognitive understanding of human centred collaborative and experimental design activity to support personalized in 21st century capabilities and life-long learning (Wright and Wrigley, 2019). In order to successfully enact this pedagogy it is critical that teachers as designers of learning technologies are also equipped with the process skills and mindsets of design thinking.

FUTURE CURRICULUM

Apart from this analysis is carried out to investigate how certain situations and environment change as the result of implementation of certain policies and actions in country. It is viewed that researches on the futures provided information from various discipline and professions of the future phenomena which shaped the world and changed in creating new opportunities new threats and certainties. Amara and Salancik, (1971) viewed futures studies as any activities which enriched comprehension of future outcomes as a result from development and choices made today. Longstreet and Shane, (1993) stated that future planning did not mean changing what has been decided at the present but to render focus on probabilities and impacts offered in future planning. Snow, (1999) on the other hand illustrated the future scenario depends on the decided policies made in the present. Slaughter, (1997) stated that although the future could not be forecasted. There were numerous inter-related things such as changes in main events and processes to exist and illustrations of future choices for planning and future strategies.

GOALS OF THE DESIGN BASED RESEARCH

The design problem that is being addressed through this research has multiple dimensions that are interrelated. There is a need for professional development for teachers that fits with the under-standing in the high quality professional development. This needs to also fulfill the goal of helping teachers to develop for the new Digitech curriculum (Barab and Squire, 2004). This requires teachers

to learn how to teach with certain technologies how to teach using the project based and design led pedagogy to those things with the curriculum content. The design needs to ensure that students meet the curriculum achievement standards that learning must be engaging for the diverse range of students in any class and must allow students to develop for the 21st century skills (Kelly, *et al.,* 2018). The options for policy makers and representing an improvement upon existing form of professional development. This requires that the approach to be efficient in terms of value for money and time that have measurable outcomes and be scalable on a large scale including specifically that it works equally well for regional and rural and metropolitan teachers. These design goals form the long term objective of this design based research (Goodyear, 2005).

DEFINITION OF CURRICULUM

Curriculum is defined as a design or planning of an institution or country and it is by itself encompasses a wide range of meaning which covers a whole programme that has been planned (Slaughter, 1997). Longstreet and Shane (1993) stressed those futures studies is a study on future society and not the study about the future. Combining these both definitions by Saedah Siraj (2001) on curriculum and Longstreet and Shane (1993) on futures studies resulted in the definition of future curriculum as the design or planning of the whole education programmed for future society. Therefore the future curriculum is a curriculum developed today for tomorrow based on systematic fore casting. Every aspect in curriculum development consists of aims content implementation strategies and form of assessment needs in empirical data through research studies which among them utilize. The developed curriculum will be used in the education system so that what has been implemented in the education system would have clear direction in resulting better future generation without loss of unnecessary cost energy and resources.

FOUNDATION OF FUTURE CURRICULUM

The foundation of future curriculum should be understood in order to allow the certain change in the future. The foundation would be the crust of future curriculum. It is divided into basic components that are as follows:

(1) Planning of future curriculum is not to change of the present.

(2) The future is a phenomenon subject to changes compared to the present.

(3) Mankind invents things today and also in the future based on what has been planned.

(4) Future curriculum planning is organized based on values and beliefs.

(5) The future curriculum begins in the present time. Therefore the present is an important foundation for future curriculum.

(6) The policy of future curriculum focuses on probabilities and impact or outcomes related to planning for better future.

(7) As addition to each statistical and fore casting analysis the study of future curriculum and other rational study on fore casting development should be able to measure the humanity itself at present could form the criteria of better concept of the future.

MAIN ELEMENTS OF CURRICULUM

There are two main elements in future curriculum.

(1) To identify the main events with high probabilities to happen in the future related to education for the society and fore casting on various analysis dimensions which relates to education which includes analysis on socio-economic political and human resource energy sources.

(2) Fore casting scientific observation of the future supported by data and application of experience or estimating an action to anticipate future events before or by passing current data to form interrelated scenarios on national and global trends of the future that are related to education for future society on various dimension which are related to education for future.

DESIGNING AND PLANNING

According to the design the future curriculum should determine clearly the direction of the present curriculum in the aspect of its quality target of national aims or even development of future generation who possess high intellectual ability ethical intelligent and knowledgeable. Due to the fact that human himself is capable of determining significant development in the future for critical and challenging situation would be better managed and conditionally the future curriculum could be planned appropriately and systematic way. These basic components of future curriculum are vital in enabling changes to set foot in the future.

USES OF THE WORD DESIGN

Firstly the methodology by which the model was developed was through design based research in that it was solving the real world problem through the involvement of participants in multiple phases of design and testing and where the object of design was the model of professional development that satisfied the aims of the study. Secondly the proposed way of addressing this design problem was through form of professional development that consists of co-design between the research team and the teachers. Thirdly, we refer to the curriculum

planning that was achieved through the co-design process which led to students addressing the term long design project as a part of the studies. Fourthly design led pedagogy that satisfies this needs of project based learning and that additionally includes a focus on students developing the process skills, and mindsets of design thinking.

APPROACHES TO DEVELOP FUTURE CURRICULUM

There are numerous approaches to develop the future curriculum as listed below:

(1) Delphi technique expert's opinion

(2) Cross impact analysis

(3) Alternative futures projection

(4) Visioning approach

(5) Scenario planning

(6) Word mapping

(7) Classic projection

(8) Environmental scanning

 (9) Trend extrapolations

(10) Future scanning and analysis method

(11) Technological impact assessment

(12) Future wheels

(13) Short medium and long range planning.

DELPHI TECHNIQUE

Delphi technique is an approach to obtain the consensus of experts' opinion about the future without personal influence. This technique is also known as consensus approach and feelings of group of selected experts or Delphi Polls of Experts. According to Linstone and Turoff, (1975) Delphi technique should be carried out on principles. There would be a possibility for the researcher to extend the research cycle to Delphi Round three or even Delphi Round four before the final process of data is finalized. Conducting the research cycle in this manner would allow the experts to defend their preliminary responses or change their opinions to agree with the majority opinions of other panel members. The researcher should analyze each responses either in the form of suggestions or rejections in every round to derive to an accurate answer based on the major preferences of the experts in other words to obtain the experts' consensus. Delphi is a technique to forecast the future therefore reliability loss would result in loss of hope and vision. The small number of experts may not be able to solve

all regulations in the issue studied and lack of opportunities to solicit responses from the emotional aspect (Dalkey and Helmer, 1963). Alternative futures projection as an approach provides a variety of future possibilities. The complex future is developed through dynamic and creative participation which includes control of future possibilities via scientific measurement (Wicklein, 1993).

FUTURE SCANNING AND ANALYSIS METHOD

Future scanning and analysis method is based on a systematic world view of the future as oppose to fantasy or irrational view point (Friman, *et al.,* 2000). This systematic world view refers either to individual process or group network process but not group brain storming method which is not systematic. These processes are a not merely comment which are motivation driven or self-expression but contains elements which can be evaluated. This method aimed to develop scenarios which are known as the art of strategic conversation. The conversation in the group may lead to individual creativity and new strategic thinking. These creativities and thinking need to be arranged and realized. The main aim of this method is to develop the system based on individual views on the environment or surveying work frame where changes could happen (Friman, *et al.,* 2000; Saedah and Mohd., 2003)

ENVIRONMENTAL SCANNING

It stressed that the term environmental here refer to the physical environment. It referred to the social political technology and economic issues. Today this method is used by many companies and higher institutions world-wide as a part of their planning processes. Analysis of this method involves systematic data collection in external situations relating to the companies or institution to aid them. To understand the current development and social trend technology economy and future politics this could bring about impact to the future.

SCENARIO PLANNING

According to Kahn and Weiner, (1967) the scenario renders focus on cause process and to aid in difficult decisions. However (Cornish, 1977) explained that scenario is narration of the future. While (Schwarz, *et al.*, 1982) stated that scenario has several meanings. It may be used for probability or improbability and it can be used as a hypothesis for development or situation. The changes which occurred due to action or response of several individuals are needed or not in the development or situation. The advantages of this method are able to show the relationships among trends and events to illustrate accurate futures. To helps in evaluating inner stability of a set of forecasting and to illustrate future situations which are comprehensible to the public (Martino, 1983).

IMPORTANCE CURRICULUM AS LEARNING

The following are the importance of curriculum as learning.

(1) The roles of planners and curriculum designers would be vital in ascertaining the future direction of the education system. However future as an important element of curriculum and future fore casting includes data an important element of future curriculum are two significant elements in planning and forming the curriculum for an institution or nation.

(2) Fore casting future with data can assist an institution or country to make various preparations including finance infrastructure and human resource to achieve each of their goals.

(3) Through modification a key element in curriculum additional goals which are related to the institution.

(4) Planners policy and curriculum implementation experts in future curriculum are the main asset of an institution or country the future generation and its global community.

(5) Research data on curriculum can provide the balance to push policies on curriculum implementation which could be detrimental to the future and the nation. The data can also provide a curriculum which is able to handle expected needs of the current society and for the future by creating educated and broad minded individuals of the younger generation and with that they are hoped to be able to live more comfortably.

(6) Developers and curriculum developers with future curriculum expertise would be able to plan the concepts which are principled on national culture logic and moral values. This is because these experts of those who have collected future data may possess and are knowledgeable in these matters. In fact they are able to analyze the nation's philosophical principles and the need of the current youth and solve future problems indefinitely.

(7) Planners and curriculum developers with curriculum background would be more dedicated competitive and possessing self-identity in confronting challenges and facing obstacles including the current erratic characteristics of society as well as the future needs of the nation.

(8) The curriculum developers with expertise in future curriculum would be able to analyze the principles of the nation's philosophy and the needs of the youths and also solve future problems indefinitely which include future fore casting of national and global trends. They will also face the crisis of choosing a policy and the goals of future education. Through the futuristic approach including identifying current trends and forecasting future changes planners and

curriculum designers will no longer face any crises in choosing future policies and educational goals.

EDUCATIONAL IMPLICATION OF STUDENTS

The futures studies are in fact a component in the design and development of curriculum for fields or subjects. On the other hand the systems of sustainability technical communications and professional ethics into the curriculum involves the importance of team as problem solving and strong emphasis on education is expected to provide the students with a strong foundation for future success. It is especially in developing countries like India should adopt similar initiatives to develop the nation's own design of future curriculum based on research to plan better for future generations rather than adopt and adapt curriculum developed by other countries which may not suit to the needs of this country. Our own future curriculum should be developed rooted from our own present environment society and culture but not based on other countries' context. The students had to maintain the physical reflective skills in which they sketched their ideas and responded to lessons as both their individual work and a way to develop their design thinking skills.

CONCLUSIONS

The futures studies are vital in policy making and curriculum development of an institution and country as a whole to scaffold the solid action and strategic plan. The studies based on futures studies throughout the world are still at its infancy stage especially in the areas of education. The more optimistic initiative should be harnessed by involving parties to collect important data related to the future in order to develop the education system specifically the curriculum. New policy to face positive and negative possibilities which are fore casted to happened in the future may be introduced especially in the national goal to become developed country.

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EDUCATIONAL THOUGHTS OF ALLAMA SHIBLI NOMANI (1857–1914)

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ABSTRACT

This paper proposed to explore the educational thoughts of one of the most underrated Muslim educationalists of the colonial period, Shibli Nomani (1857-1914). The paper also aims to narrate the story of *Darul Musannefin Shibli Academy,* founded by none other than Shibli himself. Established in 1914 at Azamgarh, Darul Musannefin Shibli Academy (House of Writers) is a center of Islamic Oriental Studies. Despite Shibli Nomani's contributions to the cause of Muslim education and his service to his community, he is relatively a neglected figure in modern Indian history. Thus, the paper examines Shibli Nomani's approach towards Muslim education, his thoughts on Muslim education, and the fulfillment of hisdreamproject, Darul Musannefin Shibli Academy.

Key Words: Shibli Nomani, Darul Musannefin Shibli Academy, Shibli National College, MuslimEducation.

INTRODUCTION

In the context of Indian educationalists and their thoughts on education, the history of education is still a relatively less research area in India. Whatever limited research on the history of education in modern India is done confined their studies to educationalists and institutions based in the metropolis. A good number of scholarly works can be found on educationalists viz. Rabindranath Tagore, Syed Ahmad Khan, Annie Besant, Mahatma Gandhi, Pandit Madan Mohan Malaviya, Lala Lajpat Rai, and Sri Aurobindo located at the important cities. Even the historiography of Muslim education in modern India is primarily dominated by the figure of Syed Ahmad Khan and his reformist Aligarh movement. However, some scholarly works are also available on Muslims revivalist education movements like Darul Uloom Deoband, Wahhabi, Ahmadiyya, Manzar-e-Islam (Barelvi), and Jamat-e-Islami (Lapidus, 1997, pp. 444-460). The educational thinkers and institutions of the peripheral cities and towns have gathered very little research in academia. In the nineteenth century, there were many traditional Muslim seminaries in the then United Provinces. Mention few are Darul Uloom Deoband and Nadvatul Ulama at Lucknow, National High School (Azamgarh), Madrasa Hanfiyah (Jaunpur), Madrasa Chasm-Rahat (Ghazipur), and MadrasatulIslah at Saraimir. Three out of the

seminaries as mentioned above viz. National High School at Azamgarh, Nadvatul Ulama at Lucknow, and MadrasatulIslah at Saraimir were established by Shibli Nomani in 1882, 1894, and 1912 respectably. These Islamic seminaries or educational centers got relatively minor or no space in the historiography of Muslim education in modern India.

Thus, educationalists of peripheries and educational centers established by them in towns and small cities of India have to work out to get a nuanced picture of the history of education in modern India. In the late nineteenth and early twentieth century, many educational enterprises at peripheries by local leaders were explicitly or implicitly influenced by the larger movement of education taking place in the metropolis center of education. The local leaders make formal or informal networks with eminent educationalists of the big cities that, in turn, greatly shaped their understanding of education. Whereas, educationalists at the metropolis center also make avail of the educational enterprises of the regional centers (Medina, 2014).

Without any doubt, Shibli Nomani and his National School and Darul Mussannefin was peripheral educationalist and institutions compared to Tagore and his Visva-Bharti, Malaviya's Banaras Hindu University and Syed Ahmad Khan's Aligarh College. However, taking the premise that education is a 'cultural universal' and there always exists multiple centers of education and knowledge production, this framework provides the perspective for researching educationalists and educational institutions of the regional centers. This theoretical framework can be employed to explore Shibli Nomani's educational thoughts and study the institution established by him- Daru Mussannefin Shibli Academy at Azamgarh in 1914.

Colonialism led to epistemic changes in Indian polity, society, economy, culture, and education. Epistemic changes always had shifts, contradictions, and movements across time and variations in state practices across space (Sarkar, 2014, p. xiii). For the first time in Indian history, education becomes a political affair with a well-defined set of political agendas (Kumar, 2005). This had a severe implication on educational structure and curriculum that demanded cultural redefinitions, as evident in the case of the campaign for Muslim University at Aligarh (Minault and Lelyveld, 1974). Macaulay minute viewed as a triumph of Anglicists over the orientalist paved the way for the future of education in colonial India. As far as Muslim education is concerned, the post-1857 period sparked the need to reconstruct a social edifice brutally shaken by the mutiny suppression. Thus, began the process of self-interrogation among the Muslims regarding the education they thought appropriate for their community

in the changing socio-political scenario brought by colonialism. The reformist groups led by Sayed Ahmad Khan and Ahmadiya want to modernize Islamic society through modern English education. At the same time, revivalists instituted by the orthodox ulemas wish to propagate the pure teachings of the Quran and Hadis (Pearson, 2008).

Shibli Nomani held a position of his own as a Muslim educationalist of modern India. Born on June 4, 1857, at Bindwal in Azamgarh, a town in United Province, he was a part of the broader networks of educationalists. An extensively traveled man, he was in touch with many of the reputed Muslim scholars and educationalists of his time. This not only makes him aware of the development in education taking place elsewhere in the world but also lets him evolve his own understanding of education that he sought suited the interest of the Indian Muslims. The question that arises is where to put Shibli Nomani as an educationist, i.e., in the category of reformist who wants to modernize Islamic society through English education or revivalist, concerning the purification of Islam society on the lines of Quran and Hadis. The question will be answered by exploring Shibli Nomani's educational thoughts and career and examining the nature of National Collage and Darul Musannefin Shibli Academy (House of Writers), the educational and research center founded by him.

A BIOGRAPHICAL ACCOUNT OF SHIBLI NOMANI

Muhammad Shibli Nomani was born in a distinguished family at Bindwal, a village about fifteen kilometers northwest of Azamgarh. Mawlana Iqbal Ahmad Suhail of Saraimir in *Al-Islah*, in a series from 1936-37 with the title of *Sirat-i-Shibli*, places the date of Shibli's birth on 1274 Hijri. After examining Sirat-i-Shibli and Azamgarh Gazette, Muhammad Tahir sets the date of Shibli's birth on Wednesday, June 3, 1857 (Tahir, 1988, pp. 19-21). Shibli biographer Sayyid Sulaiman Nadvi places his birth on the day when the sepoys of the 1857 mutiny open the gate of Azamgarh district jail (Nadvi, 1984, p. 68). Shibli ancestor of the fourteenth generation is known to have been a Ba'is Rajput by the name of Sheoraj Singh of village Dharsen, close to Bindwal. Sheoraj Singh, on embracing Islam was named Sirajuddin. Munshi Waris Ali was the grandfather of Shibli Nomani, who worked as mukhtars in the Azamgarh Collectorate. His father's name was Sheikh Habibullah, a lawyer by profession, practiced at the Allahabad, then the capital of Northwest Frontier Province. Nomani's father also had landed property and carried on trade in sugar and indigo plantations. He also played an active role in the suppression of the revolt of 1857 in Azamgarh. As such, his family was a beneficiary and a collaborator of colonial rule. Sheikh Habibullah was fond of Arabic and Persian literature as well. Sheikh Habibullah

had four sons and a daughter from his first wife, Begum Hamida. Muhammad Shibli was the eldest son, followed by Mahdi Hasan, Muhammad Ishaque, and Muhammad Junaid. Habibullah's admiration for Sufism led him to name his son Shibli and Junaid on the name of famous Muslim saints of Baghdad of medieval times (Ikram, 1945).

The personality of Syed Ahmed Khan influenced Habibullah. The later meeting with the former during his visit to Benares and Ghazipur significantly impacted him. Because of Syed Ahmad Khan's influence, all the three brothers of Shibli were sent to Aligarh for English education, but Shibli being an elder, has already started the traditional Islamic education in a local madrasa of Azamgarh. It seems that by the time Shibli began formal education, Aligarh College was not established (Opened in 1875). This deprived him of English education. All his brothers went to London for higher education and, on return, became highly successful in their professions. Muhammad Ishaque became a lawyer at Allahabad High Court. Mehdi Hasan became a Hafiz. Muhammad Junaid became a munsif and was later promoted to the rank of Sub-judge at Kanpur.

Shibli Nomani received his early education from Hakim Abdullah Jairajpuri and Mawlvi Shrukrullah Sabrehdi. Jairajpuri, a scholar of Urani medicine and science, was a disciple of a renowned physician of the 19th century Hakim Mahmud bin Sadiq Sharif. On the other hand, Sabrehdi was the famous Islamic scholar of Azamgarh who belongs to the Madrasah Hanfiyah of Jaunpur. He was a very affectionate book lover having a personal library that was plundered during the revolt of 1857 (Maarif, 1984). Maulvi Faizullah of Maunath Bhanjan taught Shibli grammar at the Arabic madrasah opened in Azamgarh by elites of the town. For higher learning in Islam, he went to Madrasah Hanfiyah of Jaunpur, where he joined the madrasa of Mawlvi Hidaytullah Khan Rampuri. At Jaunpur, Shibli came under the influence of eminent Islamic scholars of the then time, Mawlana Faruq Chiryakoti. Chiryakoti's fame as a distinguished scholar of Islamic sciences been an expert in *Manqulat*, *Maqulat*, and Mathematics spread far and wide as his seminary attracted students from different parts of the subcontinent. He was unsympathetic to the Aligarh movement because he believed in the continuance of traditional kalam, Islamic Scholasticism (Hali, 1905; Ali, 1961). Later, when Chiryakoti joined Madrasa Chashma-i-Rahmat at Ghazipur, Shibli accompanied him and studied Islamic science, logic, and philosophy under his guidance. Most importantly, his educational idea of Mutazalite theology greatly affected young Shibli's mind (Khan, 2010, pp. 15-17).

Chiryakoti added the suffix Nomani to Shibli's name, suggesting his strong inclination towards the Hanafi creed, to which Shibli also identified himself later in his life. He further wanted to enrich his knowledge in Islamic studies. Keeping this in mind, he joined many madrasas of north India to directly learn from scholars known as authorities in the different branches of Islamic learning. For instance, Shibli went to Rampur to study Islamic jurisprudence from the distinguished scholar on the subject named Maulana Irshad Husain Faruqui. He also stayed at Deoband, a famous center of traditional Islamic learning. For advanced studies in Arabic, he joined Oriental College of Lahore, where a renowned scholar of Arabic, Maulana Faizul Hasan Saharanpuri, was his teacher. From Saharanpuri, Shibli learned Quranic diction and tenet. When he went to Macca for Hajj, he devoted most of his time to enhance his knowledge of Islamic learning. He contacted several scholars at Arab and updated his knowledge on Islamic theology, literature, philosophy, history, and Sufism (Ibid, pp. 18-21). Thus, Shibli had acquired knowledge on various branches of Islamic studies ranging from *fiqh* (Islamic jurisprudence), *usul* (Islamic principles), *hadis* (tradition about the saying and actions of Prophet Muhammad), *munazra* (religious debates), *maqualt* (rational science) to *manqulat* (sciences of hadis), and astronomy.

SHIBLI NOMANI'S THOUGHTS ON MUSLIM EDUCATION

Educational thoughts never remain the same as it keeps evolving with time. Shibli Nomani was no exception in this regard. His interaction with different scholars and his service at a number of educational centers led to the gradual evolution of his thoughts on Muslim education from time to time. He had been a part of the network of scholars and educationalists who discussed, debated, and exchanged their views on education in the changed social and political background caused by colonial rule. As already been discussed, the modernity that comes with the British government in India provided a situation for the reformation of Muslim society through education. In the debate surrounding the nature of education for Muslims in the context of their material and spiritual progress, Shibli Nomani was an active participant. Thus, Shibli's thoughts on Muslim education were based on the assessment of the situation of the Muslims and a deep analysis of the problems the community was facing. Besides, his experiences at institutions both working on traditional and modern lines working for educating Muslims viz. M.A.O. College (Aligarh), Nadwatul Ulama (Lucknow), National College (Azamgarh), MadrasatulIslah (Sarai Mir, Azamgarh), and educational service in the princely state of Bhopal led him to understand the pedagogical and structural limitations of Islamic seminaries.

Shibli Nomani joined the Aligarh College and had warm respect for Syed Ahmad Khan, but he was not in agreement with many of his educational thoughts. Soon after entering the college, he registered differences with him on the curriculum at the Aligarh. Though both had the similar objective of emancipation of Indian Muslims and made them prepare to face the new social, cultural, economic, and political situation that comes with the British rule, their approach to reform Muslim society through education was quite different (Khuda, 1935). Syed Ahmad Khan sees all remedy in western science and English education, while Shibli advocated for a sort of education for Muslims, which though embedded in traditional learning, should be based on the modern interpretation of the Islamic texts. Moreover, Syed Ahmad Khan's educational objective was overwhelmed with utilitarian principles as he was concerned more with the acquisition of government jobs by the elite Muslim community. He was very sure that western education through the medium of English is the only means by which Muslims can get lucrative government jobs that ultimately paved the way for their social and political upliftment. But for Shibli Nomani, the education required for the progress of the community should be so farmed that it remains compatible with the fundamentals of Islamic learning while also progressive at the same time. The bone of contention between Syed Ahmad Khan and Shibli Nomani was thus based on the curriculum offered to students at Aligarh. The former was entirely unsympathetic towards oriental learning. Whereas later, during his visit to Constantinople, Cairo, and Baghdad wrote many letters to Khan requesting him to procure rare manuscripts and books on Islamic science for the Aligarh College library. Syed Ahmad Khan, not enthusiastic about oriental learning, unheeded the Shibli request. Even one of his colleagues at Aligarh, in a paper, titled *Musaddas-i-Hali* alleged him for being conservative and obscurantist. Shibli answered the allegation by writing an essay- *Musaddas-i-Awali* in which he vividly explains the importance of teaching Islamic oriental learning (Khan, 2010, pp. 36-38).

However, such an approach towards Muslim education does not make him fall into a category of conservatives like Nadwatul Ulama and Deoband. Shibli was of the opinion that education is not only an individual need of every Muslim. Instead, it is very closely connected with the betterment and development of their collective life. Therefore, he thought that neither traditional education nor western education could solve the problems of their religious and socio-cultural life. What Muslims require, Shibli argued, was the establishment of a comprehensive system of education that may help the integration of traditional and modern education. Hence, he suggested the co-existence of both- traditional madrasas and modern educational institutions and opined that both should work

at their level to benefit the Muslim community. Shibli thought to bridge the gap between them through regular interaction and cooperation for the common welfare of Muslims (Maarif, 2014, pp. 5-6). Thus, understanding the demand of the time, he wanted to adopt scientific and rational forms of knowledge to make traditional madrasas responsive to changed circumstances. Hereafter, he launched the movement to reform traditional madrasas, and most of his efforts were put into creating harmony between western education and formal Islamic learning.

After disillusioned at Aligarh, Shibli joined Nadvatul Ulama, a seminary at Lucknow, where he tried to develop a curriculum according to his plan of reforming old madrasas functioning on traditional lines. Here he got the support of Maulvi Mamluk Ali, who taught at Delhi College, with whom he prepared a scheme of madrasa having a decent landscape, hostels, and a library with books on all sciences in Arabic. He also included English education in the curriculum, thus rejecting all the fears that the spread of English education would harm the study of Islamic science and philosophy. Not only English, Shibli even introduced Hindi and Sanskrit at Nadwa and seek government grants for running the madrasas. He emphasized creating a band of scholars well versed in Sanskrit, English, and western knowledge to counter attacks on Islamic learning. He founded a society- *Majlis-I Illm Kalam*, consisting of scholars who can answer the challenges posed by British educators and Hindu revivalist groups (Nadvi, 1966, p. 172).

Moreover, working as the educational secretary of Nadwa, he also included Arabic, International affairs, Geography, and Mathematics in the syllabus of reformed madrasas. Ironically, Shibli's educational thoughts, which were considered conservative at Aligarh considered too radical at Nadva. He faced massive opposition of the ulemas on the introduction of English. The ulemas at Nadva thought that Shibli's scheme to reform madrasa by introducing modern notions of western education would temper the traditional Islamic learning. The quarrel between Shibli and ulemas reached the extent that he had resigned from the Nadva (Khan, 2010, p. 54-55). However, Shibli groomed many students at Nadwa that included Abdul Bari, Maulana Masud, and Syyaid Sulaiman. They later became distinguished Islamic scholars and a moving force in Islamic studies at Darul Musannefin Shibli Academy, founded at Azamgarh in 1914. Meanwhile, Shibli was asked by Nazarat-al-Maarif, the educational committee appointed by the princely state of Bhopal, to work on the syllabus of madrasas. He was invited by the Madrasa Alia (Calcutta), Osmania Madrasa (Hyderabad), and Dacca Madrasa to advise on Muslim educational reform. At the Government

Oriental Conference held at Shimla in 1910, he proposed the study of oriental subjects, including modern disciplines that include archaeology and science, promotion of vernacular languages, and integration of Oriental and Occidental thoughts (Nadwi, 1955).

Though Shibli was in educational service at Aligarh, Nadwa Lucknow, and Bhopal for most of his time, concurrently, he was also developing his hometown Azamgarh into the educational center of Islamic and secular learning. As early as 1883, he established a modern school called *'National High School'* at Azamgarh. This English medium school was upgraded to High School in 1895 and was renamed George Middle School in 1911. It kept developing over the years and became Intermediate College in 1940. In 1946, the school came to be called *'Shibli National College'* when upgraded into a degree college (Azmi, 1975, 159). P. 177 The most remarkable feature of the school was using the word "*national"* in its name that reflects Shibli Nomani's farsightedness. National High School was established in 1883 during a period when nationalism as an idea was still at the nascent stage in India, and most of the educationists of the time were establishing educational institutions along a communal line. Thus Shibli establishing an institution on national line seems impressive (Morison, 1903, pp. 30-33). Aligarh Muhammadan Anglo-Oriental College, Central Hindu School at Benares, Khalsa College of Amritsar, and Jamia Milia Islamia in Delhi, were to mention few educational ventures that, despite providing western education, were founded on the religious cum communal lines (Ahmad, 1967). Establishing educational institutions with a communal touch related to the intermingling of politics with education became a salient feature of colonialism and nationalism. Considering this, Shibli as an educationalist seems to understand the importance of secular education within a nationalist framework at this early stage of national politics. It is worth mentioning that National High School, now known as Shibli National College, was established three years before the foundation of the Indian National Congress (1885) and probably was the first educational center in Asia to have the word 'national' in its name. From the very beginning, a secular approach was maintained concerning the admission of Hindus irrespective of their caste and recruitment of teachers in the school. B. R. Budhey, a Marathi Brahmin, was appointed the Principle in 1919, and after his retirement, a Christian Philip was appointed to the post (Azmi, 1975, p. 143).

Shibli Nomani's thoughts on Muslim education can also be discerned from his proposal for an Islamic University published in a famous Urdu journal of that period, *Zamindar*. In an article dated April 15, 1913, he writes, *"In my opinion, establishment of a University at Mecca which can impart high quality religious*

and modern education is of prime importance. It is an established fact the education is a key element of power of a nation. The nation can only survive if they have complete high quality religious, modern education and well verse with modern technology" (Maarif, 2013). Maulana Abul Kalam Azad, who became the first Education Minister of independent India, as a young editor of Al-Hilal, published his comments on Shibli Nomani's proposal for an Islamic University on April 30, 1913. He appreciated the idea of Shibli Nomani and endorsed the proposal. But he suggested that instead of establishing a new University, it would be easy and convenient to promote Madrasah Saulatiyah into a University. Madrasah Saulatiyah was established in 1874 by an Indian Islamic scholar named Maulana Rahmatullah Keranvi at Mecca. The statement of Shibli Nomani on the need for an Islamic University reflects his ideas on how education can contribute to the building of a nation.

DARUL MUSANNEFIN SHIBLI ACADEMY; A CENTER OF ISLAMIC STUDIES

The study of Islamic philosophy and science through the works of history was an essential part of Shibli Nomani's thought on Muslim education. Therefore, he wrote many books and articles on the subject following the rationalist approach of the late nineteenth century to demonstrate the contribution of Islamic culture, administration, and sciences to the world. At Aligarh, he was influenced by the writings of modern western philosophers, namely Voltaire, Thomas Carlyle, Ranke, and Hegel. K. A. Nizami regards him as the first Muslim scholar in South Asia to introduce scientific methods in Urdu historical writings. In fact, Shibli engaged Arabic, Iranian, and Western historiography into one compact blend to produce works on Islamic studies (Nizami, 1986). He employed such historiography in a text entitled *'Terajim'* to show the contribution of Arab Muslims of the middle ages in the preservation of ancient sciences of West and East, and how they further developed, improved, and perfected the knowledge of East and West by their own understanding of philosophy and science. He pioneered the historiography centered around the premise that Arabs and Persians learned the classical languages viz. Sanskrit, Greek, and Latin in the middle ages and translated the knowledge and wisdom contained in these languages into Arabic and Persian. Shibli argued that because of this contribution to the world of knowledge made by Muslims in the medieval period, Greek philosophy, logic, mathematics, geometry, physics, medicine, mathematics, etc., received new treatment and development in Europe (Ullah Bhat, 1018, pp. 169-180).

To make the world know about Islamic contributions to knowledge production in

Middle Ages and to carry such a study in modern times with a view to revitalize Islamic learning, Shibli contemplated a center for Islamic studies. He envisioned a research institute *Darul Musannefin* (Adobe of Readers), to be opened at Azamgarh adjunct to the National College that could produce a band of scholars well trained in Islamic learning and western methods of writing history. Shibli wanted to develop Darul Musannefin as a modern center of Islamic studies where research could be conducted on Islamic history, philosophy, and science. He thought that scholars and works produced at Darul Musannefin on Islamic learning would guide Muslims to meet modern challenges and live with dignity as productive members of a pluralistic society. The prospectus of establishing such a center for Islamic studies at Azamgarh prepared by Shibli was published on February 11, 1914, in *Al- Hilal* (Darul Musannefin, Ek Parichay). It is worthwhile to mention that Darul Musannefin is the earliest center of Islamic studies and research in India. It came into existence on November 21, 1914, just three days after the passing away of Shibli Nomani. It was founded with the following objectives:

- To nurture and sustain a body of scholarly authors.

- To provide a congenial environment for scholars to create, compile and translate literary works of high scholastic and historical value.

- To undertake printing and publication of the literary works of the Academy (http://shibliacademy.org/).

Shibli does not want only to preserve the lost heritage of medieval Muslim scholars at Darul Musannefin. His main concern was to add to the knowledge of Islamic learning. By assembling scholars at the Academy, Shibli wants them to produce new knowledge by combining the best of Islamic and modern European science. Thus, scholars at the Academy research on Islamic theology, jurisprudence, science, astronomy, mathematics, and history in conjunction with the works of Roger, Galileo, Bacon, Kepler, Newton, Voltaire, and Hegel to inculcate scientific temperament in the Muslims (Ahmad, 2009). Darul Musannefin also contributed to the studies of the intellectual relationship between India and Arabs. The Academy publishes a monthly journal called, *Maarif* since 1916 that publish its research. Since then, Maarif continued to be published and now the journal is in its 108th year. Thus, Daru Musannefin Shibli Academy has contributed many works on Islamic science, medicine, medieval Indian history and culture, and oriental studies. It has an impressive library comprising more than one lakh books and a rare collection of Arabic, Persian, and Urdu manuscripts. Among the distinguished figures who became the lifetime members of the Darul Musannefin included Jawaharlal Nehru, Maulana Abul

Kalam Azad, Zakir Hussain, Humayun Kabir, Rafi Ahmad Kidwai, Ali Ahmad, and B. Gopala Reddy (www.shibliacademy.org/Allama_Shibli_Nomani).

Conclusion

Shibli Nomani's thoughts on Muslim education in India were not formed in isolation. His travel to distinct places, educational services at a number of institutions, and interactions with other Muslim educationalists of the time had significantly shaped his thoughts on Muslim education. Besides, his analysis of the changing time in the backdrop of colonialism and nationalism led him to ponder on appropriate kind of education in the interest of Muslims in India. It appears Shibli as an educationalist, was not a conservative; notwithstanding, he felt the compulsion of framing an educational scheme for the Muslims that should not go very far from the tenets of traditional Islamic learning. Thus, he sought to incorporate the best of modern education and Islamic learning in his scheme of Muslim education. With such a scheme of education, he endeavored to reform the existing madrasas in light of changing situation brought out by modernity. He made an earnest plea that the madrasa education should be reoriented and necessary changes should be effected in the syllabi. Shibli was guided by the need to make Islamic learning compatible with modern philosophical and scientific thoughts. Therefore, at Nadwa, he included the English and Hindi language and other modern disciplines in the madrasa curriculum. While his National School at Azamgarh was indeed a secular institution followed on modern lines.

At the same time, he doesn't want Muslim education to be so radical that it may uproot society from its tradition. Accordingly, his educational programme included works of history that could instill a sense of national pride in the community. He himself wrote several books on Islamic history intending to remove prejudices against Islamic learning. He envisioned Darul Musannefin Shibli Academy with this objective only. It is to be noted that his works on history were based on modern methods and did not promote obscurantism in the community in the name of national pride. It can analytically be concluded that Shibli Nomani wanted to cultivate a distinct 'national character' among Muslims through modern rational education along with Islamic learning. It serves two purposes, first makes them modern and second, it keeps them grounded in Islam. As that was the time when reformists of all kinds, social, religious, and educational, always felt the compulsion of building modernity having roots in their national tradition.

Thus, Shibli Nomani as an educationist can be located between Shah Walliwullah and Syed Ahmed Khan. Neither a conservative nor too much

modernist, rather a progressive revivalist. He linked education with the national character and advocated for a holistic approach towards education, which reflected borrowings from the traditional Muslim concept of *adab* and modern conception on education. The word *adab* is a broad term that refers to discipline and training, signifying good breeding and refinement. While western notions of education stressed a holistic approach towards learning, an educational ideal that encapsulates intellect, culture, sensibilities, and behavior.

Without any doubt, Shibli Nomani was one of the most influential Muslim educationalists of colonial India. Christian W. Troll, a scholar of Islamic Studies, writes, *"Shibli displays much greater awareness than Syed Ahmad Khan with regard to specific difference between rational and suprarational modes of knowing"* (Troll, 1982, p. 20). But due to his location at the peripheral and small center of education compared to Syed Ahmad Khan, he was marginalized in the works of the history of Muslim education in India. Therefore, more scholarship should be developed around regional centers of education in order to give educationalists at the peripheries their due credit in the history of education in modern India. This paper revealing the educational thoughts of Shibli Nomani thus is an attempt in this direction.

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PROBLEMS FACED BY ELEMENTARY LEVEL MATHEMATICS TEACHER: A MICRO STUDY

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ABSTRACT

It is big challenges for most of the teachers to provide best education to the students without basic educational facilities. The case becomes more complicated for elementary level mathematics teacher because at this stage most of the students are not matured mentally and physically. The teacher needs proper back up and supports not only from the concern authority but also from the parents whose children are attending schools to provide quality education. It is very important for a concern authority to provide proper infrastructure and academic support to the teachers teaching at elementary level of education. This paper deals with the problems faced by elementary level mathematics teacher to provide quality education to the students and educational implications of this paper are also highlighted.

Keywords: Mathematics, Elementary Education, Teaching Learning Materials

Introduction

In the state of Arunachal Pradesh the medium of instruction in entire education system is English. Though, recently the government is encouraging to use local dialect as medium of instruction at the primary school stage. On the other hand most of the students normally used mother tongue (Local language) and Hindi languages in their day to day interaction. So mathematics teacher has to face lots of complexities and challenges, while dealing with the subject and students due to various reasons. It is very pertinent for a mathematics teacher to have all the teaching learning materials to make the students be acquainted with the concept of various terms and theories of mathematics. The foundations of the students on most of the subjects should be well laid down at the elementary level of education for their bright career and better academic output. It is well known fact that if limited resources are provided to the subject teachers then it will obviously affect the teaching learning process of the classroom. It will also have a certain effect on the student's attitude towards the subject. If the teacher does not get sufficient study materials and academic support from the concern authority it may discourage the teacher in discharging their duty with utmost sincerity. They should also get proper and timely training to update and upgrade their knowledge. In the field of education due to continuous inventions and

discoveries some knowledge and teaching method become obsolete which need to be sensitizing to the teacher to upgrade their performance. Mathematics teachers' beliefs and attitudes toward a new curriculum are likely to be directly related to their beliefs and attitudes toward their learning and teaching of it. For example, if the teachers' beliefs are not in harmony with those framing the curriculum, this can affect the level of their participation and success in activities to help them to understand and implement the curriculum as intended. In general, teachers' beliefs and attitudes can play either a facilitating or an inhibiting role in their learning of the new curriculum **(Chapman, 2012**).

Rationale of the Study

The Elementary Education being the foundation of the higher stages of education need attention from every dimension. It is therefore necessary to find out the factor which hampers the qualitative development of Elementary Education and bring out remedial measures, so as to get rid of the arising problems. The investigator hopes that this piece of research work will be helpful in finding out the major problems faced by the teachers and students in mathematics subject as well as the status of mathematics at Elementary stage of Education. The study will be helpful to know the problems faced by a teacher in teaching mathematics at elementary level of education. It is hoped that this study will also create an experience in study for the students/research scholars keeping in pace with the growing importance of mathematics subject in the school going children at elementary stage of education. Although many studies were already conducted on the topic at elementary level on mathematics subjects like, **Sarma, Narayana and Subramaniam (2013)** studied on effect of activity based teaching learning strategy on students' achievement in mathematics found that activity based teaching, learning strategy helped students of experimental group to improve their achievement in mathematics. Also, **Tyagi (2015)** found that mathematical problem solving performance and creativity both are affected by gender and locality, favouring males and urban students. It emerges that mathematical problem solving performance plays an important part in the development of mathematical creativity among middle school students in India. Many investigators such as **Pandey and Ahmad (2008), Sangeeta and Surekha (2008), Chapman (2012), Michelli, Medeleine, (2013), and Porter, B. E. (2019)** have also done a study in the problems related to academic achievement and others problems on mathematics at elementary level of education. But none of the researcher has conducted a study on this particular topic chosen by investigator in the capital complex of Arunachal Pradesh.

Objective of the Study:

1. To study the problems faced by capital complex elementary level mathematics teachers of Arunachal Pradesh.

Method Applied to conduct the study

The investigator has used descriptive cum normative survey method to conduct this piece of research work.

Sample and Sampling Technique

To conduct this piece of research work investigator has selected 60 elementary level mathematics teachers from capital complex area of Papum Pare district of Arunachal Pradesh by applying purposive sampling technique.

Tools Used

The investigator has develop a questionnaire based on the problems faced by teacher in teaching mathematics and administered the same on the sample selected to conduct this study. The collected scores of the response given by teachers were collected and tabulated for analysis.

Analysis and interpretation of the Result

The findings of the study is analyzed and interpreted below:

Table-1: Teachers Response on Availability of Teaching Learning Material.

Sl. No	Questions	Yes%	No %
1	Does your school have sufficient teaching learning materials for mathematics teacher?	66%	34%

It is quite confirm from the data collected that 66% of the mathematics teacher agreed that they have a sufficient numbers of teaching learning materials for a teacher in their school. The availability of proper teaching learning materials in the schools supplements the teacher's efficiency of teaching students.

Table-2: Teachers Response on Spacious Classroom.

Sl. No	Questions	Yes%	No %
1	Does your school have spacious classrooms?	72%	28%

It was also revealed in the study that 72% teachers agreed that they have a spacious classroom in their school to accommodate the students comfortably. At the same time some teacher denied the statement and responded that they don't have spacious classroom in their school.

Table-3: Teachers Response on Students' Attendance.

Sl. No	Questions	Yes%	No %
1	**Are you satisfied with the regular attendance of your students?**	**63%**	**37%**

The study also revealed that 63% capital complex elementary level mathematics teacher's are satisfied with the regular attendance of their students. It is very disheartening that 37% teachers are not satisfied with their student's regular attendance.

Table-4: Teachers Response on Parents/ Guardian Support on Children Education.

Sl. No	Questions	Yes%	No %
1	**Do the parents or guardians are supportive in educating students?**	**79%**	**21%**

79% Elementary level mathematics teacher of the capital complex of Arunachal Pradesh responded that parents or guardian are supportive in educating the students. It is very pertinent that the parents should be very supportive to the teachers in dealing with the students very effectively.

Table-5: Teachers Response on Subjects.

Sl. No	Questions	Yes%	No %
1	**Do you teach any other subject apart from mathematics in your school?**	**61%**	**39%**

It was also revealed from the study that 61% of the elementary level mathematics teacher teaches other subjects also apart from teaching mathematics. While 39% teachers agreed that they only teach mathematics subject in the school.

Table-6: Teachers Response on Completion of Students' Homework.

Sl. No	Questions	Yes%	No %
1	**Are you happy with the completion of homework of your students?**	**55%**	**45%**

55% of elementary level mathematics teachers revealed that they are satisfied with the completion of homework of your students and 45% teacher responded negatively to the statement.

Table-7: Teachers Response on Teacher Training.

Sl. No	Questions	Yes%	No %
1	**Does concern authority give regular teacher training?**	**69%**	**31%**

The study shows that 69% elementary level teachers responded in favour of the statement that 'concern authority give regular teacher training'. At the same time 31% teacher don't agreed with the same statement.

Table-8: Teachers Response on Students' attentiveness in Classroom.

Sl. No	Questions	Yes%	No %
1	**While teaching students are not attentively listening to the teacher?**	**35%**	**65%**

Most of the teacher's responded that students listen to their topic attentively in the classroom. On the other hand 35% teacher's believed that students are not so attentive while listening to their lectures.

Educational Implications of the Study

In tune with the analysis of the present piece of research work, the investigator has recommended some pertinent educational implications in reference to the problems faced by elementary level mathematics teacher: They are as under-

1. The study will be helpful to identify the problems faced by the elementary level mathematics teachers in dealing with their subjects and other related issues.

2. The study would help the availability and utility of mathematical teaching learning materials to make teaching learning process more innovative and interesting on mathematics subject so that the learners get attracted towards the subject and can perform better.

3. Study also revealed that some teachers are not so satisfied with the regular attendance of their students. So it shows that parent and other stakeholders should also try to find out the reason behind low attendance of some students.

4. This study would help to pay attention for the conduction of training programme for all the elementary school teachers about the importance of mathematics in day to day life and to update their knowledge.

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

6. The study would help the education departments to know the quality of mathematics teaching and learning in Capital Complex area of Arunachal Pradesh and would help to strengthen the quality and to apply balanced approach to deal with the teachers and students of elementary stage in mathematics subject.

Conclusion

There is no iota of doubt that every teacher needs proper teaching learning materials, sound classroom, and stakeholders support to deliver effective education. The support system provided to the boost up the teacher's performance to deal with the problems smoothly. In the state of Arunachal Pradesh due to social and cultural diversity students from different cultural and social background are mixed together in the capital complex schools which need extra effort from the teacher. In case of mathematics due to its unique terms, theories, and problems needs expertise teaching and proper use of teaching learning materials. From the study it was revealed that still some extra input should be provided to the mathematics teachers of the capital complex area of Arunachal Pradesh to bring more quality output in future. Also the various stakeholders should also come forwards and extend their helping hand to draw out best out of the school going children by the concern teachers.

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CONCEPT OF EDUCATION AS SOCIAL AND POLITICAL SYSTEM IN INDIAN CONTEXT

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ABSTRACT

Education is a sub system of society. Education and society both are inter-related or inter-dependent because both mutually influence each other i.e. complimentary. Without education how we can build an ideal society and without society we can organize education system systematically that means both are needed to understand. Education helps individuals to learn how to live how to behave how to organize everything in their lives so it is an agent which brings change in society or we can say in one line education is a social change agent. Human society is a set of connections of human relations, interactions and interdependences. The interaction of persons takes place under such circumstances that such a course of interaction may be called a system. System refers to the logical arrangements of parts. Social system refers to the orderly collection of parts or components of society particularly human interactions. Every individual in the practice of interaction influences each other. Their interrelationship and interaction presume an exact model which is termed as social system. The concept is nevertheless restricted to interpersonal interaction alone, it also refers to the scrutiny of groups, institutions, societies and inter-societal bodies. Social system refers to any kind of social grouping, from a group of two friends to a large complex society. It is extensively used in sociology because it makes us to think of the way in which social units fit together into a whole and the basic similarities among all forms of social interaction. Each is a social element in which people follow a particular set of goals depending upon one another in various ways and sharing a sense of common character as a group. The social theory which delights social relations groups or societies as a set of interrelated parts which focuses to uphold some frontier or harmony of the parts is based absolutely on the theory of social system.

Key words: Educational Concept, Social, Political System.

INTRODUCTION

The word structure originally means the construction of a building. Generally structure began to involve interrelations between the parts of any whole. It also began to be used in anatomical studies. The term social structure became popular among the sociologists and social anthropologists in the decade following World

War II. During the period it became so stylish to use this term that it came to be in practice to almost any planned arrangement of social phenomenon. Since long numerous efforts have been made to describe social structure but still there no agreement of opinion on its definitions. If society is well structured and have ideals than it automatically effects the education. Social structure is generally built in religion the way of living life philosophy of members of society politics economy and it has some good ideals which help every individual and contribute in society after all educationalist experts and psychologist are coming from society who mould the education system and make it more practical full-fledged with technologies. So we can find many schools colleges have different system of teaching and learning. If we compare Indian society with abroad countries societies than we can find the change in education system which is mainly based on social structure and ideals. If a society develops day by day it automatically brings change in society and society affects education and its ultimate objective is to make productive individual which can be fulfilled on through education. Society influence political conditions. The one who is political leader coming from society and he is always followed the set ideals including democracy equality and he has also some political ideas such as responsibilities accountability unity integration of human being with values ideals   and with those ideals he governs particular area or state and as we know education is related to government. Being a part of it an individual affects the education system. So the political condition of society brings changes in education system and as we know education helps an individual to achieve political education in society that is why it is said that education is a tool for achieving political education on society. Influence of economic condition. As we know according to per capita income all citizens are categorized as upper class lower class and middle class and as per their income they get education from government and non- government schools and there citizens will help the society or contribute in the society as per their income. They provide financial support to education. They invest their money in education field and make it concrete with facilities and resources. If a student who is coming from lower class we will go to abroad for further studies. Thus society's economic conditions influence the education. As we find many religious sects in society and they have their own institutions where in each religious sect strictly informs the students to follow the rules and regulation and ideals of particular sect. As per religious knowledge members of society contribute in the field of education. We find the impact of religion in educational society is built on various important values which are strictly inculcated via education. As per society culture moral ideals affect the education system and so in education we can find the impact of religion Abraham and

Beteille (2000) and Ramesh (2005). This is because of religion we can find various castes in society which automatically affect the education system. Every individual has their own thoughts ideology and beliefs and those thoughts beliefs and ideologies are covered by culture of society. It is said that man is a social animal. He lives in society and he has his own philosophy and ideology according to which he lives and so we see different educational system in different states and in different countries so the social thought affect education. Every individual is thinking differently. Everyone has his own philosophy and ideology. So the way of thinking help in social mobility and it brings change in everything infrastructure and way of getting education Abraham and Margin (2002) and Bhat (2013).

INFLUENCES OF SOCIAL CHANGE

As we know change provides every-where in the same as the society is changing day by day is nuclear family. It is because of higher level of literacy today we can see the change in school system or education system. Today in Indian society we can find medium schools everywhere and the impact of technology in our life. That is why every society becomes a torch of change. In order to reach up to height of social changes skill based programmes and vocational courses are started in education system. As per the change in philosophical and sociological point of view the new syllabus or curriculum implemented in education and thus we also see the development of values. To sum up society provides a platform for education or contributes a lot in the education system. Influence of education on society and plays a very important role in moulding the character of an individual. It is one of the concrete sources from which one get information and knowledge. It affects the society and the preservation and transmission of our social moral and cultural value. In education through curriculum students will be acquainted with social moral and cultural values and teachers make them familiar with values and ideal through different activities games story-telling. Education makes them familiar with constitution rules and regulations of citizens and so on. As we find in According to NPE (1986) major objectives to produce a productive citizen has been fulfilled by education so education preserves our value and it make others to imbibe those values. The awakening of social feelings through education and individuals become aware about the importance of unity love fraternity and other values. Education makes all people get awakened of being a part of society and how they can contribute the world as society. People know different values and life skills and thus they develop concern for society including social mindedness values life skills learning to be and learning to do. Learning to know, learning to live together via different

activities of story-telling dramatization. The political development of society in education makes all aware about rights and duties of all which are their responsibilities and duties so that they can develop their civic sense. Through different lesson of political leaders and education develop its ideal leadership quality so that in future citizens can lead to state as a society. The economic development of society in education develops skills in individual and makes him a productive citizen. Through education everyone learns how to earn money and as per their qualification he gets job or work hard and on the whole with the help of education more or less everyone get work and earn money so due to increasing literacy per capita income will increase. Thus education affects the economic development of society. The social control in education makes all aware about customs and duties the same as it makes aware about the rules and regulations as we find the rules in Indian constitution. People know how to preserve their lives via education. They make also familiar with crimes. Thus education provides a guideline and it controls all society. Social changes and reforms in education makes individuals perfects and aware about the rights. So one can claims against dwelled superstitions beliefs which are harmful for them. Through education everyone learn grow to live and how to save from difficulty and how to inculcate values and ideals in their lives and ideals in their lives so they can appeal in court having of felling injustice. Education makes all aware about how to live peacefully and how to face difficulties in their lives. They become aware about the proverbs like nothing ventured anything gained so they develop their risk taking attitudes via education Qaisur and Tanwir (2020). Socialization of a child in education trains the mind of a child and it teaches him how to inculcate values in his life. It makes the child understand what is society how he is a part of society, what are his roles in society, how he should behave, how he should interact with others etc. Education helps him to understand about himself and it develops a sense if a social being in him. In short education socializes a child. Thus education produces productive citizens it helps everyone how to flourish and makes them ideal citizens of society. To sum up education influences the society Cookl Zoyd (2008).

RELATIONSHIP OF EDUCATION WITH SOCIETY

Many sociologists have observed that there is a strong relationship between education and society. This observation is born out of the fact that it is not possible to separate or draw any line of demarcation between the two concepts. This is because of the fact that what happens to the educational system undoubtedly affects the society and whatever occurs in the society influences or shapes the educational system in all its ramifications. Durkheim (1956) was one

of the first sociologists to appreciate the relationship between educational and society. He saw education as a social phenomenon through which a society assumes its own continuity by socializing the young in its own image. The components of the educational system that constitute perfectly defined facts and which have the same reality as another social fact are inter-related. They are inter-related internally so that a given education system has unity and consistency and also externally so that the education system reflects a society's moral and intellectual values. Ottaway (1980) defined society as the whole range of social relationships of people living in a certain geographical territory and having a feeling of belonging to the same kind of group. In every society either developing and developed complex or primitive there is always an education system. Education systems are not the same as no two societies are identical. Therefore education systems differ from society to society and their aims contents and techniques also differ from one society to another. From the fore going one might postulate that educational institutions are micro-societies which mirror the entire society. This is one of the reasons why societies try to evolve education systems and policies that would meet the needs beliefs attitudes and the aspirations of their people. Havinghurst (1968) observed that the way to understand a society's education system is to understand how it is related to the other basic institutions of that society in particular the family the church mosque the state the politics and the economy. We have seen education in particular as a means of cultural transmission from one generation to another. The parents are the first teachers of the child and they still maintain an educative function throughout the early and formative years of the child. In most of the developing nations of the world including India parents are responsible for sending their children or wards to school. Since the country is undergoing rapid socio economic and political changes they witness special problems in evolving the appropriate education system which will be able to produce the adequate man power needs in all the segments of the society. Callon (1948) the schools are established in many societies of the world so as to instill in the pupils those skill's which will afford them the opportunity of taking their rightful positions in the society but this function cannot be adequately accomplished without the assistance of the home because both the home and the school perform complimentary functions in the moral and intellectual development of the child. This means that the child cannot be educated in a vacuum or in isolation. Therefore for a child to be educated there must be interaction between him and his physical and social environment. By this we mean that education is the development of personality. It is something which goes on both inside and outside the home and in the school. In other words education is an activity of the

whole community. This means that education is used in the transmission of the cultural values. One important implication of looking at education as the transfer of cultural values is the fact that education can be influenced by the culture of the society in which it takes place. For this reason one may infer that for a child to be educated he must be influenced by his environment and in turn be capable of influencing it. It is only by the concept of the continuous interaction of the individual and his society that the development of personality can be properly understood Qaisur and Tanwir (2020). We have noted above that education is a means through which the cultural values of a particular society are transmitted from one generation to another. Through this process the society is able to achieve basic social conformity and ensure that its traditional values beliefs attitudes and aspirations are maintained and preserved. Clarks (1948) observed that a general knowledge and acceptance of the ideals and aims of our society is essential for all its citizens and it must be achieved through education but in a form which makes it compatible with freedom. So he reconciles the double purpose by saying that admittedly the purpose of the educative society may be to make men conformable. But over mastering that must be the purpose to make men free. A society needs a stable and dynamic set of values and a unified purpose. It is when this is ascertained that meaningful economic political and social programmes can be embarked upon for the overall benefits of the citizens. To be a fully developed person in such a society implies full and creative membership of it with powers to change it. Ottaway (1980) contended that the transmission of culture still remains a vital function and is not to be dismissed as merely conservative in the sense of being old-fashioned. He further observed that our children are potentially the society of the future which still belongs to the non-social community and education in this respect can be regarded as a socialization of the young. Education depends on the total way of life of a people in a society. This suggests that the type of education provided will differ from society to society. Besides, each society has its own norms values and own ideal persons who stand out clearly for the younger generations to emulate. Since all these societies are not the same then it means that a man regarded as a hero in one society because of his contributions to educational development of the society may not be regarded as such in another society where education is not given priority in the scheme of their daily activities. It therefore implies that children have different people to emulate in different societies. It is logical to expect that the type education given in each society will change from time to time as the society changes. Many writers have argued that education is one of the causes of social change in the society but another school of thought is of the opinion that educational change tends to follow other social changes rather than

initiate them. Ottaway (1980) observed that ideas of change originate in the minds of men often in the mind of a single man. Exceptional individuals invent new techniques and propound new values for their society. These ideas arise from the impact of men on his culture but do not change the culture until they are shared and transfer by a social group. Boocock (1972) noted that societies undergoing rapid social change or modernization have special problems in adapting the educational system to the man power needs of the world. They often suffer shortages of persons with special kinds of learning in engineering and other technical fields and may have difficulty in keeping persons with valuable skills once they have completed their education. Another area of the relationship between education and society is through the arrangement of the entire society into a hierarchical order that is through the social structure in which education plays a prominent and significant role in fixing educated individuals into social classes. Ottaway (1980) observed that education is the process of preparing people to fit into this complex social structure and to play particular social roles as members of more than one institutional group. Individuals have to learn to be fathers and mothers school teachers or civil servants shop keepers or priests. They have to learn to keep the law to understand how they are governed and to be prepared to try and change the social moves when they see that they can be improved. Education as a social phenomenon is also concerned with the preparation of the child for his future occupation in life. This is one of the main economic functions of education and this is in the interest of both the nation and the individual. Through education an individual knows the structure of the society and the different types of relationships that exist among those structures in the society. The child is taught how to perform different roles within the social structure in the society. These roles are inter-related. So education allows the child to perform his role adequately within the social structure in the society. In addition the child is able to understand the network of inter-relationships among the different social institutions that make up the society and also of importance are the different functions that are performed by each social institution in the society. Like an individual each institution has definite functions to perform in the society and the functions of each institution differ from one to another even though they are complimentary. Another aspect of the relationship between education and society is in the area of social interaction. Social interaction may be defined as any relation between people and groups which changes the behaviour of the people in the group Jayapalan (2001).

There is a need for social interaction by the child before he could acquire the culture of his society. This interaction in the society is therefore part of the

child's education provided that that type of interaction brings about positive changes in the child's behaviour in a right direction as required by the educational system. One important point here is that the child has been taking part in group interaction long before he starts to attend school and the most common among these group interactions are within the family and the peer-group. These groups in which the child interacts give him the opportunity to learn from the wider circles in the society. From his social contacts he learns his roles in different groups and this influences his personality development. Many sociologists have appreciated the relationship between education and society and have concluded that the two are so interrelated. That one cannot draw any line of demarcation between them. It has been observed that the educational system of any nation must be based on the needs and demands of the society and that any educational system that fails to meet the needs aspirations and ambitions of the society is not relevant and is bound to fail. The educational system of any nation is concerned with the transmitting of the cultural values of today to those who will live in the world of tomorrow, and contents of education must somehow strike a balance. Dubey (1984) observed that a good educational system in all its full substance and ramifications is related to the level of culture industrial development rate of urbanization, political organization religious climate family structure stratification and other institutions of the total social system. Finally education has to fulfill both the individual's needs and those of the society and must keep pace with other sub-systems in the society as both variables are inter-related.

SOCIAL DEMAND FOR EDUCATION

Social demand for education is the demand for formal education not only for its benefits in employment but also as a consumer good with intrinsic values in its own right. Viewing education in this way leads to a different emphasis from narrow economic interpretations of the benefits. Sociologists such as Margaret Archer (1982) regard the expansionary search for opportunity as the main force behind the expansion of education provision in developed societies but may suggest that increased demand from successive cohorts tends to tip the opportunity curve out of the benefit zone. In this context Archer particularly notes that non-completion of education now distributes liabilities. She also suggests that members of the middle class are quicker than members of the working class to adapt their strategies to the new requirements of an expansionary pressure on entry to élite institutions and preferred occupational areas Goldsmith (1978). The individual demand for education is known in the literature as social demand for education. It reflects the decision of an individual

as his revealed preference among the available school and work alternatives. The individual demand for education is influenced both by economic and non-economic factors. However economic models of educational choice mainly concentrate on the former. The underlying assumption is that an individual makes a rational choice on the basis of his expectations about benefits and costs of different options. He is assumed to have adequate information available as well as capacity for processing it for the purpose. The social demand for education has received considerable attention of researchers mainly in the U.S. It is a crucial stage for taking such decisions. The economic models of educational choice have been generally formulated in terms of investment in human skills. Though the acquisition and development of the human skills have been considered as a form of investment for quite some time the idea became widely accepted only with human capital revolution. According to the theory of human capital is a theory of permanent earning. Its focus on life cycle decisions has been as revolutionary as were earlier life cycle developments in the analysis of consumption decisions. From the point of view of individual the key assumption of the theory of human capital is the proposition that individual chooses to invest so as to maximize the present value of life earnings. The level of individual decision makers the demand for education is one and the same time supply of educated labour. This is simply because individuals demanding higher education are also suppliers in the labour market. So such economic models based on the theory of human capital explain not only the individual demands for education but also equivalently supply of educated labour. A simple model that explains interpersonal differences in formal schooling has been developed with some formal extensions by others. Becker made a pioneering attempt to develop a complete price theoretic analysis of individual's investment in education. Though consumption aspects of education are denied the rationale of the human capital model is based on the responses of individuals to rates of return in an investment context. Basically Becker's model views the individual as maximizing the present value of his earnings over the life-cycle by investing in schooling up to the point at which the marginal rate of return from the investment equals the marginal cost suggests that the entire economic context of human capital theory is contained in the hypothesis that individuals choose to invest with a view to maximize present value of human wealth. The underlying notion is that additional education is an investment of current time and money for future monetary compensation. The monetary compensation equivalent to a rate of return is crux of the human capital theory. The sufficiently higher life time earnings later constitute incentive for an individual to choose additional education. Consequently the important single determinant of investment in

human capital is the profitability or rate of return. The results of a large number of studies reveal empirical regularities in education and wage differentials and life-cycle pattern of earnings. Further empirical estimates of rates of return to education provide strong support for the basic human capital hypothesis which states that investment in human capital should be compensated by higher life-time earnings. But one has to be aware of the limitation of price theoretic economic models of educational choice developed in the context of developed market economies that may roughly approximate equilibrium conditions.

DEMOCRACY IN SCHOOL

Schools should be viewed not only as institutions that impart certain knowledge and skills to students but also as environments that socialize them. Socializing students to achieve just what aims is the subject of current debates among educator's politicians and business leaders alike. That education is an extension of market forces that helps to prepare students for employment opportunities. That schools should not socialize but should be limited to providing basic academic skills and knowledge and that education is a democratizing force that helps to prepare students to participate actively in all aspects of democratic life. The skills and dispositions needed to actively participate in all aspects of democratic life include the ability to think critically a sense of efficacy a commitment to compassionate action and a desire to actively participate in political life by engaging in local decision-making processes lobbying voting as well as the basic need to be able to read write and do arithmetic. In reviewing the research literature on education for democratic participation and social and civic responsibility it reports that the findings from this review suggest that the manifest curriculum is direct instruction involving courses and texts in civics government and other social studies courses is not as important as the latent curriculum in influencing political attitudes. This latent curriculum includes how classes are taught not the subject matter itself. This classroom climate is directly help by teachers and represents a potentially important level in the political education of youth. The entire school governance climate which is another aspect of the latent curriculum is another consistent correlate of student political attitudes. In a sense schools that best to teach students the skills to participate actively in democracy are themselves institutions that reflect democratic principles not only in word but also in deed. The latent curriculum that speaks of is essentially experiential in character centering on the kinds of relationships the students form with their peer's teacher's school leader's community members and the school culture as a whole. Sheldon Berman updating review of the literature in his book children's social consciousness and the development of

social responsibility observes what all these studies reveal is that institutional structures whether in the work place family classroom or school that give young people the opportunity to participate in decision-making about meaningful issues can have an impact on their sense of responsibility their ability to take a collective perspective their pro-social behavior their understanding of democratic values and processes and their personal and political efficacy. There is much more to be learned about the relationship between decision making and actual social and political participation but these studies demonstrate that participatory and democratic school culture makes a significant difference in some of the key building blocks of social responsibility. Traditionally, the school itself has been an institutional citizen within its local or communities. Schools serve as public spaces where community members gather to make decisions board meetings parent-teacher organizations etc. celebrate plays performances fairs and parties and learn continuing education class's community libraries film series. The school's teachers and administrators themselves represent the school and its functions to the external community often taking on roles as community leaders and active contributors to community life. Students attend events and participate in activities at the school which lay outside of the context of the normal school day. They may witness their teachers acting as citizens outside of the context of their roles as teachers. Historically public schools have been governed democratically via the roles and responsibilities given to elected school boards. While to varying degrees authority has been given to appointed and hired professional educators to make decisions concerning the operation of schools. The extent to which teacher's parent's students and individual community members have a voice in decision making varies as well. No matter how decisions are made students can learn about democracy through the ways that decisions are made in their schools.

The fact that schools play important roles within the life of local communities and that they are to varying degrees democratic institutions can serve as key elements within students educational experiences. These external and internal organizational realities help to shape the core values inherent in student's educational experiences namely a school's curriculum. Berman cites studies that have concluded that structured civic education curriculum designed to teach civics to students didactically is not effective in imparting a sense of social responsibility in students. He goes on to conclude that when it comes to civic education it is less important what students are taught than how they are taught. According to many of those who believe that the aims of education should be devoted to the preservation of democratic processes the prevailing educational culture found in most schools is based on a philosophy of scientific management

in which hierarchy linearity and efficiency are stressed. Students learn how to follow direction conform to norms and compete with each other in order to succeed. This traditional pedagogy relies on didactic authoritative learning methodologies in which the teacher is viewed as the expert with knowledge to impart to the students. It teaches student's important fundamental lessons about their proper, passive roles in their education and by inference in society at large. These closed classroom environments fail to teach students much about democratic processes and how to function within them.   In his extensive review of the political socialization literature he found that open classroom climates promoted democratic values enhanced efficacy and encouraged participation while closed climates promoted authoritarian values and had a negative impact on efficacy and participation found the same pattern in his review of the impact of contemporary issues curricula. He notes that curricula that involved peer interaction most often through group discussion and activities where students were actively involved in the collective exploration of attitudes and values in an open and democratic atmosphere were found to be consistently effective in producing attitudinal change and many others have all critiqued the authoritative essentially anti-democratic mode of education that has become a pervasive mainstay of the modern educational system. These progressive educators have posited in turn alternative ways of understanding and practicing progressive pedagogy. Popular education collaborative learning problem posing education, and many other alternative approaches to education draw upon the assumption that learners learn best when they take on a responsibility for their own learning. One such pedagogical approach that requires such a responsibility and seeks to link participatory forms of learning to life beyond the narrow confines of the classroom is service learning Prem Lata (2008).

These service-learning community based learning and curriculum of place activities are involving students teachers parents and community members in jointly produced projects and programs that engage students in active learning situations that provide a benefit to the local community. When these approaches to learning and education are done well they can help to prepare students to participate more fully in all facets of democratic life. A number of terms are used to describe the strategies employed to link schools to local communities. Curriculum of place encompasses the latent curriculum alluded to while the cultivation of links between community engagement and the formal curriculum taught in the school are not necessarily an objective. The curriculum of place may involve the opening of school resources to the community with facility spaces used for community events social services offered at the school may be extended to local residents. The students get a chance to interact with members

of a different generation and come to understand how their school plays a functional role in the life of the community. The curriculum of place may also encompass direct ties between local communities and the social studies or science curriculum. Student may learn about their local communities through oral history projects photographic retrospectives and studies of the natural environment. These projects may or may not involve students in proving a direct benefit to their communities. Oral history projects or photographic retrospectives may be shared with local community members enriching the historical and cultural life of the community. A particular form of curriculum of place that has received growing attention in recent years is service learning. Service learning is a set of pedagogical practices that attempts to synthesize and connect community service experiences to specific spheres of knowledge for the dual purposes of mastering that knowledge and developing citizen skills that support one's active participation in democratic processes. The method where students learn and develop through active participation in thought fully organized service that is conducted in and meets the needs of the community coordinated with an elementary school secondary school institutions for higher learning or community service program and the community helps foster civic responsibility. Integrated into and enhances the academic curriculum of the students or the education components of the community service program in which the participants are enrolled and provides structured time for students or participants to reflect on the service learning. The service learning opportunity differs from community service in that participants reflect on the nature of what they have experienced while being engaged with the community. In most cases this reflection encompasses a connection that the students are making between what they are learning in the classroom to aspects of community life. High-quality school climate is advantageous for all students and may be particularly beneficial for at risk students. However it is important to note that the climate of a school is not necessarily experienced in the same way by all of its members. Rather there is variability in individual perceptions of a school's climate and researchers propose that it is the subjective perception of the environment that influences individual student outcomes. Schools may use these instruments as but may also modify them to create their own. No instrument assesses every aspect of school climate. Nonetheless findings from such surveys provide a glimpse into how students feel about certain dimensions of the school's climate and allow school personnel to take the initial steps to improving their quality.

EDUCATION AND POLITICS

The main goal of every society is to continue to exist. This is also factual of any individual group or sub culture. Secondly, society is concerned with the quality of life which is dependent on the level of health constancy adjustment and impartiality preferred by the society. In order to carry on to exist there are minimum necessities for survival. The existing tasks are carried out by social institutions viz. the family the educational system the economy the polity the health and welfare system and the religious and moral systems. Each of these social institutions is a major area of organized social activity required for social stability. Although each of these institutions influences the cognitive and affective and psychomotor maps of all members of a society, their utmost brunt is on the young members of society. The formulation of a national education plan and its flourishing conduct is the important responsibility of the state. The educational plan should be such as to utilize the interests of all the classes of the society. Education begins in the family and continues throughout the schooling of the child. It is the duty of the state to see that proper education of the child takes place both in the family and in school. If the family and the school do not accomplish their responsibility properly, it is the duty of state to make proper arrangements for the education of the child. For these it should make suitable rules and regulations and generate such situations that the family and the school are forced to execute their obligations in this regard. The forces which shape the future of education in India are political in nature. According to T. B. Bootomore, "The present India has two elite groups the high officials and the national political leaders who have predominant influence and are indeed responsible for India's effort to become a modern industrial nation." The people who have political authority are trying to get political mileage out of educational policy. As a result of the educational facilities increasingly given to the minority groups, a new class of men with power is also emerging. The new faces which come into view in power structures are members of minorities and scheduled castes, scheduled tribes. These groups are also granted security and safety measures besides sufficient facilities of education Marx (1979). Thus at this point those who are educated in schools and universities and the gifted ones of the masses are not in a position to influence educational policy. But when the country is passing through the process of modernization, more and more services of the technically skilled and specialists will be required at the levels of decision-making and execution, and thus, their role in politics will become important. The influence of politics on education is not just restricted to the Indian context, but can be seen in other countries also. The education system of the country cannot be seen as operational in segregation as impartial category. It would be

misleading to presume that the process involved in education is rational. They are influenced by the wider political, cultural and economic domains. Education can be efficient instrument to be responsible for and further entrench their power in the society. Education has served different ideologies. The process of education planning involves creation, distribution and reaction and it takes place under the shaping influence of the economy, politics and culture. The information that is accessible in schools for distribution is related to the overall categorization of information and authority in the society Rao Shanker (2002).

INSTITUTIONAL MANAGEMENT

Education is a process which helps in the achievement of determined living for every individual in society. Educational arrangement acquires intricacy through a process of social change. Education in this respect is a process which helps the members of the society to adapt to the constantly changing aspects of society. Recently the sociological division has emerged and it opens up new grounds in our traditional understanding of the perspectives of education in moulding society. One of the premises of sociology is that the individual is born into situations resulting from the operation of forces historical and modern. These forces might be philosophical social political or economic. The second premise is that the individual, in the process of his socialization gets himself acknowledged with the structure and goals of the society. Education may be viewed as a self-contained social system with a distinctive organization and unique patterns. Education is an important subsystem of social system. It has a well-defined structure and sets of roles and it affects other social systems. According to Clark education system has a definite bearing on the society which possesses it. The economy political organization social stratification culture kinship and social integration of any society are closely linked with education. The great deal of research shows that student perceptions of school climate affect academic motivation and achievement. Increasingly research is showing that perceptions of school climate also influence student behavioral and emotional problems. Behavioral problems are characterized by acting out behaviors such as fighting lying and cheating. Unlike behavioral problems which tend to be external and observable emotional problems are more difficult to identify because of their internal nature but include anxiety sadness loneliness hopelessness and worthlessness. In addition to being directly predictive of their outcomes student perceptions of   the schools climate may offset or counter act the negative impact of risk factors that elevate the probability of behavioral and emotional problems. For instance research has shown that student perceptions of a high quality school climate offset the negative effects of a difficult

temperament self-criticism and low levels of self-efficacy. Such findings indicate that although a perceived high quality school climate is advantageous for all students it may be particularly beneficial for students at risk for negative outcomes Krishna (1989). Education system emerges as a result of the working and dynamics of different institutions of the society. Education system through its experiences enriches the discipline of education and gives new illumination towards the solution of education problems. Educational institutions such as schools and colleges provide opportunities for meet in the needs of man to pass on the desirable characteristics of his culture in the form of values norms etc. It also helps to mould the society in the desired direction. It develops respect for social norms as well as values, knowledge and understanding in an individual for making him responsible and effective member of the society. It studies the interaction system which emerges from the structure and functioning of human groups, and also helps the child to understand these interaction parameters.

ROLE OF TEACHER

Information and education on the school board and ensure the development of a shared vision and commitment of this vision and its link with student's development in academic success. Support the coordination and integration of school climate and comprehensive learning supports systems within district and school level improvement efforts. Promote the integration of social emotional and civic learning into existing curriculum as well as civic engagement through service learning and other practices. Support school climate assessment using valid and reliable tools that directly contribute to strategies and resources that are integrated into school improvement plans. Encourage and support family and community partnerships to contribute to enrich positive school climates. Promote professional development opportunities that educate and facilitate school climate reform and the delivery of effective learning supports. Provide adequate and protected resources to ensure that school climate is an essential component of the school accountability system the vision can be achieved. Provide ongoing forums meetings for discussion with district and school staff to review progress challenges and solutions and improvements. Provide support to ensure effective implementation and sustainability of the school climate improvement process in schools Maiese (2000) and Radcliffe (1952) respectively. Administrators agree to support the vision for promoting positive school climates and the social and emotional health of all students in the following ways. Provide leadership and ensures access to adequate resources to explicitly and systematically promote positive school climate and to provide comprehensive and coordinated learning supports for all students. Ensure that

the school leadership team is engaged in the school climate reform process which includes building support and fostering ownership for the improvement process from all stake holders and assessing the perceptions of staff students and families setting priorities based upon needs. The incorporating specific evidenced based practices and programs to address those needs within the school improvement plan. Encourage professional development for all staff related to improving school climate and addressing students' barriers to teach Turner (1975). Support teachers active engagement in school climate improvement efforts and the delivery of evidence based practices and programs to support the healthy development of student's social and emotional health. Share successes and lessons learned with other principals and district leaders. Incorporate school climate and learning support topics in school wide in services. Encourage the active engagement of families and community agencies in addressing the social and emotional health of all students Parsons (1951) and Levi Strauss (1958).

CONCLUSION

The social system is the system constituted by the interactions of a plurality of individual factors whose relations to each other are mutually oriented are defined and mediated by a system of culturally structural and adhered expectations. The social system is defined in terms of two or more soul actors engaged in more or less stable interaction within a bounded environment. Social system may be defined as a plurality of individual's interaction with each other according to shared cultural norms and meanings. The social system has its own boundary with the help of which it can be distinguished from other social systems. The term social system denotes a sociological concept that has been evolved to study society. Individuals in a system behave in accordance with their shared cultural norms and values. Individuals in the system act together in pursuant of common goals or rewards. Individuals in their actions take account of how the others are likely to act or behave. Social system as a concept may represent the entire society or a number of sub systems such as political system economic system judicial system that are found within the society system consist of two or more individuals among whom we find an established pattern of interaction. The social system is composed of the patterned interaction of members. It is constituted of the interaction of a plurality of individual actors whose relations to each other are mutually oriented through the pattern of structured and shared symbols and expectations.

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TYPES OF FOREST MANAGEMENT AND THEIR IMPACT ON THE LIVELIHOOD OF THE PEOPLE OF SOME SELECTED VILLAGE IN DISTRICT OF BIRBHUM IN WEST BENGAL

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ABSTRACT

Forest is most important in determining the livelihood of the people living in the vicinity of forest. Poor tribal people and even poor non-tribal villagers collect a required portion of their necessities from the forest. Forest products directly meets the needs of their requirement of food, fuel fodder etc. Sometime it also increases the family income indirectly. Larger the family size larger the collection of forest resources. The study establishes that the tribal near the forests earn a significant portion of their livelihood from forest resources. Community management provides getter incomes than joint forest management system. The fact that the relatively wealthy people have les dependence on forest and they extract less forest resources is not the fact. The result of the multiple regression analysis shows the significance of the dependence of the poor tribal and non-tribal on forest products.

Key words: Rural poor, Forest products, Forest management.

INTRODUCTION:

Since the beginning of human civilisation forest resources have been playing a very important role in the life process of mankind. Also forests have played vital role as an important renewable resource in the economic development of developing countries like India. About 23.41 per cent of India's geographical area constitutes recorded forest area ('ISFR' 2009). The term 'Forest Area' (or recorded forest area) refers to all the geographical area recorded as 'forest' in government records. But as per canopy measurement, only about 21.05 per cent of India's geographical area has as forests cover. Forest Cover is defined as all lands, more than one hectare in area, which are with tree canopy density of more than 10 per cent. (Such lands may or may not be statutorily notified as forest area). Forests are rich sources of energy, housing material, firewood, timber and

fodder and they provide employment to a large section of rural population. They also play a critical role in maintaining the ecological balance. It is observed that forests are not spread evenly in India; rather they are concentrated more in the poorer regions of the country. Interestingly these regions are characterised by low agricultural productivity and having inferior quality of soils.

In India, forest regions are not totally uninhabited. In the remote forests people have either been living traditionally or were brought by the Forest Department in the colonial period. Existence of human settlements in the forestry ensures the availability of labour. Livelihood of tribal communities mostly depends on forest products.

Present consumption forest product is very high and is expected to increase in near future. This is because of rising population and growing economy. Hence the realisation of the goal of sustainable development becomes more difficult. Since India has no proper policy to stop the growth of population nor it can restrict the process of development of the country, the country is left with options of increasing the forest cover area and increases the density of existing forests. Sustainable development implies use of natural resources, such that the future generation can attain the same level of well being as enjoyed by the present generation (WECD 1987). Accordingly every country should improve the management of forest resources, by recognizing the needs of present and future generation. Therefore countries should emphasise on sustainable management of natural forest and expansion of forest through afforestation. In this situation what we can do is simply to manage the forest and its resources with minimum damage and best use.

Forest resource management is the process of ensuring that a forest ecosystem and its values are maintained and improved to provide continuous benefit for the society and the climate. Managing forests properly will ensure that the functions and the resources they provide will be maintained and improved to meet present and future needs. If this can be achieved, it may be called sustainable forest management.

Statement of the problem:

British rulers believed that the forests were the national property and the forest communities were attached accidentally with forest. So they have no right over any forest resources for their needs. But it is hard to accept this view. Historically the forest communities have been attached to forest; they lived on forest products and in return, instinctively as well, they have protected the forest over time. From two forest policies after independence i.e. the forest policy of 1952 and 1988, two types of forest management are introduced; one,

management by the government and two, the joint forest management. But in practice, all forests have not been brought under these two types of management. Some parts of the forest are totally maintained and managed by the local community people who use the forest products. It is community managed forestry. So according to degree of participation on forest management three types of forest are observed, government controlled which local community people have no right to participate in the management process, and second joint forest management in which local community people have some right to participate in the process of forest management system along with government officials. Local people also enjoy rights to get some benefits from these forests and third community managed forestry.

Historically it is observed that a section of distressed rural people depend on the forest. They meet up their basic needs by collecting fuel wood, fodder and some non-timber forest product from these forests and survive on it. According to some researchers, poverty is the main cause of degradation of the forestry. They viewed that the distressed people extract forest resources indiscriminately for their survival which leads to their degradation. We are against this view because the poor tribal communities whose cultural, social and economic existence depends on forests. They not only use forest resources but   preserve them for their own sake i.e. existence. Moreover, while some scholars posit that poor villagers, compared to non-poor households, are more dependent on forest resources as sources of safety-nets and sustenance, in absolute terms, their dependency and impact on forest conditions is much lower than that of the non-poor households.

 Objectives of the study:

The objectives of the study are to examine first, the linkage between poverty and degradation of forest, secondly to study comparative effectiveness of two kinds of management systems, namely joint forest management system and community management system.

Methodology:

Two villages which are associated with the different forests management systems are selected for the study. The villages are Kusbana and Sundarkhele. In Kusbana, there is community managed and in Sundarkhele, there is joint forest management (JFM). For this case study I have collected primary data, both from the focused group and households' data. In case of community managed forest, from the focused group discussion or village study, I want to know how the villagers organise themselves to protect their surrounding forest with the help of the local leadership; how they make the users' rules for collecting forest

resources maintain the rules, how they deal with the controversial issues, and how the leadership can motivate the villagers to regenerate the degraded forest and the role of forest department for managing the forest and we have also collected the data on forest condition and economic condition of the villagers.

In case of joint forest management we surveyed the villagers the condition of forest, problems of maintaining the forest, the participation of forest dwellers for managing the forest and the role of the forest department.

Villagers collect different forest resources such as fuel, fodder, forest food and some leaves. Most of the forests resources are used for own consumption purposes but some resources are used for selling purposes. Then we valued all the resources in market price for those resources which are sold in the market. But for some resources market price does not exist and hence, prices of substitute goods are being considered as being imputed price. In this way I converted the entire forest products into monetary unit.

Hypothesis:

1. The community managed forest is superior to forest under the joint forest management in terms of reduction of poverty and inequalities, getting forest recourses and maintenance of qualities of the forests.

2. The connection between poverty and resource extraction is week, with respect to forest of different management systems.

Kusbana Forest - A Community Initiative Forest Management:

Kusbana forest is situated under Rajnagar range in Birbhum district. Legally it is under the forest department of Govt. of West Bengal. However, in reality the forest is taken care by the adjacent village people. The name of the village is also Kusbana. The village is located 35 kms away from Suri town (District town of Birbhum) and 12 kms away from Rajnagar Market. It is a small village consisting of 180 households, among them 50% is belonging to ST community and remaining 50% belongs to SC community (mal). They are very poor in terms of their socio-economic conditions. Here most of the villagers are engaged in agriculture, which is their primary occupation. However, agricultural condition in this area is poor due to infertile and dry land and lack of proper irrigation facility. Forest resources of the area are very important for livelihood of the villagers due to inadequate employment opportunity in other sectors. Most of the people collect forest resources like fuel, fodder, Shal leaves, kenduleaves and different types of food from their adjacent forest. The main tree of this forest is Shal. Other important trees of this forest are Kendu (Biripata), Mahuya, Piyal, Palash etc. There are also some medicinal herbs like Haritaki, Bahara, Vila etc.

The villagers collect dry branches and dry leaves from trees for their fuel needs. They collect shal leaves and make plate and finally sell it through intermediaries. Intermediaries are outsiders. Through these villagers, earn money, which, though not enough, meets their day to day needs.   Tribal people collect Shal leaves in the season when there is little employment opportunity for lack of other activities. On the other hand, some villagers also collect kendu leaves, which are needed for making Biri. Generally, they collect kendu leaves from their adjacent forest and sell it to the intermediaries. Their cattle depend on the forest grass and tree leaves for fodder. Another important source of fodder is their agricultural field. Animal Husbandry is an important source of employment and income for these village people. They collect tree branches from forest usually for making home and collect dry leaves and wood to meet their fuel needs.

In absence of specific rules and regulation by the forest department and the forest dwellers for using the forest resources generates over usage of forest resources. That created large amount of degradation and deforestation before the year 1970.   The destruction of forest primarily affected the forest dwellers as they were mostly dependent on the forest resources for their livelihood and this situation resulted in forming a Forest Protection Committee which was organised under the leadership of Haribol Mal and others. They organized all the village people to protect their adjacent forest for their survival. They had made norms or some rules for collecting forest products and cutting tress. Villagers were convinced to understand that existence of forest is associated with their survival and that is why they should maintain the rules. As per committee resolution every week a meeting is organized. At least one member of each family attends the meeting. In this meeting, they discuss their problems associated with forest and resource collection. The weekly meeting solves the controversial issues, regarding the collection of forest resources and breaking the rules by the villagers. Generally, the forest dwellers know how to use forest products and they maintain the rules to use forest products. For this conscious effort, the quality and quantity of forests are continuously increasing. It cannot be possible without the help of the villagers and their leadership. It is a rare case in West Bengal where villagers have totally maintained and managed the forests without the intervention of Forest Department. These types of forests, where the community or village people, who are the major users of the forest, are involved overtime in making and adapting rules within collective choice arenas regarding the inclusion or exclusion of participations, appropriation strategies, obligations of participations, monitoring and sanctioning, and conflict resolution, are called community managed forests.

Sundarkhele— Forest under JFM

The Sundarkhele forest is situated 15 km. away from Rajnagar market and In Sundarkhele forest the principal trees are sonajhuri (60%). Other important trees are Shal, Mohua, piyal, Kendu etc. The people in the adjacent area collect the Shal leaves from the forest and make plates from these leaves. After that they sell it to earn their livelihoods. They also collect fuel wood, fodder and some fruits like Pial, Mahua, Kaju, some vegetables and some medicinal plants like Satamul, Kalmeg, Basak etc.

Here most of the households are poor. There are 140 households among them 60 households are belonging to ST communities, 30 households are belonging to SC communities and rest of the households belong to general category. Basically the SC and ST communities' people are poor and they depend very much on forest resources. The main occupations of villagers are agriculture but condition of agriculture is not good because land is not fertile and irrigation is not available.

Sundarkhele forest is controlled under the joint forest management (JFM) system from 1989 (Joint forest management act, 1989). Mostly the poor people and forest dependent people are members of this JFM committee. They earning from the sale trees are distributed between the state authority and the committee members at 3:1 ratio. This type of sharing arrangement the shared amount received by committee members is found as very negligible.

From both the forest villages I have collected primary data. From each village 50 sample households are chosen on the basis of stratified random sampling and present it with tabulation and used regression analysis. From sample survey it is found that for the case of community forest villagers, average family size is 4.26, average land holding size is 0.778 acre and average monthly family private income is Rs 2772 whereas average family size is 5.34, average land holding size is 1.099 acre and average monthly private income is Rs 4161 for villagers under joint forest management.

From table-1 we can see that the forest dwellers are collecting a large amount of forest resources like fuel, fodder and food from their own forest for both management systems. Here we further see that the percentage of fuel, fodder and food collection from forest to total needs of own consumption is higher for community managed forest compared to joint forest management.

Table-1: Forest products as percentage of total needs under community management and JFM

	Community management			joint forest management		
	Money value of collected items (Rupees per month)	Buying from Market (Rupees per month)	% of collection to total needs	Money value of collected items (Rupees per month)	Buying from Market (Rupees per month)	% of collection to total needs
Fuel	368.4	0	100	292.8	60.6	82.85229
Fodder	228	358	38.90785	368	625	37.05942
Food	252.2917	2004	11.1817	111.2083	2592.667	4.112924
Total	848.6917	2362	26.4333	772.0083	3278.267	19.06064

Source: Own field survey.

Table-2: Forest products as percentage of total needs under community management and JFM

	Community management			joint forest management		
	Money value of collected items (Rupees per month)	Private Income (Rupees per month)	% of collection to total income	Money value of collected items (Rupees per month)	Private Income (Rupees per month)	% of collection to total income
all types of leaves collection	324.05	2772.083	10.46628	226	4161.167	5.151389
all collected items (fodder, fuel, food, leaves)	1172.742	2772.083	29.72861	998.0083	4161.167	19.34434

Source: Own field survey.

From the table-2 it is seen that the forest dwellers of both the management systems are collecting at certain amount of different types of leaves like Shal, Kendu etc from their respective forest for selling purpose and earn some amount of money as an alternative source of income. Percentage of all leaves collection from forest to total income is higher for community managed forest compared to joint forest management.

FACTORS INFLUENCING EXTRACTION OF FOREST PRODUCTS: THE ROLE OF MANAGEMENT SYSTEMS

We undertake econometric analysis of the role of each of the factors like Agricultural land holding size, household income, family size, number of cattle, caste and management type. While considering the influence of any one of these factors we controlled the influence of other relevant factors. We undertake

multiple regression models to find out how the forest income of households (the dependent variable) depends on such quantitative variables private income (other than forest income), agricultural land holding size (Farm size), family size and number of cattle (independent variables). To estimate the impact of qualitative variable, we include caste dummy and management dummy variable along with all the quantitative variables indicating economic condition of the households.

Results of multiple regression analysis

Regresors	Regression 1: Dependant variable: Total monthly forest income
	Coefficient
Intercept	-11.62326 (-0.08)
Family size	107.7014*** (4.37)
No. of cattle	115.543*** (4.96)
Monthly private income	-.047999** (-2.39)
Farm size	-69.7214 (-1.32)
ST(dummy)	687.1157*** (7.55)
CMF(dummy)	395.985*** (4.08)
R^2	0.5617 (19.86)
Adj R^2	0.5334 (19.86)

Note- Values are in the brackets for R^2 and Adj R^2 represent F values and in other cases the values in the brackets represent T values.

From the above Regression analysis, it is established that the forest income increases significantly as one move from JFM to CMF and it also increases very significantly for ST households. The above regressions further shows that forest income declines with increase in monthly family private income indicating a negative relation between economic condition and extraction of forest resources. But the relation between forest income and farm size is negative but not statistically significant implies large farm size holder also collect forest resources. The relation between increases in forest income with increase in family size is significant. Increase in family size provides with more hands to collect forest product. Larger number of cattle in the household leads to increase in demand for forest product for fodder

Conclusion:

Most of the households collect fuel, fodder, food and some leaves from forest in both management systems. In case of total forest income, relations between economic condition (monthly private income) and amount of extraction of forest

resources is negative but relation between forest income and land holding size is not significantly negative, this implies poor take more forest product compared to the relatively richer households. But possession of land as does not lead to less extraction of forest products. Apart from economic factors some social factors also play significant role. ST people takes larger amount of forest resource compared to other caste.

Here type of Forest Management is an important determinant for forest resources collection. It is seen that total forest income is significantly higher for villagers under community management system of forest compared to villagers under joint forest management system.

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COMPONENTS OF EFFECTIVE TEACHING AT SECONDARY LEVEL SCHOOLS IN PURBA BARDHAMAN, WEST BENGAL

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ABSTRACT

Effective Teaching is not a new concept to us. We have been listening that some teachers are the most effective ones. This means that those teachers have attained the needed competence in their roles and functions, such as the preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics. To make learning more meaningful, understandable and fruitful to a learner, effectiveness of teaching delivered by a teacher is very essential condition. Through the present study an attempt has been made by the investigators to study the level of Effective Teaching of Secondary School Teachers in the district of Purba Bardhaman, West Bengal. The investigators have used Descriptive Survey method for the present study. In this study, Teaching Effectiveness of Teachers has been evaluated by their concerned students. The sample consists of 60 Teachers who were working in different Secondary Schools in the district of Purba Bardhaman. The Purposive sampling technique has been used for the selection of sample. The investigators have adapted a Scale by themselves to measure the level of Effective Teaching of secondary schools Teachers. For the analysis of data Mean, S.D., t-Test, and Graph have been used by the investigators in the present study. The results of the study explore that the Overall level of Effective Teaching of Secondary School Teachers is good in the district of Purba Bardhaman. It is also revealed that though there is no significant difference among the Secondary School Teachers regarding their level of Effective Teaching on the basis of Gender, and Locality.

Keywords: Effective Teaching, Secondary Schools, Dimensions of Effective Teaching.

Introduction:

Effective Teaching has the impact in the classroom factors, such as teaching methods, Teaching expectations, classroom organization and the use of classroom resources have on student's performance. Teachers play a

predominant role in the educational frame work of the society. Student's upliftment in the educational settings can be achieved by the teacher. To meet the existing competitive world, the students should not only be academically vibrant, but also be skilled and intellectually enlightened. This can be achieved only through the effectiveness of teacher. Effective Teaching in all aspects is very essential to meet the growing demands of learning community.

According to Ryans (1950) "Teaching is effective to the extent that teacher acts in ways that are favourable to the development of basic skill, understanding work habits, desirable attitudes, value judgements and adequate personal adjustment of the pupil".

According to Deckson (1980) "Teaching effectiveness is a demonstrated repertoire of competencies involved with teaching plans and materials, classroom procedures, interpersonal skills. Learners point out that effective teaching depends upon the personality characteristics of a teacher, teaching acts and their effects on the educational outcomes, reinforcement involvement reflected in teacher behaviour."

Willian comments, " Teaching is an art, an art so great' and so difficult to master that a man or a woman can spend a long life at it, without realizing much more than his limitations and mistakes and his distance from the ideal".

Thus," Teaching is effective to the extent that the teacher acts in ways that are favourable to the developments of basic skills, understanding, word, habits, desirable attitude, value judgments and adequate personal adjustment of pupils".

The **specific characteristics of Effective Teaching** are as follows:

➢ The teaching is done effectively for the students.

➢ In the process of effective teaching, a teacher keeps in mind the interest and aptitude of the students.

➢ Due to effective teaching desired modifications in behaviour of students takes place.

➢ Teaching Effectiveness depends upon the knowledge and experience of a teacher.

➢ It is a process used according to educational status of a student.

➢ During effective teaching, attractive questions are asked.

➢ It also includes the presentation of teaching materials by keeping in mind various teaching methods or strategy.

➢ In Teaching Effectiveness there is an important contribution of the various Teaching Skills, Teaching Principles and Models Of Teaching.

Some variables were found to affect Teaching Effectiveness these, could be detailed as under:

Variables affecting Effective Teaching

Variables affecting teaching effectiveness can be categorized as:

- ✓ **Presage variables** are also called as independent variables. These variables have an effect on other variables. So these are also called as effective variables. In these we include Intelligence, skill, sincerity, honesty, aptitude etc. of a teacher.

- ✓ **Process variables** are those which are related to class size, physical and social environment, Teaching Strategy and design, types of learning and its objects, objectives of Teaching etc.

- ✓ **Intervening variables** e.g. Psycho - physical strategy of students, their mental abilities, interest, expectation, family status etc.

- ✓ **Product variables** are those variables which are found as a result of teaching process i.e. the modification in the behaviour of students (terminal behaviour) thinking, work system, improvement in social environment etc.

Dimensions of Effective Teaching

The dimensions of Teaching Effectiveness are as follows –

(a) Organisation of Content: Any information related to a subject which is presented in written form and is systematic and sequential in nature, is termed as Content. Some of the behaviours shown by the teacher while teaching of a particular content are as below:

- **Logical organization and sequence of the content:** A teacher is effective when he/she arranges the sub-topics or matter systematically or in an order which is capable of clear reasoning.

- **Use of appropriate vocabulary:** For the content to be explained, if a teacher is using number of words or phrases to express own self, Synonyms i.e. similar words can also be used whenever required is considered as effective teaching .

- **Explanation of technical terms:** An effective teacher can explain and define difficult words or terminologies of the content in a simple way.

- **Processing of information:** An effective teacher always structures information to increase the thinking capacity of the student, collect organize and manipulate the data according to requirement of students. This is the basic approach which helps the teacher in clarifying an idea principle or fact.

• **Selection of approach:** An effective teacher is able to select the approach as Use of Deductive approach is done to explain a theory or a principle while, use of inductive approach is taken where, with the help of examples, one forms the rules or principles or develops a theory.

• **Preparation of unit plan or lesson plan:** According to the content, an effective teacher can plan the units and further does lesson planning for a topic to be taken in the classroom.

(b) Psychological basis of implementing instructions in classrooms: There are certain rules or guidelines which are to be followed by a teacher during effective teaching:

• **Known to unknown:** In effective teaching a teacher should always start the lecture from previous knowledge and then relate it to the new one.

• **Simple to complex:** In effective teaching, the content should always be taken as first simple and then gradually towards the difficult one.

• **First whole and later on parts:** In effective teaching, before imparting information about the sub- topics of a lesson, the lesson should be discussed as a whole.

• **Concrete to abstract:** - In effective teaching, examples related to the student's daily life should be given and later on students should be asked to imagine.

• **Particular leads to general:** In effective teaching a teacher should first talk about a specific thing and then later on generalize it.

• **First analysis later synthesis:** In effective teaching a teacher must first show how to perform an experiment and then, the student should be asked to do it.

• **Empirical to rational:** In effective teaching a teacher should make a child learn to observe or experience from the very beginning but, later on can discuss on their results.

• **From Actual to Representative:** In effective teaching a teacher should show the actual / real objects in the class and then, later on take help of a chart, model etc.

(c) Appropriate use of teaching skills: It is a set of related teaching activities or behaviour performed with intention to facilitate students learning, Number of skills comes under this i.e.

• **Motivational skills:** There are some behaviours of teacher which motivate, encourage or induce thinking in students. Mainly Reinforcement Skill, Probing Questioning and Stimulus Variation Skill can be involved in this.

- **Objective designing:** A teacher has to plan a lesson before taking it in the class. This involves major step i.e. objective writing according to a particular topic in behavioural terms.

- **Presentation skills:** For undergoing teaching – learning process, a teacher has to do formal introduction of the topic. These involve different Micro Teaching Skills mainly, Explanation skill, Black Board Writing Skill, Stimulus Variation, Integration Skill, Illustration with examples etc.

- **Evaluation skills:** Evaluation is a process of assigning measures / numbers and judgment for student's work. It is an important part of teaching-learning process. It involves mainly the skill of Questioning.

(d) Use of different techniques: while teaching, a teacher uses some of the behaviour related to a particular skill to produce a desired behaviour in the students. These involve planning of the lesson, use of various teaching methods according to the topic, use of multimedia in support of teaching and communication and interaction done in the class while teaching.

(e) Classroom management: some of the behaviours have to be done by the teacher so as to have their class in control to direct or conduct the affairs. These mainly involve students' participation, do activation and achievements of objectives in time.

(f) Personality related aspects of teacher: personality may be defined as the most characteristic integration of individual structures, modes of behaviour, interest, attitudes, capacities, abilities and aptitudes.

Review of Related Literature:

Deshpande, S. (1991) made "Evaluation of teaching; A multidimensional approach - independent study". He determined the teacher effectiveness through the modified version of Pop ham''s performance test on a sample of 27 randomly selected science teachers, 638 students in class IX and the heads of the schools of Hubli-Dharwar city. The findings indicated that teacher effectiveness as evaluated by the performance test in terms of student achievement was not related to other types of assessment like student's ratings, head's ratings or teacher behaviour indices.

Biswas and Dey (1995) attempted to study effectiveness of secondary school teachers in Tripura on a sample of 345 teachers employed in 18 secondary schools situated in three administrative districts of Tripura and found that only male and female teachers differ significantly on teacher effectiveness and the female teachers had comparatively greater mean for teacher effectiveness scores indicating that the female teachers were comparatively more effective and

further the girl school teachers had more mean teacher effectiveness scores than that of co-educational school teachers.

Gupta, S.P. (1995) made "A correlation study of teacher's job satisfaction and teacher effectiveness of secondary school teachers". In this study sample of 560 teachers from 50 randomly selected secondary schools of Ghaziabad District of Uttar Pradesh and found that the coefficient of correlation between overall dimension of job satisfaction of teacher viz. Salary Benefits, Community Aspect Supervision, Family Life, Polices and Practices, Growth and Practices were significantly related with teacher effectiveness.

Tyagi, S. (2013) made "A Study of Teaching Effectiveness of Secondary School Teachers in Relation to their Demographic Characteristics". The present paper deals with teaching effectiveness of secondary school teachers and their relation with demographic characteristics i.e. gender, social background, category, marital status, teaching subjects, age qualification and school teaching experience of secondary school teachers. The objectives of the research were to study demographic characteristics of secondary school teachers and their relation with different dimensions i.e. Knowledge, Organization, Leading, Professionalism, Clarity and Presentation, and Enthusiasm of teaching effectiveness. The data was collected from 100 secondary school teachers at Ghaziabad district in U.P through Survey cum Explorative descriptive research method The Self constructed Teaching effectiveness questionnaire was used to collect the data with some statistical techniques i.e. mean, standard deviation, t-test, and correlation were used for statistical analysis of the Data. Result shows that the demographic characteristics (social background, marital status, school teaching experience, teaching subjects and qualification) of secondary school teachers were influence don different dimensions of their teaching effectiveness of secondary school teachers.

Pachaiyappan, P. & Raj, U. (2014) investigated "Evaluating the Teacher Effectiveness of Secondary and Higher Secondary School Teachers'' The Purpose of the study is to assess the teacher effectiveness of secondary and higher secondary school teachers Survey method of research has been used in the present study. Teacher Effectiveness Scale developed by Umme Kulsum, was used for collecting the data. The investigator randomly selected one hundred and thirty secondary and higher secondary school teachers in and around Chennai and Tiruvannamalai Districts of Tamilnadu. The data was analysed using mean, standard deviation, t-test and one way ANOVA. The major findings of the study are: The male and female School teachers do not differ significantly in their teacher effectiveness. The study reveals that there is a significant

difference in teacher effectiveness among the school teachers with respect to locale, arts and science stream secondary and higher secondary level , teaching experience and type of school management.

Barman, P. & Bhattacharyya, D. (2015) carried out "Teaching Effectiveness of Teacher Educators in Different Types of B.Ed. Colleges in West Bengal, India". The present study an attempt has been made by the investigators to study the level of Teaching Effectiveness of Teacher Educators who is working in different Govt.-aided and Private-unaided/Self-Financed B.Ed. Colleges in West Bengal. The investigators have used Descriptive Survey method for the present study. In this study, Teaching Effectiveness of Teacher Educators has been evaluated by their concerned students. The sample consists of 151 B.Ed. College Student-Teachers out of which 57 Student-Teachers taken from three Govt.-aided B.Ed. colleges and 94 Student-Teachers taken from four Private-unaided/Self-Financed B.Ed. Colleges. The random sampling technique has been used for the selection of sample. The investigators have developed a Scale by themselves to measure the level of Teaching Effectiveness of Teacher Educators on the basis of Likert"s five point scale i. e. Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. For the analysis of data Mean, S.D., t-Test and Graph have been used by the investigators in the present study. The overall results of the study explore that the level of Teaching delivered by the B.Ed. College Teacher Educators is Moderately Effective. It is also revealed that Teaching Effectiveness of Govt.-aided B.Ed. College Teacher Educators is comparatively better than that of the Teacher Educators who are working in different Private-unaided/Self-Financed B.Ed. Colleges in West Bengal. It is also explored that Govt.-aided and Self-Financed B.Ed. College Teacher Educators differ significantly with respect to their Teaching Effectiveness and on most of the dimensions of Teaching Effectiveness, namely Subject Mastery, Presentation Style, Motivational Strategy, Effective Communication, Student-Teacher Interaction, Informal Academic Support and Personal Attribute.

Significance of the Study:

A holistic approach has been suggested for explaining the Effective Teaching System. Mostly we are talking about the effective teaching or sometimes effective school or effective management or administration etc. but what is our observation is that one variable is highly related to another or summation of all the variables makes the system. Therefore we are finding out the Teaching system as a Unified and try to prescribe and improving for better school.

Objectives of the Study:

1. To Study the Effective Teaching in some selected Secondary level schools in Purba Bardhaman, West Bengal.

2. To construct a standardize questionnaire regarding Effective Teaching.

3. To find out significant factors for Effective Teaching

Hypothesis of the study

H_{01}: There will be significant mean difference of Effective Teaching between the Urban Male Teachers and Rural Male Teachers of Secondary Schools in West Bengal.

H_{02}: There will be significant mean difference of Effective Teaching between the Urban Female Teachers and Rural Female Teachers of Secondary Schools in West Bengal.

H_{03}: There will be significant mean difference of Effective Teaching between the Urban Male Teachers and Urban Female Teachers of Secondary Schools in West Bengal.

H_{04}: There will be significant mean difference of Effective Teaching between the Rural Male Teachers and Rural Female Teachers of Secondary Schools in West Bengal.

H_{05}: There will be significant mean difference of Effective Teaching between the Urban Teachers and Rural Teachers of Secondary Schools in West Bengal.

H_{06}: There will be significant mean difference of Effective Teaching between the Male Teachers and Female Teachers of Secondary Schools in West Bengal.

Methodology:

The study is survey type descriptive research. For finding out the components of the Teaching statistically analysis has been conducted with other descriptive statistics.

Tools:

A Standardized Questionnaire regarding Effective Teaching has been used for conducting the Study.

Population & Sample:

Eleventh grade students of Purba Bardhaman, west Bengal has been considered as population and some selected schools are used as sample for conducting the study. Sampling technique is Purposive in nature. Total sample size is 60 taken from 4 schools representing different part of Purba Bardhaman Districts in West Bengal.

Analysis and interpretation:

H_{01}: There will be significant mean difference of Effective Teaching between the Urban Male Teachers and Rural Male Teachers of Secondary Schools in West Bengal.

Measures	N	Mean	SD	SE_D	MD	df	t
Urban Male Teachers	15	19.73	4.85	0.61	0.38	28	0.62
Rural Male Teachers	15	20.11	4.86				

't' at 0.05 Level table value is 2.04 't' at 0.01 Level table value is 2.76

* Not significant at 0.05 Level

Analysis: The obtained t value is 0.62 and the degree of freedom for use is 28. This is a two tailed test. For 28 df, the critical value of 't' at 0.01 level is 2.76 and 0.05 level is 2.04. Hence the obtained t-value cannot be taken as significant at 0.01 & 0.05 level. So, the null hypothesis cannot be rejected.

Interpretation: It was not significant and the corresponding hypothesis (H_{01}) was accepted. So, it can be interpreted that there is insignificant mean difference between the Urban Male Teachers and Rural Male Teachers of Secondary Schools in West Bengal.

H_{02}: There will be significant mean difference of Effective Teaching between the Urban Female Teachers and Rural Female Teachers of Secondary Schools in West Bengal.

Measures	N	Mean	SD	SE_D	MD	df.	t
Urban Female Teachers	15	19.65	4.56	0.59	2.85	28	4.81
Rural Female Teachers	15	22.50	4.81				

't' at 0.05 Level table value is 2.04 't' at 0.01 Level table value is 2.76

* Significant at 0.01 Level.

Analysis: The obtained t value is 4.81 and the degree of freedom for use is 28. This is a two tailed test. For 28 df, the t critical value at 0.01 level is 2.76 and the t critical value at 0.05 level is 2.04. Hence the obtained t-value may be taken as Significant at 0.01 levels. Consequently, the null hypothesis is rejected at 1% level of confidence.

Interpretation: It was significant and the corresponding hypothesis (H_{02}) was rejected. So, it can be interpreted that there is significant mean difference Effective Teaching between the Urban Female Teachers and Rural Female Teachers of Secondary Schools in West Bengal.

H_{03}: There will be significant mean difference of Effective Teaching between the Urban Male Teachers and Urban Female Teachers of Secondary Schools in West Bengal.

Measures	N	Mean	SD	SE$_D$	MD	df	t
Urban Male Teachers	15	19.73	4.85	0.60	0.08	28	0.13
Urban Female Teachers	15	19.65	4.56				

't' at 0.05 Level table value is 2.04 't' at 0.01 Level table value is 2.76

* Not significant at 0.05 & 0.01 Level

Analysis: Therefore, the obtained t value is 0.13 and the degree of freedom for use 28. This is a two tailed test. For 28 df, the t critical value at 0.01 level is 2.76 and the t critical value at 0.05 level is 2.04. Hence the obtained t-value cannot be taken as significant at 0.01 & 0.05 level. Consequently, the null hypothesis cannot be rejected.

Interpretation: It was not significant and the corresponding hypothesis (H$_{03}$) was accepted. So, it can be interpreted that there is insignificant mean difference Effective Teaching between the Urban Male Teachers and Urban Female Teachers of Secondary Schools in West Bengal.

H$_{04}$: There will be significant mean difference of Effective Teaching between the Rural Male Teachers and Rural Female Teachers of Secondary Schools in West Bengal.

Measures	N	Mean	SD	SE$_D$	MD	df	t
Rural Male Teachers	15	20.11	4.86	0.61	2.38	28	3.90
Rural Female Teachers	15	22.50	4.81				

't' at 0.05 Level table value is 2.04 't' at 0.01 Level table value is 2.76

* Significant at 0.01 Level.

Analysis: Therefore, the obtained t value is 3.90 and the degree of freedom for use is 28. This is a two tailed test. For 28 df, the t critical value at 0.01 level is 2.76 and the t critical value at 0.05 level is 2.04. Hence the obtained t-value may be taken as Significant at 0.01 levels. Consequently, the null hypothesis is rejected at 1% level of confidence.

Interpretation: It was significant and the corresponding hypothesis (H$_{04}$) was rejected. So, it can be interpreted that there is significant mean difference Effective Teaching between the Rural Male Teachers and Rural Female Teachers of Secondary Schools in West Bengal.

H$_{05}$: There will be significant mean difference of Effective Teaching between the Urban Teachers and Rural Teachers of Secondary Schools in West Bengal.

Measures	N	Mean	SD	SE$_D$	MD	df	t
Urban Teachers	30	19.69	4.70	0.43	1.62	58	3.74
Rural Teachers	30	21.30	4.97				

't' at 0.05 Level table value is 2.00't' at 0.01 Level table value is 2.66

* Significant at 0.01 Level.

Analysis: Therefore, the obtained t value is 3.74 and the degree of freedom for use is 58. This is a two tailed test. For 58 df, the t critical value at 0.01 level is 2.66 and the t critical value at 0.05 level is 2.00. Hence the obtained t-value may be taken as Significant at 0.01 levels. Consequently, the null hypothesis is rejected at 1% level of confidence.

Interpretation: It was significant and the corresponding hypothesis (H_{05}) was rejected. So, it can be interpreted that there is significant mean Effective Teaching between the Urban Teachers and Rural Teachers of Secondary Schools in West Bengal.

H_{06}: There will be significant mean difference of Effective Teaching between the Male Teachers and Female Teachers of Secondary Schools in West Bengal.

Measures	N	Mean	SD	SE_D	MD	df	t
Male Teachers	30	19.92	4.85	0.44	1.15	58	2.64
Female Teachers	30	21.07	4.89				

't' at 0.05 Level table value is 2.00 't' at 0.01 Level table value is 2.66

* Significant at 0.05 Level.

Analysis: Therefore, the obtained t value is 2.64 and the degree of freedom for use is 58. This is a two tailed test. For 58 df, the t critical value at 0.01 level is 2.66 and the t critical value at 0.05 level is 2.00. Hence the obtained t-value may be taken as Significant at 0.05 levels. Consequently, the null hypothesis is rejected at 5% level of confidence.

Interpretation: It was significant and the corresponding hypothesis (H_{06}) was rejected. So, it can be interpreted that there is significant mean difference Effective Teaching between the Male Teachers and Female Teachers of Secondary Schools in West Bengal.

Conclusion:

The all-round development of the budding citizens of the society forms the basics of all type of education. Teachers have the great responsibilities of enabling their students to successfully fit into socio-cultural milieu and make them responsible, better citizens so that a new generation who sustains the everlasting human values truth, love, universal brother hood, care and concern for elders, brave enough to face and handle the problems and challenge that may come across their life with courage and confidence.

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INCLUSIVE EDUCATION FOR EMPOWERMENT AND NATIONAL DEVELOPMENT

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ABSTRACT

Education system in India is very remote. Its origin may be traced to Indus Valley (Mahenjodaro and Harappa etc.) civilization which was active roughly before 3000 BC. This system passed through several tunnels to stand on the present platform. It is said that, "Education is life and life is Education". This is hundred percent true. Without minimum level of education a person is just like a blind man. The 30 Human Rights Articles declared by the United Nations (U.N.) was approved in the General Assembly in the year 1948. The Article-26 says that, "Every one has Right to Education (RTE)". In the year 2009 the Govt. of India has also added Act-21A, Right to Education (RTE) in our Indian Constitution. By this all categories of children have their legal rights to education without any discrimination like caste, creed, sex, religion, minority community, disability etc. if he/she full fills all other conditions/ requirements for selection and admission. This is known as an Inclusive System of Education in which all categories of children will read together under one roof. This inclusion will help to Empower children and accelerate National Development.

INTRODUCTION:

India is the largest democratic country in the world. The Indian democracy based on four important principles such as, liberty, equality, fraternity and justice. In the educational system equality means to provide equal opportunities and facilities to all children as per their needs, abilities conditions etc. irrespective of their caste, creed, sex, religion, disabilities etc. if and otherwise they fulfills all other conditions for enrolment in the educational institutes. In brief sense this is known as Inclusive Education. According to the report of World Health Organisation(WHO) in June, 2011 the 15% of the global population belongs to disabled of different categories. It has also been noted that about 70% of mentally retarded children were having mild mental retardation and majority of other categories of disabled were having mild disabilities. Hence all these mild disabled children can very well be educated with other school going children in the normal schools to achieve Education For All (EFA), which

is need of the day. This inclusive system will also Empower the disabled children and help in the National Development in due course.

OBJECTIVES:

The present article has been designed and discussed with the following objectives:

1. To explain integrated education, inclusive education and show difference between them.
2. To high-light the needs for Inclusive Education.
3. To high-light progress of education in the Indian Perspective .
4. To state the role of Inclusive Education in Empowerment of the disabled.
5. To explain the role of Inclusive Education in the National Development.

INTEGRATED EDUCATION AND INCLUSIVE EDUCATION:

INTEGRATED EDUCATION:

According to chambers 20th Century Dictionary (New Edition, 1983) edited by Kirpatrick (P-654), the meaning of Integrated is " to make up as a whole", "to make entire", "to combine". Hence Integrated Education is that education which invites all types of children to schools without any caste, creed, religion, sex, disability etc. discriminations if they are other with suitable as per norms for admission. This system of education started in late part of the 20th Century in India when Govt.was spending a huge money to establish separate schools for the disabled, minorities etc., those could be very well accommodated in the ongoing normal schools with normal children. The then slogan was, " (i) All will come together, (ii) seat together and (iii) read together". The main objectives of Integrated Education was to achieve Universal Elementary Education (UEE). The objectives of UEE are (1) Universal Provision,(2) Universal Enrollment, (3) Universal Retention and (4) Universal Achievement. This system helped to achieve the above objectives.

INCLUSIVE EDUCATION:

According to Chambers 20th Century Dictionary (New Edition 1983), Edited by Kirkpartick the meaning of "Inclusive" is "including everything", "comprehensive" (P-635). Accordingly Inclusive Education is that system of education which accommodates all children regardless of their caste, creed, sex, physical, mental, linguistic, social origin etc. if and otherwise found suitable as per criteria (or) conditions for selection and admission. **It is a recently developed approach to educate children with disability and learning**

difficulties under one roof with normal children. In the present scenario the Inclusive Education systems main objective is to include all the Disabled Children in the normal education system without any kind of discrimination if and otherwise found suitable as per criteria/ selection rules. **Inclusive Education System is the extension of the Integrated Education System**. In the present slogan two more steps have been added in the slogan previously used for Integrated Education (i.e.) (i) All will live together (Symbiosis) and (ii) All will grow together. So Inclusive Education System fulfills the Article-26 of the Universal Declaration of Human Rights by the UNO and 'Right to Education (RTE) Act 21A of our Indian Constitution signed by the President of India on 26th August, 2009 and came to force from 1st April, 2010 in India. In Odisha notification was made on 17th January 2011 and came to force.

NEED FOR INCLUSIVE EDUCATION:

The following are the needs and importance of Inclusive Education.

1. It provides and supports Rights of the Children to education.
2. It brings all types of children under one roof. So the disabled, minority, different caste children etc. never feel inferiority complex.
3. It develops high expectations in the minds of all children.
4. It improves learning experience.
5. The rate of admission increases.
6. The rate of dropping out and stagnation decreases.
7. It provides symbiosis to all children.
8. The parents and guardians do not feel that their disabled children are inferior to others.
9. It helps to decrease expenditure in the field of education.
10. It helps not to open a special schools for minor disabled, minority community, caste, creed, religion etc. children.

GROWTH AND PROGRESS OF EDUCATION IN THE INDIAN PERSPECTIVE:

History says that when the whole world was in darkness except Egypt and Mesopotamia, India had a glorious culture which came to light after excavation of Mahenjodro and Harappan culture in the year 1922. The Egypt and Mesopatmia culture were the oldest and glorious culture in the world and Mahenjodaro and Harappan culture were almost similar to Egyptian culture of that period. Although Indian culture is very remote culture, still the written scripts were first developed in the Early Vedic Period. Prior to this the people

were exchanging their thoughts and feelings through symbols, gestures and postures, drawings, figures, construction etc. The main written script with language was Sanskrit. The Sanskrit script and language was used by the Aryans who entered India from North-West and pushed the Non-Aryans mostly to the south part of India from Indus-valley (Mahenjodaro and Harappa etc.) area. The four Vedas (Rig Veda, Sama Veda, Yajur Veda, Atharva Veda) were composed during Early Vedic Period in written form and were practised by all kinds of children irrespective of caste, creed, sex, etc. in the Gurukul Ashram without any kind of discrimination. Hence it may be considered as an Integrated type Education.

Then came the period of Late Vedic Era during which two major changes came in the society. The First one was formation of four castes, Brahmin, Kshyatriya, Vaisya and Sudra and the Second one was, during this period the veil system was implemented on the women. As a result the evidence of Sudra Children's admission in the Gurukul Ashram is equivocal and the Education of Women in the Gurukul Ashrams were restricted and a few women were continuing their studies in the Gurukul Ashrams with continence. So in the late vedic period education may not be considered as an Integrated type.

After late vedic period came the era of "Buddh" (or) known as "Buddhist Period". Buddhist system of education was a product of 6th century B.C. As history says, Buddha was not allowing girls/women to the Buddhist monastery. After several humble requests from different persons like widow queen of Suddhodan, Ananda and the disciples, Buddha allowed women to Sangha. But they were kept under strict rules and their places were inferior to male monks. But after Buddha, the women took leading role in preaching Buddhism as evidence from the Ashok reign, who sent his own son Mahendra and daughter Sanghamitra to Sri Lanka for preaching Buddhism. On the whole the Women Education in the Buddhist period was very slow and feeble. Hence it may be considered as restricted type of Integrated Education.

After Buddhist period the Islamic Period was an important ruling period started in the early part of 700 AD. The main objective of Islamic education was preserving and transmitting Islamic culture, traditions, customs and usages to the Hindues. So it was not a democratic education system. Moreover the veil system (Purdah Pratha) for the Muslim girls and women was strictly imposed. Hence the education in the Islamic Period may not be considered as an Integrated type of Education.

The next important educational period was British period. The English people first came to India in the early part of the 17th century for business

purpose. They formed East India Company to run their business. After worlds the English people captured the whole India and ruled for about 200 years. During English rule there was unstable condition in the education system due to different Mutinies, Movements, Violations and different religions like Buddhism, Hinduism, Islamic etc. were in active condition, when Christianity education system newly entered in the country by Christian Missionaries. Moreover the English rulers main target was to suck the country, not its development. So during English rule there was no restriction of any kind to any child to take admission in the educational institutes. But English learning was mandatory for Govt. employees. So it may be considered as Integrated type of Education.

India got her independence in 15th August, 1947. At this time the Basic Education started by Gandhiji was very active. Gandhi was in favour of inclusive type of education. But after Gandhijis death the Basic Education slowly deteriorated. At this time 30 Human Rights were formed and approved in the UN(United Nations) General Assembly on 10th December, 1948. These Rights have been declared through 30 Articles. Out of these 30 Articles the Article-26 declares that "every one has the right to education". But in India this Right to Education Article was in a silent mode for a period of time for reasons like, separation of India and Pakistan, economic problems etc.. In the later part of the 20th century the Govt. of India wanted to raise the literacy percentage of the country, which was only about 16.79 in the year 1951 (Census report) to employ people in different fields. At this time there were a few schools for disabled children in the town and semi-town areas in the country. The Govt. decided to make Integrated system of education rigid, in which the mild disabled children can get their education with normal children in the normal class room. This Integrated system of education continued till later part of the 20th century and early part of the 21st century. After that on the recommendations of different commissions and committees the Integrated Education System broadened its shape and renamed as Inclusive Education System, which is now in active stage with mild disabled children with normal children under one roof.

INCLUSIVE EDUCATION FOR THE EMPOWERMENT OF DISABLED:

According to "The Concise Oxford Dictionary" (Editor –Sykes) P-339 the meaning of "Empower" is "Give power to", "Make able" (persona to do). This meaning of "Empower" is most appropriate in case of Inclusive Education for the disabled. The Inclusive Education. Empowers the disabled for their growth and development as explained below.

Inclusive education helps disabled Physical growth when they are encouraged to play, exercise; make yoga with other normal children. Inclusive Education helps the disabled mental development when they study with other normal and intellectual students under one roof as they get different learning facts from them through interaction. This education also makes the disabled children more Social when they read together and live together with other normal children. So it may be concluded that Inclusive Education Empowers not only the disabled children but also other normal children as these normal children learn many knowledge and skills from the disabled children. So Inclusive Education is highly essential for all categories of children.

INCLUSIVE EDUCATION AND NATIONAL DEVELOPMENT:

A common proverb is "Unite we stand, Divided we fall". This proverb is most applicable for our National Development. Unless we are united country will not rise and progress. This unit should be from the gross root level. The Inclusive Education system starts from the grass root level and grows up. In this system all types of children take their education under one roof which increases and accelerates their Brotherly-hood and Nationality. They feel their mates as their brothers and sisters. As a result they combinedly work for the progress of the Nation. Country develops when her people progress. So it is hundred percent true that Inclusive Education help for National Development.

CONCLUSION:

The discussions made in the for-going pages clearly indicates that the Inclusive Education is the present need of the time from all angles. So it may be recommended that all Govt. and Non-Govt. organizations should take appropriate steps to make education system Inclusive one for protecting Human Rights, Empowering Disabled and leading National Development.

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ROLE OF REGIONAL RURAL BANK IN RURAL DEVELOPMENT

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ABSTRACT

India is a country of villages and there is approximately 69 percent of population lives in rural areas. Hence rural development and poverty reduction is an important aspect for socio-economic development of the country. More than 50 percent of national income is generated from rural area. Even after independence the rural peoples have faced lots of problems in agriculture, trade, commerce, and other economic activities. They depends upon money lenders for financial assistance, who have taken very hard interest rates from rural peoples. Commercial banks have done a positive role in rural development but their main trust is in urban localities. Private Banks are far away from rural areas. Hence government has set up a committee to strengthen the rural finance system. That committee has recommended a new setup banking system for rural finance, and on recommendation of that committee government has established on 2nd Oct 1975 a Regional Rural Banks (now referred as RRBs) to short out the rural financial problems. Regional Rural Banks do all the works like other Banks. Regional Rural Banks provides Agriculture and nonagricultural finance, credit facilities, different types of loan for trade and commerce, micro enterprises, small and medium enterprises, cottage and village industries, increasing income and opportunity of employment. RRBs have also increased the habits of saving among villagers through small saving schemes. RRBs provide low cost banking facilities.

Key word: Regional Rural Bank, Rural Development, NABARD, Sponsor Bank, Credit Facilities, Farmers, Agricultural strategy, etc.

Introduction:

Development of rural economy and poverty reduction is must for India because approx. 69 percent population lives in rural area. About 50 percent of national income is generating from rural area. There is a huge potentiality for growth in rural areas. All the factors for rural development based on credit system. Which is being fulfilled by banking system. We found credit system start in India in ancient days. When we found the name of "kuber" as god of the bankers. References regarding deposits, pledging for loan, and interest rates are found in "manusmriti". "Kautilya's book Arthashashtra deals about banking products like

"adesha" which was equivalent to the bill of exchange at current time. We have found that in ancient time vaishya community was carrying banking business and they are called as Shroffs, Seths, Mahajans, Sahukars, etc. we have also found the system of credit and Hundi in medieval period. But modern banking took shape after the arrival of the British East India Company. The first modernize bank was "the Bank of Hindustan "started by Alexander & co in 1970.East India company has established the first presidency Bank in 1806 named named bank of Calcutta, which is later on renamed as Bank of "Bank of Bengal", subsequently two other presidency Banks were established 1ˢᵗ " Bank of Bombay" in1840 and "Bank of Madras" in 1843. The oldest Bank surviving Bank in India is Allahabad Bank established in 1865.Punjab National bank was established in 1894. During freedom movement some Indian entrepreneurs starts some Banks namely Bank of India , and Canara Bank in 1906,Indian Bank in 1907, Bank of Baroda in 1908, central Bank of India in 1911 and Reserve Bank of India was established in 1935. But at the time of independence 1947, India had a very weak banking system and mainly located in urban areas. In 1955 state bank of India was constituted and given shape as largest commercial bank in the country. In 1969 the government has nationalized the major commercial banks because they have mainly concentrated in urban areas and vast rural area is depriving from banking facilities.

NEED FOR RRBS:

In rural areas, the traditional money-lenders have continued to be dominated in lending. The condition of villagers are so pathetic that an adage "that they are born in debt, lives in debt and died in debt". Money lenders share in rural finance was as high as 68.6 percent. This is the social challenge of the government also, to alleviate the poverty of rural areas. Therefore government has constituted Gadgil committee in 1945 for agricultural credit. Gadgil committee recommended the establishment of Agricultural credit corporations in all states. However this suggestion was opposed by cooperative planning committee in 1946, the rural banking inquiry committee in1949 and the Rural Credit Survey in 1954 as it is against the interest of cooperative credit society. Both cooperative banks and commercial banks have made a significant progress in credit financing in agricultural sector. The share of these two in rural credit is almost 25 percent in 1974. In spite of all afford government fills a certain weaknesses in these two. Government has established a Banking committee in 1969 and that committee has submitted its report in 1972 with the proposal to establish the new class of rural banks which could incorporate strong features in both cooperative banks and commercial banks to fulfill the debt gap especially for medium and

small cultivators. With this background the Government has appointed a working group on Rural Banks on 1ˢᵗ July 1975 under the chairmanship of M Narasimham. This working group has submitted its report on 30ᵗʰ July 1975 and recommended certain things:

- New institution has been set-up as Regional Rural Bank which should be state sponsored.

- The major priority of lending of the RRBs should be 50 percent towards small and marginal farmers, landless laborers, small traders, rural artisans, but rich farmers should not be excluded.

- The group envisaged the RRBs as scheduled commercial bank with an authorized capital of 1.00 crore and initially issued and paid up capital of Rs 25.00 lakh to be contributed 50 percent by the government of India, 25 percent by the sponsoring commercial banks, 10 percent by the concerned state governments, and 15 percent by other institutions and individuals interested in the local area.

- The commercial banks that sponsoring the particular RRB are the lead bank of that RRB.

- The group also emphasized that the initially managerial personnel and other staff might be drawn from the sponsoring banks, but progressively prepare long term plan to recruit the staff from local manpower resources especially from educated rural young persons.

The government of India has accepted the recommendation of working group. The President of India on September 26 1975 promulgated ordinance empowering Government to set up RRBs in the country. The ordinance was replaced subsequently by the Act, known as "The Regional Rural Bank Act 1976". As per recommendation of working group, the government of India, in the first instance, set up five Regional Rural Banks on a pilot basis at Moradabad and Gorakhpur in U.P, Bhiwani in Haryana, Jaipur in Rajasthan, and Malda in West Bengal as pilot institutions. Later on 48 RRBs were established in 85 Districts of the country by the end of 17ᵗʰ June 1977. Under the chairmanship of Prof M.L. Dantwala, the Reserve Bank of India had appointed a committee to review the working of RRBs; some other committees were also established at the same time for the review of working aspect of commercial banks regarding RRBs etc. the Reserve Bank of India has accepted the major recommendations of Dantwala committee. As per recommendation of Dantwala committee Regional Rural Banks were made credit structure as their integral part of banking and more and more RRBs were set up in the country. There were 196

RRBs in 1998 and covers 451 Districts in the country after the policy of merger of RRBs in state level there are at present 43 RRBs in April 2020, with the Role of:

1. To provide affordable and liberal credit facilities to small and medium farmers, agriculture, artisans, small entrepreneurs and other weaker sections.
2. To save rural poor from the money lenders.
3. To cultivate the banking habits among the rural people and mobilize savings for the economic development of rural areas.
4. To increase the employment opportunity by encouraging trade and commerce in rural areas.

Objective of Study:

There is a convergence of opinions that majority of the RRBs in our country have become non-viable. Some of them have even believes that their establishment has proved to be a costly mistake. The objective of the study are given as below:

1. To Study the background of the idea for setting up the RRBs
2. To study the performance of RRBs in Rural Development.

Hypothesis:

HO1   There is a need to continue the RRBs with some structural changes.

HO2   RRBs are significant in Rural Development.

Research Methodology:

The study is based on secondary data drawn from the following published sources.

1. Annual report of RRBs
2. Statistical statements related to the Bank published by RBI and NABARD
3. Economic survey of government of India
4. Reports of the different committees and working groups set up by the RBI and other government bodies.
5. Circulars related standard books available in the specific subject, various national and international publications, newspapers, and magazines etc.

Literature Review:

• The committee set up the Reserve bank of India in 1977 to review the

working of regional rural banks for evaluation of the performance of the RRBs. The committee concludes that within a short span of two years, they have demonstrated their capability to serve the purpose for which they were established. Therefore the programme for the establishment of more regional rural banks deserves to be accelerated.

Finance Corporation in 1986 on behalf of NABARAD: The study revealed that viability of RRBs was essentially dependent upon the fund management strategy. The proportion of the establishment costs to total cost and expansion of branches were the critical factors, which affected their viability. The study further concluded that RRBs incurred losses due to defects in their systems as such; there was a need to rectify these and make them viable.

Narasimhan committee study has shown on stress on poor financial health of the RRBs, 172 out of 196 RRBs were recorded unprofitable. Hence in June 1993 committee suggested that the RRBs should be permitted to engage in all types of banking business.

Ibrahim committee studies in 2010 performance evaluation of RRBs in India and investigated whether the merger and amalgamation of RRB has helped to improvethe performance of bank.

Structure of RRBs

The sponsor bank of RRB is generally the lead bank of the command area. It is the duty of the sponsor bank not only to subscribe the share capital but also provide aid and assistance to the Regional rural bank in recruitment, and providing training of personnel in first 5 years which may be further extent to another 5 years. Each RRB is sponsored by a public sector Bank. A sponsoring bank helps RRBs by

(a) Subscribing to the share capital.

(b) Training personnel of Regional rural bank.

(c) Providing the managerial and financial assistance to regional rural bank.

The management and business of RRBs is vested in a board of directors headed by a chairman. The sponsoring bank appoints a chairman after the consultation with NABARD, other staff on lower grade recruited from neighbouring areas and having better understanding of local people and local problems. At present the staff structure of RRBs consists of managers who are officer of the bank, field supervisors, senior clerks, junior clerks, steno-typist and messengers or peon. The employee of RRBs came under the purview of Industrial Dispute Act 1947 for the purpose of industrial relation. RRBs are scheduled commercial banks. So

there is no bar for them to do any business of commercial banks like mobilizing deposits and granting loans short and medium term both, particularly to the small and marginal farmers and Agricultural labours, either individual or in groups like cooperative societies. They are the target group of the RRBs. RRBs also provide consumption loan also. RRBs also grant loans to artisans, small entrepreneurs and persons engaged in trade, commerce or Industries. The target group of the societies is given priority in lending. The RRBs are permitted to maintain cash Reserve Ratio of 3 % and statutory liquidity of 25% on their deposit liabilities as against 10% and 38% of commercial banks. RRBs have been control by many agencies which include steering committee, NABARD, Reserve bank of India, sponsored bank, and state level coordination committee. These committees have overall control of RRBs. The financial resources of the RRBs comprise the owned fund, advances and deposit mobilized from sponsor banks, Refinance from NABARD and Industrial Development Bank of India. RRBs accepted two type of deposit that is current accounts and saving accounts. RRBs also accept Term deposits and fixed deposits like commercial banks. The loans given by RRBs are agricultural and nonagricultural both.

Conclusion:

The RRBs as an institutional source of rural credit to meet the objective of economic growth with justice. The greatest challenge which India has been facing for a long is the problem of poverty mainly in rural areas. The cooperative credit institution failed to reach the rural poor to the expected level. Nationalized banks are also failed to reach the weaker sections. Government established RRBs as channels of credit delivery system for the rural poor. RRBs are regionally based and rural oriented scheduled commercial banks. The main intention behind the setting up new bank is local feeling and familiarity in responding to the rural problems. 90% of the direct loan issued by the RRBs went to the weaker sections of rural society. The RRBs have succeed in projecting the image of a 'small man's bank.

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MOTIVATION OF NINTH GRADE STUDENTS IN HOOGHLY DISTRICT OF WEST BENGAL

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ABSTRACT

Any research project points out two sides of significance- theoretical and practical. This study has also such significance. On the theoretical point of view, this study has the potential to explore the nature of the concept study motivation. It has tried to put operational definition of the term. It has also potentiality to explore familial antecedents of study motivation. It would also shed light to the sex difference of study motivation. Findings towards, these end would help in building scientific base for motivation research. Motivation research is very important aspect of research in behavioural science because it solves some basic problem related to organization management, administration productivity setting up of national goal and also developing teacher effectiveness as well as school effectiveness. On the practical side it will suggest practical guidance programmes for developing study motivation for children, it will pin-pointedly show which features of parent's educational standard and occupational level are congenial for the development of students study motivation. Actually there two aspects of parental features generate learning and guidance climate for the family. By knowing the essential nature of different types of learning climate, programme may be designed or teacher training would be involved so that these familial characteristics are substitute by them in order to develop students' study motivation. In fine, the most practical contribution of this study would be to prepare a valid and reliable tool for the assessment of student's study motivation that remains at least for the Bengali medium children. With this tool in hand new direction for motivation research for secondary school children begin as the outcome of the study.

Key words: *Motivation, academic achievement, attitude, guidance, behavior, occupation*

INTRODUCTION:

Any scientific enquiry must be started from a feet difficulty. In this present study, the investigator envisages needs for study on several counts. Study habit takes a prime place in research in education. Study habits are a planned programme of subject matter mastery. Among many factors of study are very important. Therefore to build proper study habits, the learners must be encouraged to developed study motivation. But essentially, no previous study has focused on the problem related to study motivation. This present venture is a

pioneer in direction. The present line of thinking has the potential to explore and also to explain more about study behaviour of the learners. Specifically, the investigator primarily intends to develop and standard a suitable tool for the assessment of study motivation for Bengali medium secondary school children with the help of this instrument. A volume of research may begin to understand study motivation, how it is related to several factor of study habits. Its importance as predict of non-cognitive correlate of academic achievement etc. Moreover, the very nature of motivation in general asserts that it is shaped or moulded by the environmental factors of forces and by many significant persons in child life. In this way an obvious question arises how study motivation is shaped/ moulded by several environment factors at home, school and community factor or characteristics. For the new concepts, study motivation, research is needed in this area. With these urge in the intellectual horizon of the investigator intended to study possible influence of parental level of education and parental occupational level of child's study motivation. This section of this research would reveal how different aspects of such family variables are intricately related to the development of pupils study motivation. With such knowledge in hand it would be technically possible to lay out guidance programme for the development of study motivation for the children.

Another need for the present study is to explore sex difference in study motivation. The inner meaning for this section of study is to build training programme for the development of study motivation as well as general guidance principles for its development for these two sexes. Finally, the study intends to examine relationship that may exist between student's academic achievement and their study motivation. It is hypothesized that there may exist a strong positive correlation between the two variables, but no testing has been done ever before. This is an important relationship in explaining achievement behavior or the modern trend in correlation of achievement research is to predict more and more non-cognitive correlates of school attainment. In this respect this study is essentially important.

OBJECTIVES OF THE STUDY:

The objectives of the study were following:

- To examine sex difference in study motivation among 9th grade children.
- To explore, if there is any, influence of parent's occupation on the 9th grade children's study motivation.
- To explain if, there is any influence, of parent's educational level on the 9th grade children's study motivation.

- To examine relationship between 9th grade children's study motivation with their academic achievement.

- To prepare and standardize a suitable tool for the assessment of study motivation of Bengali medium 9th grade children.

HYPOTHESES OF THEW STUDY:

The following hypotheses were formulated in the study.

H_{01}: Rural boys and rural girls will not differ significantly in their mean scores on study motivation

H_{02}: Urban boys and urban girls will not differ significantly in their mean scores on study motivation

H_{03}: Nine grade children belonging to different educational level of father will differ significantly in their study motivation.

H_{04}: Nine grade children belonging to different educational level of mother will differ significantly in their study motivation.

H_{05}: Nine grade children belonging to different occupation of their father will differ significantly in their study motivation.

H_{06}: Nine grade children's study motivation will related to their academic achievement.

H_{07}: Nine grade children with high average and low degrees of academic achievement will differ significantly in their study motivation

DELIMITATION OF THE STUDY:

The present study has the following delimitations:

1. The findings of the study could only the generalized over nine grade urban Bengali medium secondary school, recognized by the West Bengal Board of Secondary Education.

2. The study motivation meant the learner's behavior assess by the tool developed for this purpose.

3. The findings of the study could not be generalized on rural or tribal nine grade secondary school children.

4. The study lacked adequate control regarding learner's attitude to education, study habits and other personality characteristics, that might influence study motivation.

POPULATION AND SAMPLE:

Nine grade secondary school children studying in the urban and rural Bengali medium schools, recognized by the West Bengal Board of secondary Education, constituted the population.

Stratified random sampling technique was followed for drawing the samples for (a) normative survey and (b) the experiment proper.

For the normative study 200 (117 girls and 83 boys) were selected from four schools (1 boys, 2 girls and 1 co-educational) situated in urban setting in and around Tarakeswar, Hooghly and in rural setting in and around Khanakul, Hooghly in West Bengal. Average age of the sample was 14.

The description of the normative sample has been given below in Table-1

Table-1 : Description of the Normative Sample

Schools	Boys	Girls	Total
Tarakeswar Boys High School	49	-	49
Tarakeswar Girls High School	-	42	42
Marokhana High School	34	47	81
Rajhati Ganoda Girls High School	-	28	28
Total	83	117	200

VARIABLES OF THIS STUDY:

The study involved the following variables.

    A. Independent Variables:

- Sex
- Father's educational level
- Mother's educational level
- Occupation of father

Because the sample contained 80% of mother engaged in domestic work, the investigator did not analyze the relationship between mother's occupation and student's study motivation.

B.   Dependent Variables:

- Study Motivation.
- Academic Achievement.

However another variable namely academic achievement was taken as concomitant variables of study motivation.

ANALYSIS OF DATA:

Results of the study have been presented and discussed in the following sections.

A. Null Hypothesis:

H_{01}: Rural boys and rural girls will not differ significantly in their mean scores on study motivation.

B. Results and Discussion: Results of this section of the study have been presented in Table-2

Table-2: **Sex Difference in Study Motivation**

	Mean difference	SD	t
Rural Girls vs. Rural Boys	2.35	2.36	0.994^{NS}

NS: Not Significant

Analysis: From the Table-2, the computed t-value is 0.994 which is less than 1.96 (Critical value of significance at 0.05 level for df=107). Hence the result is not significant and so null the hypothesis is accepted.

Interpretation: Thus the researcher concludes that the boys and girls will not differ significantly in their mean score on study motivation and hypothesis H_{01} is accepted i.e alternative hypothesis is rejected.

A. Null Hypothesis:

H_{02}: Urban boys and urban girls will not differ significantly in their mean scores on study motivation.

B. Results and Discussion: Results of this section of the study have been presented in Table-3

Table-3: Sex Difference in Study Motivation

	Mean difference	SD	t
Urban Girls and Urban Boys	12.27	2.24	5.483*

Sig. at 0.01 levels

Analysis: From the Table-3, the computed t-value is 5.483 which is greater than 2.58 (Criteria value of significance at 0.01 level for df=89). Hence it is significant at 0.01 levels.

Interpretation: Thus the researcher concludes that the boys and girls will differ significantly in their mean score on study motivation and the hypothesis H_{02} is rejected i.e. alternative hypothesis is accepted.

Study of Father's Educational Level:

A. Null hypothesis:

H_{03}: Children belonging to the different levels of education of their father will not differ significantly in study motivation.

   B.   Results and Discussion: The results of this section of study has been presented in Table-4

Table-4: Group Comparison on the basis of Educational Level of Father

	N	M	SD	t	Sig. Level
Madhyamik (I)	85	149.78	10.93	0.311 (Between I&II)	NS
Higher Secondary (II)	42	149.12	11.78	0.975 (Between II&III)	NS
Graduation (III)	73	151.45	12.66	0.893 (Between I&III)	NS

NS: Not Significant

Analysis: The obtained t-value between fathers of Madhyamik qualification and those of H.S qualification was found to be 0.311 which was less than 1.98 (Criteria value of significance at 0.05 levels for df=125).

Hence there was no significant difference between the fathers of Madhyamik qualification and those of H.S qualification.

 The t-value computed between fathers of H.S qualification and those of Graduation qualification was found to be 0.975 which was less than 1.98 (Criteria value of significance at 0.05 level for df=113). Hence there was no significant difference between the fathers of H.S qualification and those of Graduation qualification.

The t-value computed between fathers of Madhyamik qualification and those of Graduation qualification was found to be 0.893 which was less than 1.98 (Criteria value of significance at 0.05 level for df=156). Hence there was no significant difference between the fathers of Madhyamik qualification and those of Graduation qualification.

Although it is clear evidence from the above three results that hypothesis H_{03} is accepted, yet it can be cited that fathers possessing highest qualification under study have a marginal edge in motivation their children more than those with less qualifications.

Interpretation: Since the results indicated that neither of the three levels of qualifications (viz. Madhyamik, H.S and Graduation) have any impact on their children in developing the study motivation. But to a very little extent, fathers' highest qualification under study induce an environment of study motivation on

their children as compared to the other two educational levels where education was not a factor in bringing any change and the H_{03} is accepted.

Study of Mother's Educational Level:

    A. Null Hypothesis:

H_{04}: Children belonging to different levels of education of their mother will not differ significantly in study motivation.

    B. Results and Discussion: The result of this section of study has been presented in Table-5

Table-5: Group Comparison on the basis of Educational Level of Mother

	N	M	SD	T	Sig. Level
Madhyamik (I)	105	149.5	11.18	0.567(Between I &II)	NS
Higher Secondary (II)	46	148.37	11.06	2.042 (Between II &III)	*
Graduation (III)	49	153.61	12.54	2.106 (Between I &III)	*

Sig. at 0.05 level, NS= Not Significant

Analysis: The obtained t-value between mothers of Madhyamik qualification and those of H.S qualification was found to be 0.567 which was less than 1.98 (Criteria value of significant at 0.05 level for df= 151). Hence there was no significant difference between the mothers of Madhyamik qualification and those of H.S qualification.

The t-value computed between mothers of H.S qualification and those of Graduation qualification was found to be 2.042 which was more than 1.98 (Criteria value of significance at 0.05 level for df=95). Hence there was significant difference between the mothers of H.s qualification and those of Graduation qualification.

The t-value computed between mothers of Madhyamik qualification and those of Graduation qualification was found to be 2.106 which was more than 1.98 (Criteria value of significance at 0.05 level for df=154). Hence there was significant difference between the mothers of Madhyamik qualification and those of Graduation qualification.

Interpretation: The above three results obtained show that hypothesis H_{04} is partially accepted and partially rejected. It was also found that mothers possessing highest qualification under study have a reasonable difference with the other two groups in motivating their children to study than those with less qualification and H_{04} is accepted.

Study of Parental Occupational Level:

  A. Null Hypothesis:

H_{05}: Children belonging to two different parental occupational levels will not differ significantly in their mean study motivation.

  B. Results and Discussion: The results of this section of the study have been presented in Table-6

Table-6: Comparison of Study Motivation based on Occupational Level of Father

Father's Occupation	N	M	SD	t	Sig. Level
Business	150	150.24	11.47	0.021	NS
Service	50	150.28	12.64		

NS= Not Significant

Analysis: The t-value shown in Table-6 between fathers' occupational level of Business and those of Service as found to be 0.012 which was less than 2.60 (Criteria value of significance at 0.05 level for df=198).

Interpretation: It is clear that there is no significant difference between fathers having business as occupation and those having service as occupation. Therefore, hypothesis is H_{05} accepted. Hence it is inferred that professions under this study had no role to play in motivating their children in study.

Study of Academic and Study Motivation:

  A. Null Hypothesis:

H_{06}: There is no significant correlation between academic achievement and study Motivation.

H_{07}: The criterion groups (low, medium and high achievers) would not differ significantly in study motivation.

  B. Results and Discussion: The coefficient of correlation between academic achievement and study motivation was found to be 0.016 which was less than 0.138 (Criteria value of significance at 0.05 level for df=198). So the correlation was not significant at 0.05 levels. It interprets that there is no relationship between academic achievement and study motivation. Hence hypothesis H_{06} is accepted. In order to estimate the degree of relationship in more details two extreme groups were compared by taking their respective means as representative measures.

These comparisons have been presented in Table-7

Table-7: t-test between the Criterion Groups

Categories	N	M	SD	t	Sig. Level
Low Achievers(L)	60	149.38	11.29	0.094((Between L and M)	NS
Medium Achievers(M)	60	149.58	11.99	0.596(Between M and H)	NS
High Achievers(H)	80	150.81	12.12	0.711(Between L and H)	NS

NS= Not Significant

Analysis: The t-value between Low Achievers and Medium Achievers was found to be 0.094 which was less than 2.0 (Criteria value of significance at 0.05 level for df=58). S0, there was no significant difference between Low Achievers and Medium Achievers.

The t-value between Medium Achievers and High Achievers was found to be 0.596 which was less than 2.0 (Criteria value of significance at 0.05 level for df=58). So there was no significant difference between Medium Achievers and High Achievers.

The t- value between Low Achievers and High Achievers was found to be 0.711 which was less than 2.0 (Criteria value of significance at 0.05 level for df=58). So there was no significant difference between Low Achievers and High Achievers.

Interpretation: So, it is concluded that from the results of the above table that there was no significant differences among the criterion groups (low, medium and high achievers) in study motivation. Hence the hypothesis H_{07} is accepted.

CONCLUSION:

The findings of the study showed that academic achievement of ninth grade learners were positively related to their study motivation. This implied that proper study motivation of learners needs to be developed for their better academic achievement which usually denotes effectiveness of teaching- learning process.

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MENTAL HEALTH AND ITS RELATION WITH ACADEMIC ACHIEVEMENT OF NINETH GRADE STUDENTS IN WEST BENGAL

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ABSTRACT

Academic achievement as the dependent variable is the first considerable factor. As the achievement is considered the criteria of education and the marks in subjects are considered the knowledge of the subjects. In ordinary sense, academic achievement refers to the performance of the students in various subjects of prescribed curriculum in the educational institutions. Academic achievement is an aspect who is engaged in the process of education and since it depends on its degree of effectiveness for maximum performance.

Key words: Mental health, academic achievement etc.

INTRODUCTION:

Present world is reshaped with the tremendous development of education. New prevailing tendency of globalization is arising in the whole world. Man captured the whole world in his own hand with the help of computer etc., which results a new struggle to live in the world and their raises a huge competition in various fields. The society demands from the new generation that they could show their extraordinary performance in educational and intellectual factors. And for that, particularly for the betterment of academic achievement they could resort various way in various time. We could see in various advertisements that they used to say about many medicines which empower in examination if they take brain medicine. But as a student of Education it may be said that academic achievement is a dependent variable. So it was influenced by many variables. These variables may come wither from externally or internally from the students. The academic achievement depends directly or indirectly on the mental health of students.

Education is a process which shapes and moulds the knowledge, character and behavior of young learners. It helps the growth and sound development of the children who go through the life long process and which encompasses aspects of human being. Education is a major factor for achieving the diversity goal of development by inculcating social, emotional, mental, political, technical and

cultural competence of the pupils. The school is one of the most important formal agency of education through which the goal of education is materialized with the industrialization and growth of complexity in social life. Education of today is needed a lot of attention from both parents and Government. A common picture of present educational institution is that most of the students do not have proper attention due to different reasons. Parents are ready to prepare their children to face any competition in education without considering the intellectual ability, mental power, Interest and attitude of them.

It has unanimously been agreed upon by all experts that mental health plays a curial role in the development of personality. It is also possible to imagine harmonious development of human beings without sound mental health. Academic achievement of students also depends on mental health. Review of related literature and other reveals that mental health is important factors which influence academic achievement.

OBJECTIVES OF THE STUDY:

The following objectives were laid down in the study.

- The correlation among mental health an academic achievement of Students in secondary school.
- To find out mental level of the students of class IX.
- To find out the difference or relationship between rural and urban students.
- To find out the difference or relationship between boys and girls students.

HYPOTHESES OF THE STUDY:

The investigator formulated and the following hypothesis of his study.

H_{01}:   The urban boys would not show better performance in the Mental Health Test than the rural boys.

H_{02}:   The urban boys would not show better performance in the Mental Health Test than the unban girls.

H_{03}:   The urban girls would not show better performance in the Mental Health Test than the rural girls.

H_{04}:   The rural boys would not show better performance in the Mental Health Test than the rural girls.

H_{05}:   The urban students (total) would not show better performance in the Mental Health Test than the rural students (total).

H_{06}:   There is no significant relation of Mental Health on Academic Achievement of total students.

H_{07}:   There is no significant relation of Mental Health on Academic Achievement of rural students.

H_{08}:   There is no significant relation of Mental Health on Academic Achievement urban students.

H_{09}:   There is not significant relation of Mental Health on Academic Achievement of rural students.

H_{010}:   There is no significant relation of Mental Health on Academic Achievement of urban boys.

H_{011}:   There is no significant relation of Mental Health on Academic Achievement of rural girls.

H_{012}:   There is no significant relation of Mental Health on Academic Achievement urban girls.

TOOLS FOR THE STUDY:

The following tools are used for the study.

- Academic Achievement- (Dependent variable). The investigator collect semester examination marks with additional and compulsory subjects, aggregate total marks obtained by the students under investigation.

- Mental Health- (Independent variable). The investigator selects 60 items for self administered mental health inventory. There are various dimensions are added in the questionnaire. The investigator used only seven dimensions such as loneliness, adjustment, security, inferiority, stealing, aggressiveness, lying for his investigation.

POPULATION AND SAMPLING:

The investigator wants to establish a relationship between mental health and academic score of the students of class IX under the WBBSE. So the students of class IX under the WBBSE comprise the population for the study. But the investigator applies the tools to the students of class IX in the district of Nadia, W.B. Among two high schools in urban area one is boy's school and other is co-educational school; and in rural area two co-educational high schools are selected for administering the test. In urban area 150(Boys 95, girls 55) and rural area 150 (Boys 85, girls 65) students are selected for the study.

METHODOLOGY OF THE STUDY:

The Descriptive Survey Type method of research was used in the present study.

TESTING OF HYPOTHESIS:

For the verification of the various hypotheses to different strategies were taken:

(A) To draw difference between the various groups mental health by t-test.

(B) To draw correlation between academic score and mental health among the various groups by Pearson's Product moment method.

Differences between Various Groups of Mental Health by t- test:

Hypothesis (H_{01}): The urban boys would not show better performance in the Mental Health Test than the rural boys.

Table -1: The Significance Difference between Urban Boys and Rural Boys of class IX with respect to their Mental Health

Groups	Mean Score	Difference between means	SD	SE_D	t-value
Urban Boys (N=95)	100.26	1.95	7.30	1.34	1.45[NS]
Rural Boys (N=85)	98.31		10.29		

NS= Not Significant

Analysis: The finding of t-test have revealed here statistically insignificant difference (t= 1.45) between urban boys and rural boys of class IX regarding their Mental Health. This insignificant t-value indicates that there is no remarkable difference between these two groups under study.

Interpretation: On the basis of the above findings the first hypothesis (H_1) is rejected. It means (rejected) that as a whole concept of Mental Health bears no significant difference among the urban boys and rural boys of class IX under study.

Hypothesis (H_{02}): The urban boys would not show better performance in the Mental Health Test than the unban girls.

Table -2: The Significance Difference between Urban Boys and Urban Girls of class IX with respect to their Mental Health

Groups	Mean Score	Difference between means	SD	SE_D	t-value
Urban Boys (N=95)	100.26	2.90	7.30	1.25	2.32*
Rural Boys (N=55)	97.36		7.47		

Significant at 0.05 levels

Analysis: The finding of t-test have revealed here statistically significant difference (t= 2.32) between urban boys and urban girls of class IX regarding their Mental Health. This significant t-value indicates that there is a remarkable difference between these two groups under study.

Interpretation: On the basis of the above findings the second hypothesis (H_2) is accepted. It means (accepted) that as a whole concept of Mental Health bears a significant difference among the urban boys and urban girls of class IX under study.

Hypothesis (H$_{03}$): The urban girls would not show better performance in the Mental Health Test than the rural girls.

Table -3: The Significance Difference between Urban Girls and Rural Girls of class IX with respect to their Mental Health

Groups	Mean Score	Difference between means	SD	SE$_D$	t-value
Urban Boys (N=55)	97.36	2.36	7.47	1.40	1.69^{NS}
Rural Boys (N=65)	99.72		7.89		

NS =Not Significant

Analysis: The finding of t-test have revealed here statistically insignificant difference (t= 1.69) between urban girls and rural girls of class IX regarding their Mental Health. This insignificant t-value indicates that there is no remarkable difference between these two groups under study.

Interpretation: On the basis of the above findings the third hypothesis (H$_3$) is rejected. It means (rejected) that as a whole concept of Mental Health bears no significant difference among the urban girls and rural girls of class IX under study.

Hypothesis (H$_{04}$): The rural boys would not show better performance in the Mental Health Test than the rural girls.

Table -4: The Significance Difference between Rural Boys and Rural Girls of Class IX with respect to their Mental Health

Groups	Mean Score	Difference between means	SD	SE$_D$	t-value
Rural Boys (N=85)	98.31	1.41	10.29	1.48	0.95^{NS}
Rural Girls (N=65)	99.72		7.89		

NS= Not Significant

Analysis: The finding of t-test have revealed here statistically insignificant difference (t= o.95) between rural boys and rural girls of class IX regarding their Mental Health. This insignificant t-value indicates that there is a remarkable difference between these two groups under study.

Interpretation: On the basis of the above findings the fourth hypothesis (H$_4$) is rejected. It means (rejected) that as a whole concept of Mental Health bears no significant difference among the rural boys and rural girls of class IX under study.

Hypothesis (H$_{05}$): The urban students (total) would not show better performance in the Mental Health Test than the rural students (total).

Table -5: The Significance Difference between Rural Student and Urban Student of class IX with respect to their Mental Health

Groups	Mean Score	Difference between means	SD	SE_D	t-value
Rural Student (N=150)	98.92	0.28	9.32	0.98	0.29^{NS}
Urban Student (N=65)	99.20		7.47		

NS= Not Significant

Analysis: The finding of t-test have revealed here statistically insignificant difference (t= 0.29) between rural student and urban student of class IX regarding their Mental Health. This insignificant t-value indicates that there is a remarkable difference between these two groups under study.

Interpretation: On the basis of the above findings the fifth hypothesis (H_5) is rejected. It means (rejected) that as a whole concept of Mental Health bears no significant difference among the rural student and urban student of class IX under study.

Testing Hypotheses H_{06} to H_{012} as under:

Table-6: Correlation between Mental Health and Academic Score among Various Groups by Pearson's Product Moment Method (H_6-H_{12})

Hypothesis	Subject	r-value	Remarks
H_{06}	Total Student (N=300)	0.72	Positively correlated
H_{07}	Rural Student (N=150)	0.84	Positively correlated
H_{08}	Urban Student	0.60	Positively correlated
H_{09}	Rural Boys (N=85)	0.92	Highly Positively correlated
H_{010}	Urban Boys (N=95)	0.50	Positively correlated
H_{011}	Rural Girls (N=65)	0.76	Positively correlated
H_{012}	Urban Girls (N=55)	0.70	Positively correlated

Analysis and Interpretation of Correlation:

H_{06}: The significant co-efficient (r=0.72) revels the fact that the two variables i.e., Mental Health and Academic Achievement were significantly positive correlated in case of Total students of class IX.

H_{07}: The significant co-efficient (r=0.84) revels the fact that the two variables i.e., Mental Health and Academic Achievement were significantly positive correlated in case of Rural students of class IX.

H_{08}: The significant co-efficient (r=0.60) revels the fact that the two variables i.e., Mental Health and Academic Achievement were significantly positive correlated in case of urban students of class IX.

H_{09}: The significant co-efficient (r=0.92) revels the fact that the two variables i.e., Mental Health and Academic Achievement were significantly highly positive correlated in case of Rural Boys of class IX.

H_{010}: The significant co-efficient (r=0.50) revels the fact that the two variables i.e., Mental Health and Academic Achievement were significantly positive correlated in case of Urban Boys of class IX.

H_{011}: The significant co-efficient (r=0.76) revels the fact that the two variables i.e., Mental Health and Academic Achievement were significantly positive correlated in case of Total Rural Girls of class IX.

H_{012}: The significant co-efficient (r=0.70) revels the fact that the two variables i.e., Mental Health and Academic Achievement were significantly positive correlated in case of Urban Girls of class IX.

CONCLUSION:

All the results give evidence to conclude that mental health contributes positively to academic achievement. Here mental health and academic achievement is positively correlated. So, we can say that mental health is very much essential for academic achievement. Moreover, if one's mental health is good he can become with the surrounding skillfully as his impact has fallen on academic achievement.

All these results make a strong point that there is no significant difference in the mental health of urban and rural students. On this basis it may be conclude that urban students are not superior to rural students on mental health scale

It may be concluded in the light of above results that mental health is an important contributor of academic achievement. Mental health has a positive effect on academic achievement and sex does not play any role in enhancing or depreciating mental health of an individual. Need of the hour is to recognize the aptitude of the child and encouraging them to recognize their abilities and limitations. It is onus of the educational institutions parents and patron of education of guide children to challenge their energy in the right direction and achieve success in life.

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WOMEN EMPOWERMENT AND ROLE OF SCHOOLS IN RURAL WEST BENGAL

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ABSTRACT

This paper examines the role of secondary education for empowering rural women in West Bengal. In the last two decades there has been a significant positive change in the consciousness among parents regarding the need of education for the well being of their daughters. However there is still to achieve more in regard to the literacy rate in comparison to the total population as well as their male counterparts. Doing away with the pre-schooling dropout rates a significant number of girls students get married after secondary or higher secondary education. Patriarchal influence significantly or partially affects their whole life and thus affects the desired result of women empowerment. Hence the general awareness programme especially on health, policies, national projects, politics, legal right etc, if linked with the schooling process may prove to be a beneficiary at the micro level with a proliferative implications.

Key words: Women empowerment, School, Rural

Introduction

Empowering women to take part in the workforce is not a simple problem to solve. For many women, there are physical and psychological consequences for entering the workplace – harassment, discrimination, violence and shame. Moreover, women across the globe still require investment in basic health and education. A crucial part of the solution is getting resources for these working women to access, allowing them to thrive in their economic environments so that they may, in turn, foster the success of local communities.

In most of the cases women unlike their male counterpart are not well informed as well as well equipped to grab the minimum opportunities to navigate their career. The root lies in the basic stage of their socializing process, the schooling. There has been a huge enrolment in the primary and secondary education in rural Bengal in the last two decades. But in case of higher education, participation of women is significantly low. Only 7-8% of the total enrolment gets admission to colleges. Taking a cue from the recent policies framed by the government, it can be said that projects like Mid-Day-Meal, Kanyashri Prakalpa etc have become successful in restoring a little bit of nutrition and increasing attendance in schools respectively. The very idea of providing basic amenities and necessary

information providing in school has worked a lot. Hence an approach has to be done to make the formal education more effective to achieve desired result in terms of women empowerment.

Objectives of the study:

This paper has tried to evaluate how much secondary and higher secondary education of West Bengal can contribute in paving path for women empowerment and gender inequality to enable them to be an agent of poverty reduction and sustainable development. This paper tries to investigate how far opportunities can be enhanced in providing information and exposure at the secondary or higher secondary level so that a huge number of mediocre students or the students who does not have access to higher studies may prove to be beneficiaries. More specifically the objectives are:

1. To identify the problems regarding women empowerment and gender equity in West Bengal.
2. To identify the role of schools regarding women empowerment and gender equity in West Bengal.

Methodology of the study:

Observation, Documentation and Analytical Research

The research work has followed the guideline with the help of discussions, seminars, sharing views, exchanges dialogue with common mass, rural and urban women, reports of Women Commission, Administration, Human Development, conversation with Women Activists, Social Workers and also with the help of opinion surveys. The project has interacted with different groups of people including students, house wives and non-government organizations. We know there are different types of methodology for any study. Here the historical method of research/study is used. In the present study and the approach is qualitative in nature. The work has been conducted in the following ways:

• Collection of primary and secondary sources;

• Detailed of the reliable and valid sources;

• Comparison of different sources and

• Making generalization from the sources.

Sources of data:

Here two Types of data were collected. These were:

I. Primary sources of Data: Interviewed with the students.

II. Secondary Sources of Data: Different types of books on women empowerment.

Indicators of empowerment:

Women empowerment is a complex issue with varying interpretations in different societal, national, and cultural contexts, the participants also came out with a tentative listing of indicators

At the level of individual woman and her house-hold participation in crucial decision making processes extent of sharing domestic work by men extent to which women take control of her reproductive functions and decides of family size extent to which woman is able to decide where the income she has earned will be challenged to feeling and expression of pride and value in her work.

Self confidence, self esteem and ability can prevent the violence on women. At social level increased number of women leaders at villages or micro-levels involvement of women in design development and application of technology participation of community program, productive enterprises, politics and art involvement of women in non-traditional tasks and exercising her legal right when necessary.

Violence against women is rooted in discrimination and inequality, making it challenging to address. Men and women who have not had opportunities to question gender roles, attitudes and beliefs, cannot change them. Women who are unaware of their rights cannot claim them. Governments and organizations without access to standards, guidelines and tools cannot adequately address these issues. Once evidence accumulates and awareness grows, the potential for stopping all forms of violence does too.

Financial awareness: Empirical evidence suggests financial literacy's positive impact on financial behaviour and financial status in a number of behavioural domains. Financially-literate individuals do better at budgeting, saving money, and controlling spending (Moore, 2003; Perry and Morris, 2005); handling mortgage and other debt (Campbell, 2006; Lusardi and Tufano, 2009); participating in financial markets (Van Rooij, Lusardi et al., 2011; Christelis, Jappelli et al., 2010; Yoong, 2010); and ultimately, successfully accumulating wealth (Stango and Zinman, 2009). Other work has further demonstrated the link between financial status and other important aspects of household well-being, notably low financial status correlates with poorer physical, mental and emotional health outcomes for all household members.

Political awareness: Empowerment of women as a concept is based on equal share of women in public life. They must be party to framing laws, policies and education and health plans. Social pressure and perceptions hold women back as their lives, all over the world, are centered on their families. In India, marriage continues to be the ultimate goal of girls. Unless their lives become more

comfortable and more empowered within the institution of family, the chances of their reaching out to legal and constitutional provisions will remain negligible. But it is true that the percentage of women interested in political power has risen. However it does not appear that women vote necessarily for women's issues or women candidates.

Legal awareness: In 2010 and 2011, the International Land Coalition (ILC) supported five community-based projects that aimed to promote the legal empowerment of rural women and address the issues hindering them. In West Bengal, the civil society organisation Swadhina (self reliant) worked to enhance legal awareness and a sense of gender justice among women from tribal and marginalised rural communities. Women in every walk of life need Legal Literacy. We also believe that men need these informations as much as women do in order to sensitize them. Legal Literacy should therefore be made part of the National Literacy Mission Programme. (Ms. Binamrata Rani is a Project Officer with Marg.).

Nutrition & Health awareness: For women, from the stage of infancy and childhood to the stage of adolescent and reproductive phase the risk of malnutrition is the highest. There is a close link between the health of an adolescent girl who becomes a pregnant and lactating woman latter and the health of the infant child. The Infant Mortality Rate is 31 and Maternal Mortality Ratio is 145 (SRS 2007 - 2009). Macro and micro nutrients are needed for these special conditions but they are not available to the vast majority of women. These are very real issues of the very real world that we live in. Without addressing these basic needs we cannot think about any meaningful step towards social empowerment of women.

Gender discrimination

The problem of gender inequality and discrimination is interlinked with the differential rates of literacy of a particular locality, access to primary and basic education, health and nutrition indicators. The policy interventions of the West Bengal Government have had mixed effects in this regard. The beneficiaries of policy of land reform tended to aggravate gender discrimination. With respect to human security issues, women in West Bengal are in relatively better position than in other states of the country. Economic exclusion appears as one of the most significant problems for women in the state, which tends to have spill-over effects in other aspects of life. However, the trends in all of these variables are broadly in a positive direction, although the pace of change is not as rapid as could be desired.

Barriers to Empowerment in Rural West Bengal

In raising awareness of women's legal rights, Swadhina faced two major challenges. Firstly, women in the communities had very little participation in public spheres:Not only do they spend much time and energy responding to family needs, but they also face conditions such as rigid authoritarian spouse control, violence at home, social expectations regarding motherhood, and unsafe community environments that limit their physical mobility. A second challenge was women's low levels of literacy, Ambitious expectations of quick and mass appeal have no basis in fact. How to make it possible for women to engage in empowering activities while they face a critical everyday survival is a real challenge.

The increased interest in empowerment comes at a time when structural adjustment policies are being implemented in many of the developing countries. There is strong evidence that these policies have had a negative impact on women in multiple dimensions of their lives, including education (Commonwealth Secretariat, 1989, and UNI-CEF,1987).

Education and Empowerment

This collective learning, which draws upon the theory of social learning of Albert Bandura, has been argued to be one of the greatest benefits from participatory evaluations in education (Cousins and Earl, 1992). The rationale of learning that occurs in women's groups is the same. Empowerment can succeed only if it is a mode of learning close to the women's everyday experiences and if it builds upon the intellectual, emotional, and cultural resources the participants bring to their social space. The need for women to benefit from educational opportunities and considers that the "most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation" (Inter-Agency Commission, WCEFA, p. 45). The importance of doing participatory and action research was underscored. It was considered important to organize workshops to train grassroots women to conduct participatory research where they could develop skills to critically analyze their existing conditions. The guiding principle, however, was to share the results with the women in a language and manner that was understandable to them. Interdisciplinary, multidisciplinary or cross disciplinary research is also a demand of the new era. Tools, strategy, data, information etc from the different disciplinary if combined correctly the desired outcome may be a step away.

Strategies

Formal education has substantial contributions to make to an improved gender, the fostering of positive gender identities through the curricula, the retraining of teachers to be gender sensitive, and the provision of nonsexist guidance and counseling. Community involvement through the arrangement of seminar and discussion in school premises may enhance the possibilities of spreading awareness. If the concept of empowerment is freely applied to changes that are only cognitive or psychological, empowerment would not necessarily have to be translated into a collective dimension. And in the case of women's transformation, it is imperative that social structures be rearranged

Conclusion

The cognitive component refers to women's understanding of their conditions of subordination and the causes of such conditions at both micro and macro levels of society. It involves understanding the self and the need to make choices that may go against cultural and social expectations, and understanding patterns of behavior that create dependence, interdependence, and autonomy within the family and in the society at large. School where more that 60% women of the total population spend sometime can be more informative to meet up their social and psychological need.

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A BRIEF ANALYSIS ON INDIAN ENVIRONMENTAL POLICIES, LAWS AND IMPROVEMENT

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ABSTRACT

Edmund Muskie once said that environmental laws are not ordinary laws, they are laws of survival. The protection of the global environment is in the interest of all of us living in this lonely planet. No doubt, various measures have been adopted in the past to correct a number of environmental problems at national and international levels. But not much success has been achieved in this regard. So, much remains to be done. Most countries do not respond to environmental problems unless they pose immediate risks and threats. Such environmental policies, however, will not adequately protect the environment in the future. Time has come to recognize that agencies and organizations whose activities affect the environment must begin to anticipate future environmental problems and then take steps to avoid them. The failure to think about the future environmental consequences o of prospective social, economical and technological changes may impose very high and unavoidable economic and environmental costs on future generations. At present the environmental effects of changes in global economic activities are being felt by both nations and individuals. Examples are shortage of safe drinking water in Russia, severe air pollution in Mexico and loss of biodiversity in Africa.

Key Words: *Environmental Laws, Policies, Planning, Biodiversity,*

INTRODUCTION:

For solving our present and emerging environmental problems we have to develop environmental awareness among people. Without the active participation and involvement of the people it is not possible to protect the environment. The environmental awareness can be developed only through proper education and propaganda. It is not enough to take note of our current environmental problems. We have to think about our future problems also. Such an approach goes beyond the immediate costs and benefits of environmental protection. Environmental awareness and foresight can preserve the environment for future generations. Only by anticipating environmental problems and by taking steps now, can we ensure sustainable development. This is indeed the need of the hour. Today more and more people are realizing that environmental protection is indeed essential to the long-term future. But they also recognize that environmental protection is not enough to achieve sustainability. Social and

economic goals are also an essential component. Indian environmental laws began regionally and evolved to high levels of government. It is because local problems spread to other areas and required a higher political authority to address them. Environmental laws seek to protect health and environmental quality. In MDCs like the USA or the UK the national environmental policy requires all projects on government-owned land and all government subsidized projects to be examined for their environmental impact. This policy seeks to establish the environmental impact statement as a means of assessing potential effects and suggesting corrective actions or remedial measures. In the USA the National Environmental Policy Act has been passed in 1969. This Act is a general statute with several key goals. First, it declares a national policy to use all practical means to minimize the environmental impact of government actions. More specifically the Act requiring that those who take decisions regarding government controlled or subsidized projects (such as dams, highways and airports) outline possible adverse impacts in an Environmental Impact statement (EIS).

OBJECTIVES OF THE PRESENT THEME:

The objectives of the review are:

- To know about the Environmental Impact Statement.
- To examine the Environmental Planning and its impact assessment.
- To know about the Environmental Laws.
- To examine the key Environmental Acts of India..
- To overview the basic remedial measures for improvement of environment.

METHODOLOGY OF THE STUDY:

We know there are different types of methodology for any study. Here the historical method of research/study i.e. Content analysis is used. In the present study the approach is qualitative in nature. The work has been conducted in the following ways:

- Collection of primary and secondary sources
- Detailed of the reliable and valid sources
- Comparison of different sources.
- Making generalization from the sources.

Sources of the Data: Here two Types of data were collected. These were:

I.   Primary sources of Data: Interviewed with the students about the study.

II.   Secondary Sources of Data: Different types of books of Environmental Education

DISCUSSION AND ANALYSIS OF THE OBJECTIVES:

ENVIRONMENTAL IMPACT STATEMENT:

The Environmental Impact Statement (EIS) has been an effective way of getting business and governmental agencies to focus on the environmental impacts of their projects. Thus, it has helped promote vision in economic developmental strategies. The goal of the EIS is that those who become aware of potential impacts of their plans will act responsibility to avert them as much as possible. In this sense, the EIS is a political carrot (an inducement) rather than a political stick (a punishment). Since EIS is available early in the planning stage, it can help decision-makers determine whether they are implementing their policies, programmes and plans in compliance with the national environmental goals expressed in National Environment Protection Act and other legislations. In India, environmental policies are to be formulated keeping in view individual needs and society's interests. The preservation of natural and man-made environment is of paramount importance so far as environmental policy is concerned.

The environmentalist movement in India was limited in the 1970s and assumed much importance since the eighties. The essence of steady growth and sound development lies in a realistic compromise between the exploitation of environmental resources and meeting human needs and wants. Growth with social justice aims at providing the vast majority of people in India with the bare minimum of these necessities of life. Environmental policy in India has to take note of this grim reality. Quite some damage has already been done to our environment- water logging and salination of agricultural land due to continuous irrigation and fertilizer use, desertification, overgrazing of pasture land, denudation of forest areas leading to soil erosion and other ecological problems, pollution of rivers by industrial effluents, submergence of valuable forest lands by dams, the growth of slums and extinction of greenery due to over-urbanization. Yet environment was not giving high priority and sufficient recognition in the plans until 1968.

ENVIRONEMNTAL PLANNING THROUGH ENVIRONMENTAL IMPACT ASSESSMENT:

Environmental Impact Assessment (EIS) is "an exercise to evaluate the probable changes in the various socio-economic and bio-physical characteristics of the environment which may generally result from a proposed programme, project or legislation. EIA is widely regarded as the most comprehensive instrument for environmental planning. It is undertaken to minimize the possibility of an action causing unanticipated changes in the environmental costs and benefits of the proposed projects." The need to introduce EIA in India is evident from the alarming state of the nation's environment. And this point has been noted by the Planning Commission.

Environmental Impact Assessment in India: Impact assessment is a pointer to the environmental compatibility of the projects in terms of their location, and so on. Impact assessment was introduced in India in 1978 and now covers projects such as: (i) River valley; (ii) Thermal power; (iii) mining; (iv) industries; (v) atomic power; (vi) rail, road, highway, bridges; (vii)ports and harbors; (viii) airports; (ix)new towns and (x) communication projects

   a) Those which require the approval of the public Investment Board/ Planning Commission/ Central Electricity and by other ministries;

   b) Those which are sensitive and located in environmentally degraded areas;

   c) Public sector undertakings of the Central where the project cost is more than Rs 50 core.

The EIA Notification was emended in 1997 to provide for public hearings as well as for empowering State Governments for according environmental clearance in respect of certain Thermal Power Projects. As per the provisions of the EIA Notification, 1994, mining projects are subject to environmental clearance.

Present Procedure for Environmental Impact Assessment: The Department of Environment, Forests and Wildlife (DOE), is the Indian Government's only agency responsible for environmental impact assessment. At present, any Central Government project involving investment of more than Rs. 5 cores and which needs clearance from the Planning Commission has to be sanctioned and cleared through the DOE. The National Council on Environmental impact assessment of such costly projects.

THE ENVIRONMENTAL LAWS:

The Environmental laws are of two types- statutory law and common law.

(i) Statutory Laws: These laws describe broad goals. These laws are passed for environmental protection and resource management. These laws are written by and agreed upon by legislative bodies. Such laws generally establish broad goals such as protection of health and the environment by reducing air pollution, or the judicious use of natural resources. Technical details such as the setting of standards, pollution control requirements and resource management programmes are worked out by various government agencies, such as the Environmental Protection Agency (EPA) of the USA. Initially statutory laws set standards of acceptable behavior and call on agencies to determine regulations. Then, in the next stage, such laws provide authority for various enforcing agencies to take legal action-to fine polluters or to take polluters to the court to face criminal charges and possible jail sentences.

(ii) Common Laws: Many environmental cases are tried on the basis of common law. A common law is a body of unwritten rules and principles derived from thousands of years of legal decisions. Common law is based on proper or reasonable behavior.

Societal Interests: Common law is a rather flexible from of law that attempts to balance competing societal interests. For example, a company that generates noise may be brought to court by a nearby landowner who complains that the factory is a nuisance. The landowner may sue to have the action stopped through an injunction. In deciding the case, the court relies on common law principles. It weighs the legitimate interests of the company in doing business (and thus making noise) and the interest of society (which wants its citizens) employed and wants to collect taxes from the company against the interests of the landowner (who is trying to protect the family's rest, health, and enjoyment of property).

THE KEY ENVIRONMENTAL ACTS OF INDIA:

The court may favour the plaintiff (the one who files the law suit) if the damage (loss of sleep, health effects, and inconvenience) is greater than the cost of preventing the risk (cost of noise abatement, loss of jobs, and loss of tax revenues). However, the court might not issue an injunction, an order to cause the factory to shut down; instead, it may simply require the defendant(the one defending the case or whose actions are being contested) to reduce noise levels within a certain period, striking a balance between competing interests. Cases such as this one illustrate the balance principle.

It is against this background that I discuss Indian Laws related to environmental protection. The focus will be on some key environmental acts of India. From the early 1970s our government policy towards sustainable development is reflected in the passing of several environment-related acts. The Central and State Governments have passed various laws in order to deal with environmental issues and problems. These laws are:

1) The Wildlife Protection Act, 1972.

2) The Water (Prevention and Control of Pollution) Act, 1974, amended in 1978 and 1988.

3) The Forest (Conservation) Act, 1980, amended in 1988.

4) The Air (Prevention and Control of pollution) Act, 1981, amended in 1988.

5) The Environment (Protection) Act, 1986.

6) The National Environmental Tribunal Act, 1995.

The Central and State Water Boards are responsible for carrying out the legislative mandate contained in the Water Act. However, the most important administrative agency entrusted with powers and responsibilities to protect the environment is the Department of Environment (DOE). The functions of DOE include environmental appraisal of development projects, direct administrative responsibility for pollution monitoring and regulation, conservations of critical ecosystems designated as biosphere reserves and conservation of marine ecosystems. A National Committee on Environmental Planning (NCEP) was also set up. The object is to promote research in environmental problems and establish facilities for such research wherever necessary. The National Environment Policy, after all, envisages not only conservation, development and management but also equity amongst the people sharing the environment. The N.D. Tiwari Committee has also revealed that most of our laws were not in line with the national policy. If these laws protect or conserve, they get in the way of production and development; and where their aims are industrial or demographic development, they totally overlook and ignore the need for the conservation and protection of India's physical environment.

REMIDIAL MEASURES FOR IMPROVEMENT OF ENVIRONMENT:

The West Bengal Pollution Control Board has adopted the following measures for improvement of environment in the State:

Industrial Pollution: These are as follows:

(i) Air Act extended to the whole States

(ii) Consent administration for small scale industries considerably decentralized through General Managers of District Industries Centre.

(iii) 208 industries identified as gross polluters for priority attention to ensure regulatory compliance.

(iv) Compliance ensured through negotiated agreements and technical guidance.

Automobile Pollution: These are as follows

a) New private non-commercial vehicles in CMA made to conform to EURO-I (India200) norms with effect from 1.11.1999.

b) All new vehicles in the State made to conform to EURO-I (India 2000) norms with effect from 1.4.2000.

c) Unleaded petrol (containing 0.013% lead) made available from 1.2.2000 all over the state.

d) Sulphur content in diesel reduced to 0.25% throughout the state by 1.2.2000.

Schemes environment improvement: These are as follows

(i) Millennium Park in Calcutta.

(ii) Restoration of five parks in Howrah.

(iii) Improvement of Jawaharlal Nehru Road- Maidan area of Calcutta.

Environmental monitoring: These are as follows

1) Identification & mapping of industries in CMA.

2) Ambient air quality at 25 stations in Calcutta.

3) Ambient air quality at 9 stations in Howrah.

4) Ambient air quality at 10 industrial areas and 9 major district towns in West Bengal.

5) What quality of river Hooghly at 12 locations.

6) Water quality of river Damodar, Barakar, Rupnarayan, Kalijani, Mahananda, Kansai, Tista, Karola, Jalangi, Churni and Dwarkeswar.

7) Water quality of Subas Sarobar and Rabindrana Sarobar and selected water bodies in Calcutta.

8) Water quality of Tamila Nullah, Khardah canal and Sewage channels of Calcutta.

9) Bio-monitoring in a few rivers.

10) Studies of noise characteristics in and around hospital and schools in CMA.

11) Studies of noise characteristics of various sources and its impact on human health.

(Source: West Bengal Pollution control Board)

CONCLUSION:

The world is becoming more and more environmentally conscious. Society has began to realize that natural resources are not without end, that mankind must make an effort to preserve the environment if future generations are to have a chance for a healthy life or even survival. A number of firms have made environmental considerations a fundamental part of their business strategy. The terms environmentally responsible manufacturing and green manufacturing are sometimes used to describe the effort to reduce wastes, avoid contamination of the environment, and make environmentally sound products through environmentally efficient processes.

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INFLUENCE OF EDUCATION ON ECOLOGICAL PROBLEMS IN WEST BENGAL

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ABSTRACT

One of the best issues that the planet is facing these days is that of ecological problem, increasing with each passing year and inflicting grave and irreparable injury to the world.

Ecology is the scientific study of the processes regulating the distribution and abundance of organisms and the interactions among them, and the study of how these organisms in term mediate the transport and of energy and matter in the biosphere (i.e. the study of design of ecosystem structure and functions). Ecology is the relationships between organisms and their environment. Some of the most pressing problems in human affairs – expanding population food scarcities environmental pollution including global warming, extinctions of plant and animal species and all the attendant sociological problems are to a great degree ecological.

Key Words: Ecology, Education, Environment, Ecosystem etc.

INTRODUCTION

The word 'Ecology' was coined by the German Zoologist Ernest Haeckel, who applied the term "oekologie" to the "relations of the animal both to its organic as well as its organic environmental", "home", "place to live". Ecology has been defined various as the interrelationship of organisms with their environment and each other. In botany or zoology the term "ecological" is applied to those variations of plant or animal life which are attributable to difference of physical environment reaching on the distribution and the characteristics of the species to them.

The modern concept of ecology has largely superseded other concepts such as "urban", "social" and "human" ecology. This employed the biological analogy of viewing social institution in terms of competition climax areas and zones.

When a seed is put into the grouped under appropriate conditions, it germinates pushes its seed leaves up to the air and sends its rootlets down into the soil. In enters into a set of relations with its environment so complex that if it were completely detached again, as the seed once was, it would tear to shreds. In this complex processes the plant develops the potentialities of the particular seed and no other different kinds of plants are adapted to the different habitats, to stony

soil, to the dry desert or to the reach human of well watered plains. The same kind of plants to soil is so full of significance that a special branch of botany, "plant ecology" is develop the study. Behavior ecology is the study of an organism's behavior in its environments and its ecological and evolutionary implications.

Animals are not attached to the soil like plants but they are no less dependent on a responsive to environment. Human being are usually capable of passing from one environment to another as well as of changing the conditions of giving environment to suit their own purposes, but they are not independent on environment which they live. The environment is not simply, sum total of surrounding of a living organisms including natural force and other living things which provide conditions for development and growth as well as of danger and damage. Basically, the relation of life and environment is overmuch close life and environments are co-relations.

OBJECTIVES OF THE STUDY:

- To known environment, life and human society.
- To know understand the nature of in ecological factors through education.
- To determine the attitude of people towards water conservation, soil conservation, forest conservation, wildlife conservation etc.
- To know the mass transportation facilities and other related problem for newly development countries.

HYPOTHESIS OF THE STUDY:

H_1: There will be significant difference in attitude towards forest conservation between boys and girls.

H_2: There will be significant difference in attitude towards soil conservation between boys and girls.

H_3: There will be significant difference in attitude towards water pollution between boys and girls.

H_4: There will be significant difference in attitude towards air pollution between boys and girls.

H_5: There will be significant difference in attitude towards sound pollution between boys and girls.

H_6: There will be significant difference in attitude towards wildlife conservation between boys and girls.

NEED AND SIGNIFICANCE OF THE STUDY

The need and significance of the study are

- To conscious the people about the environment.
- To conscious the people about the ecological balance.
- Water pollution is a vital problem in our world. It is no doubt that we can jointly remove it.
- Soil takes part of important role in our life. So soil conservation is very necessary.
- Forest also take part an important role in ecological balance.

DELIMITATIONS OF THE STUDY

A. Sample:

- Area: The surveys were selected from Murshidabad District in West Bengal.
- Class: The attitude scale and the diagnosis tool were standardized upon student of class X boys and girls.

Number:

- Number of boys students included in the study :
  50 boy's students were included in the study.
- Number of girls students included in the study:
  50 girl's students were included in the study.

B. Area of content:

The test had been limited to the following topics:

Forest Conservation, Air pollution, Water pollution, Soil conservation and Wild life Conservation only.

C. Tool used:

The tools used in the study were an attitude scale prepaid by researcher himself with the guidance of supervisor.

DEFINITION OF THE TERMS:-

Ecology: Ecology is the study of the relationship between organisms and their environment. The word ecology was coined by the German zoologist Ernest Haeckel, who applied the term "OEKOLOGIE" to the relations of the animal both to its organics as well as its inorganic environment, "home" or "place to live".

Ecosystem: Any area or region regarded as a unit for ecological observed and study of the interrelationships between organisms and their environment.

Environment: The term 'environment' has been divided from a French word 'Environ' means to surrounding. It refers to both a biotic (physical or non-living) and biotic (living) environment. The word environment means surrounding in which organisms live.

Attitude:

All port defines attitude as – "a mental and neural state of readiness, organized through experience exerting a directive or dynamic influence upon the individual's response to all and situations with which it is related.

REVIEW OF RELATED STUDY:

a) "Discussion on compensation mechanism of water pollution control on the three gorges reservoir and its upstream areas." LIU Xu-fang WANG Ming – an (Human Normal University Changsha Human – 410081) Engineering Science, 2005-2008

b) "Ecological studies and Cocio-economic aspect for the conservation and management of Krishna Mangrove forest in Andhra Pradesh, India". Abdul Nabi, Acharya Nagarjune University – 2011, Andhra Pradesh, India.

c) "Evaluating Conservation Education Programmed at a South American Zoo" Susan K. Jacobson; Colombian Association of Zoological Parks in California, U.S.A, Department of Wildlife and Range Science, University of Florida, U.S.S, Vol – 25, issue – 4, 1994

d) "The influence of short-term outdoor Ecology Education on Long Term Variable of Environmental Perspective." Franz X. Bogner, University of Ludwigsburg, Germany. This research was done at the institute a Didactic of Biology, vol – 29, issue – 4, 1998.

e) "An Analysis on the conceptions of Ecological Compensation"– LIU CSU-fang, WANG Mingan (Human Normal University Changsha Human – 410081) Arts and Science College of Human Changed Human, 2006.

f) "Ecological Environmental Compensation on Exploiting Building Materials" (J) Shanghai Environmental Science – 1996 – 02 Zhuang Guotai; GAO Peng and Wang Xuejun; Department of Nature conservation, NEPA, Beijing – 100035, Peking University, Beijing – 1000871.

g) "Study on Ecological Compensation mechanisms in Shiyan River Basin" Journal of Anhui Agricultural Science", Li Xiao-ping, (School Law, Gansu political Science and Law Institute, Lanzhou – 730070, Gansu, 2009.

h) "Ethical Foundation of Ecological Compensation for soil and water conservation" Journal of Beijing Forestry University (Social Science), 2003-2008, HU-Zhen-peng, Nanchang University, Nanchang – 330029, Chaina

NATURE OF THE STUDY:

From the nature of the problem it was considered that the present investigation would be conducted by survey method research, because survey is generally used for that type of research which proposes to ascertain what is normal or typical condition or practice at the present time, and no data is the created by the investigator, he just gather them and interprets them.

AREA OF INVESTIGATION:

The sample for the study was drawn from areas of Samserganj Block, Chandana Basudevpur, Jaladipur High School and Sahebnagar High School (H.S), Murshidabad District of West Bengal. The majority of people of this area depend upon agriculture and percentage of literacy is low. Villages under the study are of many kinds, some of them being located in the vicinity of towns and have better communication and transport facilities and therefore more developed.

DECIDING THE COMPOSITION OF THE SCALE:

The scale was decided to consist of the following major dimensions:

Attitude towards water; ii) Attitude towards soil; iii) Attitude towards forest; iv) Attitude towards air; v) Attitude towards wildlife and vi) Attitude towards sound.

COLLECTION OF STATEMENTS:-

1) All together about 50 statements were collected from students (50) of class X boys Bengali Medium Secondary schools of Murshidabad District.

2) All together about 50 statements were collected from students (50) of class X girls Bengali Medium secondary school of Murshidabad Districts.

PREPARING A PRELIMINARY SCALE:

The 50 positive and 50 negative statements were then randomly arranged by the investigator and printed with necessary for 5 point Likert Scale.

PRINCIPLES AND COLLECTION OF DATA:

The tests were administered to the sample on and 5th February 2016. The tools were administered on the students of class X of one selected school.

After the investigator was convinced of the fact that the instruction was properly understand by the students. He distributed the "Ecological Test and give necessary instruction how to write the answer.

RESULTS AND DISCUSSION:

TESTING THE FIRST HYPOTHESIS:

H_{01}: There will not be significant difference in attitude towards forest conservation between boys and girls.

For this purpose the response sheets of the attitude scale were arranged in order of size of the scores. The sheet having the highest scores was placed at the bottom and the highest scores was placed at the bottom and the sheet having the lowest scores was placed at the top, the scores of intermediate sheets were in a decreasing order from bottom to top.

Table:-1: Testing significance of mean difference between boys and girls attitude towards forest conservation

Variables/Gender	Mean	SD	df	S_{ED}	t
Boys	21.02	*2.52*			
Girls	20.72	*2.13*	98	*√0.2224*	*0.64^{NS}*

NS = Not Significant

Analysis: Our completed t-value is much lower than 1.96 as well as 2.58, the critical values required to reach 5% and 1% levels of significance, respectively. Therefore, it may be taken as not significant at both 5% and 1% levels.

Interpretation: Hence, the null hypothesis is accepted at the both levels. It means that there is no significant difference in attitude towards forest conservation between boys and girls.

TESTING THE SECOND HYPOTHESIS:-

H_{02}: There will not be significant difference in attitude towards soil conservation between boys and girls.

For this purpose the response sheets of the attitude scale were arranged in order of size of the scores. The sheet having the highest scores was placed at the bottom and the highest scores was placed at the bottom and the sheet having the lowest scores was placed at the top, the scores of intermediate sheets were in a decreasing order from bottom to top.

Table:-2: Testing significance of mean difference between boys and girls attitude towards soil conservation

Variables/Gender	Mean	SD	df	S_{ED}	t
Boys	28.54	*3.53*			
Girls	28.38	*3.51*	98	*√0.71*	*0.23^{NS}*

NS= Not Significant

Analysis: Our completed t-value is much lower than 1.96 as well as 2.58, the critical values required to reach 5% and 1% levels of significance, respectively. Therefore, it may be taken as not significant at both 5% and 1% levels.

Interpretation: Hence, the null hypothesis is accepted at the both levels. It means that there is no significant difference in attitude towards soil conservation between boys and girls.

TESTING THE THIRD HYPOTHESIS:

H_{03}: There will not be significant difference in attitude towards water pollution between boys and girls.

For this purpose the response sheets of the attitude scale were arranged in order of size of the scores. The sheet having the highest scores was placed at the bottom and the highest scores was placed at the bottom and the sheet having the lowest scores was placed at the top, the scores of intermediate sheets were in a decreasing order from bottom to top.

Table:-3: Testing significance of mean difference between boys and girls attitude towards water pollution

Variables/Gender	Mean	SD	df	S_{ED}	t
Boys	19.34	*3.19*			
Girls	19.38	*3.43*	98	*√0.67*	*0.09^{NS}*

NS= Not Significant

Analysis: Our completed t-value is much lower than 1.96 as well as 2.58, the critical values required to reach 5% and 1% levels of significance, respectively. Therefore, it may be taken as not significant at both 5% and 1% levels.

Interpretation: Hence, the null hypothesis is accepted at the both levels. It means that there is no significant difference in attitude towards water pollution between boys and girls.

TESTING THE FOURTH HYPOTHESIS:

H_{04}: There will not be significant difference in attitude towards air pollution between boys and girls.

For this purpose the response sheets of the attitude scale were arranged in order of size of the scores. The sheet having the highest scores was placed at the

bottom and the highest scores was placed at the bottom and the sheet having the lowest scores was placed at the top, the scores of intermediate sheets were in a decreasing order from bottom to top.

Table:-4: Testing significance of mean difference between boys and girls attitude towards air pollution

Variables/Gender	Mean	SD	df	S_{ED}	t
Boys	11.92	2.06	98	√0.42	0.38^{NS}
Girls	12.08	2.06			

NS= Not Significant

Analysis: Our completed t-value is much lower than 1.96 as well as 2.58, the critical values required to reach 5% and 1% levels of significance, respectively. Therefore, it may be taken as not significant at both 5% and 1% levels.

Interpretation: Hence, the null hypothesis is accepted at the both levels. It means that there is no significant difference in attitude towards air pollution between boys and girls.

TESTING THE FIFTH HYPOTHESIS:

H_{05}: There will not be significant difference in attitude towards sound pollution between boys and girls.

For this purpose the response sheets of the attitude scale were arranged in order of size of the scores. The sheet having the highest scores was placed at the bottom and the highest scores was placed at the bottom and the sheet having the lowest scores was placed at the top, the scores of intermediate sheets were in a decreasing order from bottom to top.

Table:-5: Testing significance of mean difference between boys and girls attitude towards sound pollution

Variables/Gender	Mean	SD	df	S_{ED}	t
Boys	19.22	2.60			
Girls	18.26	3.29	98	√0.50	1.60^{NS}

NS= Not Significant

Analysis: Our completed t-value is much lower than 1.96 as well as 2.58, the critical values required to reach 5% and 1% levels of significance, respectively. Therefore, it may be taken as not significant at both 5% and 1% levels.

Interpretation: Hence, the null hypothesis is accepted at the both levels. It means that there is no significant difference in attitude towards sound pollution between boys and girls.

TESTING THE SIXTH HYPOTHESIS:-

H_{06}: There will not be significant difference in attitude towards wild life conservation between boys and girls.

For this purpose the response sheets of the attitude scale were arranged in order of size of the scores. The sheet having the highest scores was placed at the bottom and the highest scores was placed at the bottom and the sheet having the lowest scores was placed at the top, the scores of intermediate sheets were in a decreasing order from bottom to top.

Table:-6: Testing significance of mean difference between boys and girls attitude towards wild life conservation

Variables/Gender	Mean	SD	df	S_{ED}	t
Boys	12.38	*2.10*			
Girls	12.20	*2.16*	98	$\sqrt{0.43}$	0.42^{NS}

NS = Not Significant

Analysis: Our completed t-value is much lower than 1.96 as well as 2.58, the critical values required to reach 5% and 1% levels of significance, respectively. Therefore, it may be taken as not significant at both 5% and 1% levels.

Interpretation: Hence, the null hypothesis is accepted at the both levels. It means that there is no significant difference in attitude towards wild life conservation between boys and girls.

SUMMARY AND CONCLUSION OF THE STUDY:

The researcher problem of the present study was to find the relationship among the attitudes scores of the Boys and Girls students towards maintaining the ecological balance problem.

CONCLUSION:

The null hypotheses are accepted. As in each case obtained t-value is not significant at the both levels of 5% and 1%. Therefore there is no significant difference in boys and girls attitude towards in Forest conservation; Soil conservation; Water pollution; Air pollution; Sound pollution and Wild life conservation.

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STUDENTS INVOLVEMENT IN STUDIES WITH THEIR PARENTAL INCOME AND EDUCATION WITH EXAMINATION MARKS

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ABSTRACT

Learning is said to be the main wheel of success in life, especially in today's world, which is experiencing the greatest momentum of change. Today's knowledge, skills, techniques are becoming obsolete in tomorrow reality of life. It also seems to be dead wood to a person when he/she likes to enter into the future work station. To become a real knowledge worker, continuous knowledge creator is the greatest challenge to the curriculum designer, facility planners, curriculum transactors and more so for the young learners. The future demand today's chilled to become a tool maker for unlocking the look of the future. In spite of such demand and challenges today's learners like to remain in their known world to become book-worm memory worker or just carrier of some information to be used in the examination halls and getting good marks. At this instance the learners' knowledge is not applicable to their future life as it is highly volatile. Ultimately such memory workers destine to be rubbles in the waste boxes of the so called educated under employed or unemployed. The call of the destiny of life is to learn, to digest, to lay hands on it and to change its landscape accordingly.

Key words: Learning, Success, Challenges, Demand, Information, Unemployed

Introduction:

The traditional school learning is solely examination result oriented. Students become energize and put efforts only for external rewards of many kinds known to all. The crush of the present situation demands enjoyments tasks of student learning it. This enjoyment in learning was its source in the task itself. The type of motivation needed is not supported by external controller of behavior, rather the source of motivation remain locked within the learner, a state of mind which supplies emotion of joy and feeling of success. This motivation is called intrinsic motivation, now it is learning task. It also refers to self responsibility of the learner in learning. It is sometimes called Ego Involvement or Involvement in Studies. It is sometimes linked with joyful learning.

In the context of EFA (Education For All) especially at the initial stage of formal learning. It is coined as joyful learning in joyful environment. About hundred

years ago the great poet R. N. Tagore called it 'Anandapath' which is the central theme of child-centered learning.

Learning is a systematic endeavor on the part of the learner. It is conditioned not only by motivation, but study, drill, practice, reinforcement are also the essential conditions of learning. Advancing this notion it implies that learner's true involvement in study and study materials is a positive contributing factor of learning. Students involvement in studies demonstrated by its relationship with the measure of outcome of student learning.

Further students' involvement in study is a function of the characteristics of the home and school in which he lives or study. In case of home they more stood determining factors parents' level in income, consumptions and education outside the school. The parents' level of educational qualification is contributing factors in developing children involvement in studies.

Keeping mind all the above themes in mind and being interested in studying the present state of students' involvement in studies among the girl students the present study has been undertaken. The title of the study has been formulated as: Students involvement in studies with their parental income and education with examination marks

Objectives of the study:

The major objectives of this study are as follows:

1. To find out relationship of students' involvement in studies and their family income.

2. To examine relationship of students' involvement in studies and their fathers' level of education.

3. To explore relationship of students' involvement in studies and their mothers' educational level.

4. To find out relationship of students' involvement in studies and their academic achievement in three selected subjects (Bengali, Physical Science and Mathematics).

Hypothesis of the study:

Three major hypotheses have been formulated in this study.

H_1 : There is no significant relationship between students' involvement in studies and their parental income.

H_2 : There is no significant relationship between students' involvement in studies and their parental educational level.

H_3 : There is no significant relationship between students' involvement in

studies and their examination marks in a) Bengali, b) Physical Science and c) Mathematics.

Assumptions of the study:

There are five assumptions related to students' involvement in studies.

1. Students' involvement in study can be defined.

2. Students' involvement in study can be assist.

3. Students vary in involvement in studies.

4. The measure of students' involvement in study maintains interval scales.

5. Examination marks and the measure of students' involvement in studies are normally distributed in the population.

Significance of the Study:

The present investigator has undertaken a humble attempt in order to answer some questions which are implied in the objective of the study. The researcher thinks that the study itself as well as the findings of the study has of special educational significance described in the following lines.

a) The findings would be helpful in understanding the nature and extent of eighth grade girls' involvement in studies. Moreover how their involvement in studies are affected by parents' income and education. Further note to what extent eighth grade students' involvement in studies is related to their examination marks in Bengali, Physical Science and Mathematics.

b) The above findings will give some stimulation to the future researchers who are interested in designing study materials or modifying teaching-learning process.

c) The findings of the study may be useful to the teachers, parents, curriculum planners, counselors etc., for improving quality of studying among the learners.

Related Studies:

1) Socio-economic Status : Various studies have been conducted to find out the relationship between the socio-economic status of the family and student's academic motivation. These studies are Entwistle (1968), Barial (1966), Hayes (1969), Desai (1971), Chaudhary (1971), Parikh (1978), Mehta (1969), Tamhankar (1968), Stavros (1972), Sewell & Shah (1968) and Seidel (1970).

2) Scholastic Achievement : These studies are Sutton (1961), Singh (1965), Lowell (1952), Mehta (1969), Russell (1969), Bhatnagar (1976), Verma (1966), Srivastava (1967), Shaw (1961), Barial (1966), Sinha (1965) and

Hass (1963).

Variables of the study:

In this study following variables have been involved :

  a) Parental level of income.

  b) Parental level of education.

  c) Students involvement in studies.

  d) Examination marks in a) Bengali, b) Physical Science and c) Mathematics.

Sample of the study:

A purposive sample of 142 eighth grade girls studying in three girls' high school within Chakdaha Municipality has been selected. All the three schools are government aided recognized high schools. The medium of instruction is Bengali In each school only one section of class 8 has been selected.

Tools Used for the study:

The preset investigator employed a Bengali version of study involvement inventory originally developed by Bhatnagar (1982). It measures intrinsic motivation in the field of studying. The above tool has also been used for collecting information relating to family income, fathers' educational qualification, mothers' educational qualification and examination marks. There is no fixed time limit to answer the inventory but an average student takes about 10–15 minutes to complete it.

Reliability and Validity of the tool:

The test-retest reliability with a time gap of one month is found to be 0.87 (N = 150). The split-half reliability applying the Spearman-Brown formula has been found to be 0.67 (N = 150) with an index of reliability of 0.70. The present inventory had a high content and construct validity as expressed by 33 experts of Education Psychology.

Research Design:

In the study general descriptive statistics have been used for organization and presentation of data.

  i) Hypothesis 1 and 2 has been tested by the application of analysis of variance.

  ii) Hypothesis 3 has been tested by applying product moment correlation.

Three levels of parental income have been designated as:

  a) Annual income below Rs. 15000 = Low group.

  b) Annual income above Rs. 60000 = High group.

   c) Annual income in between high and low group = Middle

Three educational levels have been marked as:

   a) Educational qualification up to Madhyamik = Low group.

   b) Educational qualification above Madhyamik but below Post-Graduate = Middle

   c) Parents with Post-Graduation qualification and other professional qualification like MBBS, Engineering = High group.

Organization of Data:

The collected data have been organized and some common descriptive statistics have been calculated. The results have been presented in the following:

Table – 1 : Descriptive Statistics for Students' Involvement in Studies

Number	Mean	Median	Q	S. D.
142	88.7	89.3	11.4	7.2

Table – 2 : Descriptive statistics for School Examination Marks for Various Subjects

Subjects	Number	Mean	Median	Q	S. D.
Bengali	142	57.8	57.0	6.85	10.40
Physical Science	142	53.8	52.4	10.45	14.10
Mathematics	142	50.4	48.3	12.40	17.08

The above values of means and medians indicate that the collected score distributions are nearly normal. Therefore it is reasonable to use parametric statistics for analysis of data.

Testing of Hypotheses:

As per design of the study this section has been divided into two sub-sections.

1. Study of Analysis of Variance: In the sub-section student involvement in study has been consider as the dependent variable and parental income and family income have been treated as two separate independent variables. The sole purpose of this study has been to find out relationship if independent variables on the dependent variable. Hence analysis of variance has been employed.

   A. Relationship of parental income and students' involvement in studies.

   The concern results have been presented in Table – 3.

Table – 3: Basic Data for ANOVA demonstrating and Relationship of Students' Involvement in Studies (SIS) and Parental Income

	Low	Middle	High
N	69	51	22
Σx	6145	4478	1054
Σx^2	549061	395544	174536
Mean	89.057	87.803	88.818
SD	5.144	6.867	6.85

Table–4: ANOVA summary showing the relationship of students' involvement in studies and parental income

SV	SS	df	MS	F
SS tr	47.719	2	23.859	0.644
SS within	5143.081	139	37.00	
SS total	5190.80	141		

Analysis: The obtained value of F for df 2, 141 is found only 0.644 which is not significant at 0.05 level. Therefore H_{01} could not be rejected at 0.05 level. Hence the alternative hypothesis H_1 stating "There is significant relationship between parental income and students' involvement in studies", is not accepted.

Interpretation: The findings shows that family income and children involvement in studies as one of the dimensions if intrinsic motivation is a one type of personality variable not influenced by income of the family.

B. Relationship of parental level of education and students' involvement in studies.

In the layer parental level of education has been separated out into two dimensions i.e., Fathers' level of education and Mothers' level of education.

a) Here the results relating to fathers' educational level have been presented in Table 5 and 6.

Table – 5: Basic Data for ANOVA demonstrating Relationship of Students' Involvement in Studies and Fathers' Educational Level

	Low	Middle	High
N	63	62	18
Σx	5582	5469	1521
Σx^2	496862	484941	136433
Mean	88.603	88.209	89.470
S. D.	6.062	6.430	4.665

**Table – 6: ANOVA Summary showing the Relationship of Students'
Involvement in Studies and Fathers' Educational Level**

SV	SS	df	MS	F
SS tr	21.71	2	10.85	
SS within	5149.59	139	37.04	0.29
SS total	5171.30	141		

Analysis and Interpretation: The obtained F value is only 0.29 which is not significant for df 2, 141 at 0.05 level. Therefore the H_{02} could not be rejected at 0.05 level. Hence the alternative H_2 stating, "There is significant relationship between Fathers' level of education and students' involvement in studies" is not accepted.

b) Here the results relating to Mothers' educational level have been presented in Table 7 and 8.

**Table – 7 : Basic Data for ANOVA demonstrating Relationship of Students'
Involvement in Studies and Mothers' Educational Level**

	Low	Middle	High
N	83	51	8
Σx	7428	4451	698
Σx^2	667248	390829	61064
Mean	89.493	87.274	87.25
S. D.	5.506	6.884	4.832

**Table – 8 : ANOVA Summary showing the Relationship of Students'
Involvement in Studies and Mothers' Educational Level**

Sv	SS	df	MS	F
SS tr	170.396	2	85.19	
SS within	5020.40	139	36.11	2.35
SS total	5190.796	141		

Analysis and Interpretation: The obtained F value is only 2.35 which is not significant for df 2, 141 at 0.05 level. Therefore the H_{02} could not be rejected at 0.05 level. Hence the alternative H_2 stating, "There is significant relationship between Mothers' level of education and students' involvement in studies" is not accepted.

2. Study of Product Moment Correlation: In this sub-section product moment correlation have been performed for examining relationship of students' involvement in studies and Marks in three school subjects. The results have been presented in Table – 9.

Table – 9 : Product Moment Correlations between Students' Involvement in Studies and Results of Three School Subjects

Subjects	Number	'r'
Bengali	142	0.00056
Physical Science	142	0.00029
Mathematics	142	–0.092

Analysis:

The results presented in above table show at the obtained co-efficient of product moment correlations are not significant at 0.05 level. Hence the H_{03} could not be rejected. The alternative H_3 is not accepted.

Interpretation:

The findings indicate that students' involvement in studies and their examination marks in Bengali, Physical Science and Mathematics taken separately are not significant. Putting in other words it is revealed that students' involvement in studies have not influenced examination marks of the students in the above three subjects.

Conclusion:

The students have obtained examination marks and put their efforts due to other influencing factors that may not be included in the domain of involvement in studies which is practically intrinsic motivation or joyful learning.

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SCHOOL AND CLASSROOM ENVIRONMENT IN THE LIGHT OF NCF 2005

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ABSTRACT

National Curriculum Framework (NCF) 2005 owes its present shape and form to the flurry of ideas generated through a series of intensive deliberations by eminent scholars from different disciplines, principals, teachers and parents, representatives of NGOs, NCERT faculty, and several other stakeholders at various levels. It received significant contributions from state Secretaries of Education and Directors of SCERTs, and participants of the regional seminars organized at the RIEs. Experiences shared by principals of private schools and Kendriya Vidyalayas and by teachers of rural schools across the country helped in sharpening our ideas. Voices of thousands of people—students, parents, and public at large—through regular mail and electronic media helped in mapping multiple viewpoints.

Key words: School and Classroom Environment, NCFTE 2009

INTRODUCTION:

The National Curriculum Framework (NCF) 2005 is the document formulated by a National Steering Committee with the advice of the Ministry of Human Resource Development under the administrative fold of NCRT. This is a national document describing the suggestive ways and means for future school education in India. This document prescribes manifolds action to do for pressure free and joyful learning. In this paper the writer analyses the portion of school and class room environment according to NCF 2005. We find that school education is become very stressful. Parents also want their wards as successful in every spheres of life .But it is impossible. So the environment of school and classroom should be as a sky with rainbow. There students glide freely and choose their own colour of life. The beams of rainbow must teach them about negative and positive colour of life. Those beams must not appear as the beams of a cage. In the NCF (2005) there are eight environments which affect school students. These are –physical environment, nurturing and enabling environment, participation of all children, discipline and management, space for parents and the community, curriculum sites and learning resources and time. In this paper writer illustrates these environments with their implications. School plays a vital role in our life. We often talk about our schooling, their schooling or so on. We often discuss about our experiences in school and how we spent those golden days. Classroom environment is also a topic in our get together.

In fact those colourfull experiences are the prelude and interlude of learning. Learning takes place within a web of social relationships as teachers and pupils interact both formally and informally. Curriculum is, basically, all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when the curriculum is implemented. In present day, pupils are overburdened with tasks of syllabus. Syllabus is taken as curriculum still now. This mistake brings confusions. Students are aiming only at enhancing the total number in their examination. They are just like the *Tota* of Tagore's*" Tota kahini"* –where people offered him only papers of some bookish knowledge but no one asked him what he wants. Our coloured schooldays are becoming grey in spite of tensions, unhealthy competition, and pressures.

Schools are institutional place for communities of learners, including both students and teachers. The National Curriculum Framework 2005 has analyzed critically the scenarios of school education in this country. Education should aim to build a commitment to these values which are based on reason and understanding. The Curriculum therefore should provide adequate experiences and spaces for dialogue and discuss in the school to build such commitment in children.

The National Curriculum Framework 2005 has five chapters where School and Classroom Environment are as chapter-4. Also National Curriculum Framework for Teacher Education 2009 emphasizes on better school and classroom environment In this paper the writer gives an intense look on it.

OBJECTIVES OF THE STUDY:

Main objectives are as follows,

a) To get familiarities with eight dimensions of School and Classroom Environment.

b) To analyze recommendations of NCFTE 2009 for School and Classroom Environment.

c) The contradictions between theory and practice.

SOURCES OF DATA:

Different types of sources of data are used for any study .There are mainly two types of sources of data, i.e., primary sources and secondary sources. When researcher collects data direct from the field is called primary data. When researcher uses data from other sources like other's research papers, books, periodicals, journals or data used in similar studies by another person for another purposes are called secondary data. For this study the writer used only secondary

data. She consults different types of books, journals, papers and the main document of NCF 2005 for the paper.

METHODOLOGY OF THE STUDY:

Every research paper has to be dependent on specific methodology. We find three types of research methodology: Historical, Experimental and Descriptive. Also, there are another two types i.e., Qualitative and Quantitative. For the sake of this study the writer follows historical as well as qualitative methodology.

ANALYSIS AND DISCUSSION THE OBJECTIVES:

Eight Dimensions of School and Classroom Environment:

In National Curriculum Framework, 2005 classroom and school environment is a prime chapter. In this chapter there are eight different areas to follow for better environment in school as well as in classroom. Here the writer analyses those areas:

1) Physical Environment: Students are continuously interacting with the physical environment of their schools during reutilized and non-reutilized time. They interact consciously and sometimes unconsciously. Inappropriate school design adversely affects the productive output of the teachers and also classroom management. Children preferred colourful places. Bright and airy classroom with enormous space for their articles and free movements are most preferable to the students.

Buildings are the most expensive physical assets of a school. Maximum educational value should be derived from them. Creative and practical solutions can be used to maximize educational value. Permanent pictures become monotonous and cease to enhance the quality of the space. If most of the wall-display area utilize for children's own work, or chart made by teachers and these will replaced after some months. These activities can be enhanced the learning capacity of the children. NCF 2005 recognizes different semi outdoor activities like playing with mud and sand, space exploration and discovery etc.

Class size is an important factor that influences the choice of desirable methods and practices of curriculum transaction. Teacher – student ration is not desirable more than 1:30 at any cost. Recommendation of DPEP was that the physical layout of the class room could be altered, so that children can sit together in small group for carrying their activities. For this arrangement chairs, desks and tables should be differently designed. The maximum use of pedagogic resources can be available to the school. For example, the walls of

the primary schools may be black coloured up to 4 feet, that the students can use the walls as their canvas.

Play ground for children is lacking in many schools especially in rented private schools. This is harmful for quality education. Affinity with green and play in open land make the children open minded. Children can be encouraged to participate in activities to make the school and class room attractive. To understand and internalize 'we-feeling' student should participate in various cultural activities.

2) Nurturing Enabling Environment: In school and classroom situation pupils spend approximately 5 to 6 hours in a day. Also they should utilize their energies and be enabling to do tasks in equal opportunities. They come from different segments of society. So, teachers and administrators must keep in mind the ideas of child rights. An enabling environment is one where children feel secure and which is governed by the relationships of equality. Class room environment would be fear free to the children where they can freely interact with teacher on their queries, so that self esteem and self confidence can be enhanced easily.

3) Participation of all children: India is one of the largest and oldest democratic countries in the world. Education defines the fabric of a nation and has the capacity to provide each child a positive experience of democratic function. It is difficult to think that a child wakes up one fine morning when s/he is eighteen and know how to participate, preserve a democracy. Adults of the country have the liabilities to bring up the generation with democratic outlook. Every person learns what s/he experience at home and in the world around him or her. The school can play the role model to give the proper experiences to form a genuine secular egalitarian and democratic country.

Unhealthy competition in school is dangerous to the values, enshrined in our Constitution. Enabling democratic participation is a means of empowering weak and marginalized. NCF 2005 give emphasize and policy of inclusion.

a) Child Rights: The three most important principles of the Convention of the Rights of the Child (CRC) are the right to participation, to association or organization and to information. Right to participation depends on the realization of different primary rights like access to information, the freedom of association and the right to formulate opinions fro influence and coercions. Organize participation of children and youth, especially the disadvantaged group, gives strength, confidence, identity and ownership. Coming or gathering together gives visibility and collective voice.

b) Policy of inclusion: Right to Education ensures education is a fundamental right to every one. Pupils come from different socio economic strata with various capacities and interest. This is very challenging to the school teachers and administrators. This heterogeneous condition can be handled with care and affection. In school or classroom environment, there is a tendency to select same children over and over again for different events. Excellence may be singled out for appreciation but at the same time opportunities need to be given to all children. Their specific abilities need to be recognized and appreciated.

4) Discipline and Participatory Management: For maintaining discipline and controlling the class teacher selects monitor. They are responsible to maintain orders of the authority. Those who question the rule are punished. It is important to rationalize the rules and re – evaluate the same according to the pupils view. Self discipline is very much important for systematic pursuit of learning. Discipline should enable freedom, choice and autonomy for both teachers and students.

It is necessary to involve children in ruling process by giving representative. System for the participatory management of the school by students, teachers and administrators need to be evolved. In school environment children can learn the process of setting codes and self governance and the skills required to participate in decision making and democratic function.

5) Space for Parents and Community: school is miniature form of community and curriculum should extend beyond the school premises. It is necessary to plan different types of activities in school which reinforce the children and the parents as well. This will help the community as well as parents to feel that what school wants to provide to their students for future.

Schools also may arrange seminars and gatherings where experts from community invite as resource persons to share their knowledge and experiences in relation to a particular topic being studied.

To make the school management supportive to children administrators should give emphasis on their needs. By inviting alumni and local residence, the importance of the school as a community site can increase. Community involvement can also be sought for maintaining the school and its facilities.

6) Curriculum Sites and Language Resources: NCF 2005 gives lights on text books, libraries, educational technology, tools and laboratories, other sites and spaces, need for plurality and alternative materials and also organizing and pooling resources for classroom environment.

Improved text books which are carefully written and designed, professionally edited and tested offered interactive spaces for children. For better curriculum translation use of dictionaries, supplementary books, workbooks and extra reading can lighten up extra burden of text books. Not only that such book could draw children's attention away from the text to the world around them. *Atlases* have similar role to the children. Posters are also very interesting elements to promote general awareness.

Manuals and resources for teachers are also very important just like textbooks. Teacher's handbooks can be designed in many different ways which would useful for lesson plan. Such source of books needs to be available in in-service training for teachers and during meetings when they plan teaching units.

If classroom is heterogeneous then mono-grade textbooks are useless. So, there is a need for alternative types of materials to be made available to teachers as a basis of planning lessons and units:

- Thematic lesson with a variety of exercises and activities at different levels for different groups.

- Graded self - access materials that children can engage with on their own with minimum scaffolding from the teacher, allowing them to work on their own or with other children.

- Whole - group activity plans, say, storytelling or performing a small drama, based on which children can do different activities.

The school library should be conceptualized as an intellectual space for both teachers and students which can help to deepen their knowledge and imagination. NCF proposed that one period of a week for library can develop pupils' reading habit. Who have a library room can sit and need silently and who have not can lend the book and retune this after a week. Library books can be brought onto the language class. Pupils can be asked to write about the books or share the story they have need. For project they may look up references from library. Where a room is available for library it must be full of light and good seating arrangements. Not only that, NCF 2005 suggested that the school library should be open during vacation.

Use of educational technology in classroom teaching can demolish the boredom of monotonous teaching learning. Interactive CDs, Net enabled computers can facilitate a meaningful integration and enhancement of school curriculum in rural as well as urban areas. These facilities can minimize the mental gap between rural – urban and regional language and English medium schools.

Governments and other agencies responsible for financial planning need to take the ET's demands and benefits.

School and classroom environment would facilitate the creativity of the students. So the curricular areas can contribute to achieving the aim of making the school space as creative space with resources. For better science laboratories, equipments for mathematical activities and art and craft activities proper tools are required.

To enhance and make interesting the teaching learning process, imaginative use of different sites and spaces directly affects the quality of education in school. These sites are like local monuments, museums, natural features like rivers, hills etc., everyday spaces like market, post office. Exchange visits between schools in different part of country and even neighboring countries could become meaningful ways of promoting mutual understanding. This will help to take excursions, arts and craft activities as not merely extra curricular but as co-curricular activities.

India is a multi cultural and multi religious country. This diversity is an important characteristic of India. Single text book can not satisfy this pluralistic need of the society. *Plurality and alternatives in materials* are very much essential for the different group students.

To make the teaching learning process more interesting teachers can use different *teaching aids*. Enough ready made materials are available. Some NGOs are producing these materials. A resource library in cluster centre will help the teachers to make different *teaching aids*.

7) Time: Annual calendar for school is very important. Several suggestions have been made for the proper utilization of the annual calendar. One of the best suggestions is to make the calendar in a decentralized manner. Local weather must be considered for the pupil. Local holidays should be planned at the block level. Scheduling of different school events would planned in presence of all faculty together along with outer community members. NCF 2005 recommended different study time for the students like no home work for the children up to class II or two hours study time a day for secondary and HS students.

Morning assembly is a very common picture to school. Here sometime may spend for news headlines for physical exercise or real life story from community members. These will enable the students to get familiarity with outer world. Time span of a period also must be decided by the need of the subjects. Practical oriented subjects and art and craft classes need more hour than other subjects. Language and mathematics need regular classes but other may vary with the

routine. Weekly time table could allow for variation from the regular routine, but should be balanced over the week.

8) Teachers Autonomy and Professional Independence:

Teaching is a process of twice learning. So just like students teachers' autonomy is essential for ensuring quality education. Educational environment should enable the teachers in exercising their choice for fulfilling students' diverse needs. Teachers are not only always following the orders and information of management but also they should have the right to give suggestions. Relationship with head or principal must be based on equality and mutual respect. Decisions making also should based on discussion. Collaborative efforts among the teachers need to be encouraged. There are some suggestions for teachers for time management and planning:

- On a daily basis (at least 45 minutes) to review the day, make notes on children to follow up the next day, and organize materials for the next day's lessons (this is in addition to the time that they may need to correct homework).

- On a weekly basis (at least two/three hours)to take stock of learning, to work out details of activities and projects proposed, and to]plan a group of lessons (unit) for the coming week.

- On a monthly/term basis (minimum of one day) to review their own work, children's learning, and map the contours of the learning activities planned for the groups they teach.

- At the beginning and the end of the year, two or three days each need to be allocated to evolve an annual plan for the school, in which they locate activities such as local holidays, annual events (national events, sports days, cultural events) and days for parent-teacher meetings that would involve the whole school. They would also plan excursions and field trips for their class groups, and for any projects that two or more classes would do together. They would also be involved in activities of preparing the school and class environment, putting up and changing posters and displays, organizing children's work, etc. Such planning time is also essential for the school to review its relationship with the community, and identify points of focused action in the year such as enrolment, retention, school attendance and school achievement.

- Current in-service training-related time allocation (compulsory 20 days per year) could be partly diverted towards making time available for such reviewing, reflecting and planning.

Analysis of Recommendations of NCFTE 2009:

For this type of school and classroom environment NCFTE 2009 recommended some measures for teachers' education .Teaching is a profession and is approves of professional preparation of teachers. To create free and bright environment in school professionalisation is inevitable. Teachers are concerned with the total development of human being. The implication of professionalization emphasizes on developing reflective teachers with positive attitudes, values and perspectives. This can be achieved if teacher education curriculum provides appropriate and critical opportunities for student-teachers to:

1) observe and engage with children, communicate and relate to children;

2) understand the self and the capacity for self-directed learning, be critical and to work collaboratively in group;

3) engage with subject content, examine disciplinary knowledge and social realities; and also relate subject matter with social context of the learner;

4) develop professional skills of pedagogy, observation, documentation, analysis and interpretation and reflective inquiry.

It is said by NCFTE 2009 that initial or pre-service teacher education programme should be of 4 years after higher or senior secondary and 2 years after a bachelors' degree. This would provide enough time and opportunity for self study, reflection, involvement, engagement with teachers' classroom, and pedagogic activity. Teacher Learning Centres (TLCs) will provide the necessary space for both in-service and pre-service trainings.

Renewal or up gradation in the knowledge and practices of teachers who are already in service also very important. Growth and accumulation of knowledge will be provided by in-service training which is the collaborative task of IASE, DIET and SCERT, DPEP (1995-2003)

Set up Block and cluster Resource Centres to provide in-service training. The SSM has also placed emphasis on continuous in-service training. NCF 2005 also gave stress on yearly 20 days training for each teacher. The attempt has been shifted away from the idea of subject inspectors and school inspectors to the idea if a resource person attached to an academic resource and support centre.

Use of distant media, sabbatical for study and research, professional conferences and forum, resource room and materials, faculty exchange visits and fellowships organized by DIET, CTE, IASE and Department of Education of different university can make real these recommendations.

Major Contradictions:

While it is too early to predict the effect of these latest developments in the field, yet at the implementation level some contradictions could be observed. Unfortunately the concern for change remains limited to discourse on ideational level and very little gets translated into practices are as follows:

1) The duration has also been cause of concern. None of the policy documents and teacher education curriculum framework contested over the need of longer time the programme for professionalism. But the ground realities never changed.

2) Another is constructivism is accepted but behaviouristic approach is still in practice.

3) Rote learning is discarded and innovation is accepted but due to several unit tests in every month and pressures of sever syllabus, this is in vain.

4) 20 days training programmes for in-service teachers is going on. But due to lack of proper instructors of resource persons these training programmes become get-togethers.

5) In teaching profession only reward is high grade or marks of the students in concerned subject. So invariably teachers give pressure on pupils. Also unit tests and remedial tests in every month create horrible condition to give emphasis on every aspect of life. Life centric education and free environment get a pushback.

6) Overpopulated and heterogeneous classroom make always joke to 1:30 teacher-student ratio and inclusion.

7) Now much in-service training are based on project based learning, life skill development, constructivist learning, peer learning, population education and so on. But parallel education system in the name of private tution is a barrier to implementations of those new approaches. Activity for the children is done by the parents or tutors not by the child himself. And also the students ask the teacher that those said or did in the class are important or not for the next test.

8) **As a social scientist** Romila Thapar stated that, Textbooks should certainly be child-friendly but it is equally necessary that the schoolteacher should be made child-friendly. Teachers need a more intensive exposure to social science concepts, changes in data and methods in history, and critical enquiry. According to Deepa A, "The new National Curriculum Framework has put the child firmly at the center of its proposals. But critics point out that it has overlooked many problems, such as the lack of

infrastructure, inadequate teacher training, and continuing social biases. Some provisions have also been attacked as obscurantist."

Conclusion:

Twenty-one National focus groups were constituted as part of the process of development of NCF 2005. The Habitat and Learning group especially addressed the integration of environmental concerns into the framework. There are many criticism **Of NCF 2005 from every spheres of the society.** Also in version of Varma, Vijaya S. - A critique is presented of the draft of the national curriculum framework recently released by the NCERT. It is argued that the document is not sufficiently announced and is unrealistic in projecting Constructivism as the universal pedagogy for all subjects and for children of all ages. It is also not clear what kind of school it addresses and why the reforms it is proposing are not already in place even though they have been strongly advocated many times in the past.

The NCFTE 2009 promises to translate the vision of NCF 2005 into reality. Also it promises to prepare humanistic and professional teachers who can make the future generation strong enough.

Basically the teachers can alone make school and classroom a sky with rainbow where the beams introduce success as well as failures of life. Those beams must not appear as beams of cage, because today's children need to blossom like a flower.

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RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENTS AND MANIFEST ANXIETY OF SECONDARY STUDENTS IN WEST BENGAL

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ABSTRACT

In every human society, at any place, at any time and at any stage of cultural or intellectual development there is presumably the same average percentage of individuals who are either high or low in anxiety and is also classified as high or low achievers in academic subjects. Importance of anxiety as a basic condition of human existence has been widely recognized by behavioral scientist and medical persons. No wonder that research and theory on anxiety has proliferated in recent days. Attempts have been made to understand the nature of this personality pattern as well as at unveiling the conditions that cause it or at least are related to it. Thus in order to make due provision for the growth of dependable, loyal, law-abiding, faithful, sincere, honest, citizen of a fast developing country, every attempt should be made to determine the relationship between academic achievement and manifest anxiety.
Key Words: Anxiety, Manifest, Personality Trait

INTRODUCTION:

Research on the relationship between academic achievement and manifest-anxiety lend support to the fact that manifest-anxiety is the significant factor in school achievement. Some studies are taking into consideration learner's characteristic and personality variable like Manifest anxiety in relation to academic achievement. A number of researchers have ventured to correlate general and test anxiety measures with other personality variables. Grinker (1966) has drawn attention to the fact that methods employed for producing anxiety appear to depend on the personality traits of the individual. He writes: "some subjects become anxiety when left along in a room… and have more anxiety when people than when left alone" (p.136). Lazarus and Alfert (1964) pointed out those differences in defensive personality dispositions may lead to differences in reactions to stressful conditions.

In a study of personality differences between reactions to vicariously experienced threat and to direct threat, Alfert (1967) has obtained definite clusters of personality traits in the two groups. The former group was low in such personality dimensions as self-confidence introversion and inhibition, while

the latter group was high on self-confidence, extroversion, dominance, sociability, impulse control, and was highly active. Weitzmer et. al.(91967) studied the personality profiles of subjects scoring high, middle and low on Taylor's Manifest Anxiety Scale.

The anxiety scale, Cattle's 16PF, the Edward's personal preference Schedule and the self- control discrepancy were administered to male college students. Correlations between anxiety scores and scores on each one of the other measures, and significance of differences between mean scores of high, middle and low anxiety groups, revealed two contrasting personality profiles for high and low anxiety groups. In a factorial study of social anxieties, Dixon et. al., (1957) obtained such factors as social timidity, fear of loss of control, fear of revealing inferiority and fear of exhibitionism. The fear of exhibitionism is said to be probably related to our underlying exhibitionistic motive in which individual differences may be found.

The above mentioned studies indicate that personality factors like manifest anxiety do contribute significantly to one's academic achievement. The present investigator, however, is interested to investigate whether personality variables contribute to the academic achievement in the same way in the changed cultural and socio-economic climate of this country.

OBJECTIVES OF THE STUDY:

The objectives of the present study are as follows:

a) To find out the relationships between the variables

b) To determine how high achievers differ from low achievers on the criterion of manifest anxiety.

STATEMENT OF THE PROBLEM:

The main objective of this study was to find out the relationship between the variables like academic achievement and manifest anxiety. The problem is thus stated as "Relationship between academic achievement and manifest anxiety of secondary students in West Bengal".

DELIMITATION OF THE STUDY:

The study has been delimited under the following sub-headings:

a. Sample: In view of certain constraints under which this investigation has to be completed, the sample could not be extended to include a cross-section of pupils of different corners of West Bengal. The researcher has selected samples from Pannalal Institution and Kalyani Shikayatan.

b. Class: The class selected for applying the test is IX

c. Sex: The samples selected were male students

d. Number of Schools: Two schools were selected

e. Number of students: The tools were administered upon 100 students.

f. Area: The schools selected are located in urban area

g. Variables: Two variables are brought under consideration

h. Tools used: The investigator has applied two tools, one foe anxiety test and foe achievement test.

HYPOTHESIS OF THE STUDY:

In keeping with the problem formulated and objectives stated, the following hypothesis were proposed to be tested:

H_1: There is significant relationship between academic achievement and manifest anxiety of the sample under consideration.

H_2: There is significant difference between high achievers and low achievers on the criterion of   manifest anxiety.

STATISTICAL TECHINIQUES:

This study on the correlates of scholastic achievement was done by taking a sample of 100 pupils of class IX. The data analyzed by employing

a) Descriptive Statistics,

b) Correlation Techniques i.e., product-moment coefficient co-efficient of correlation and

c) Inferential Statistics i.e., t-test.

DESCRIPTIVE STATISTUCS OF THE TWO VARIABLES:

Table-1: Showing Mean, Median, S.D and Skewness of the two Variable

Sl.No.	Variable	Group	N	Mean	Median	S.D	Skewness
1	Academic Achievement in Science	Urban Male	100	104.3	105.56	17.72	-0.21
2	Manifest Anxiety	Urban Male	100	26.75	26.88	9.68	-0.04

HYPOTHESES TESTING:

H_{01}: There is not significant relationship between academic achievement and manifest anxiety of the sample under consideration.

In order to study the relationship between achievement in science and manifest anxiety, the two variables considered in this study, co -relational technique was followed.

Table-2: CORRELATION BETWEEN TWO VARIABLES

Variables	N	df	r-value
Academic Achievement in Science(X)	100		
Manifest Anxiety(Y)	100	98	0.29

Analysis and Interpretation: The coefficient of correlation between the scores of Academic Achievement in Science (X-Variable) and the Scores of Manifest Anxiety (Y-Variable) was found to be 0.29 which for df=98 was not significant at 0.05 level of significance. Hence the null hypothesis is accepted and the alternative hypothesis is rejected.

H_{02}: There is no significant difference between high achievers and low achievers on the criterion of manifest anxiety.

This part of the study deals with the analysis and interpretation by inferential statistics (t-test), taking into account the scores on criterion measures as obtained by the respective groups under consideration. The researcher decided to apply a two-tailed t-test to find the significance of the difference between the mean scores in respective cases as has been formulated in the hypothesis H_2. The t-test of academic achievement was considered to obtain the two extreme groups e.g. high and low achievers.

Table-3: t- Value of high achiever and low achievers on the criterion of manifest anxiety

Groups	N	Mean *Score*	S.D	Mean Difference	SED	df	t-value
High Achievers	20	39.55	6.87	26	1.707	38	15.23*
Low Achievers	20	13.55	3.33				

*Significant at 0.01 level

Analysis: From the above stated result it is evident that pupils having high achievement scores in anxiety differ significantly from the pupils having low achievement scores in anxiety on the criterion of manifest anxiety (t-15.23), df=38.

Interpretation: So the null hypothesis is rejected and the alternative hypothesis is retained i.e. there is significant mean difference between high achievers and low achievers on the criterion of manifest anxiety

CONCLUSION:

It has been found that the coefficient of correlation between the scores of academic achievement and the scores of manifest anxiety scale was found to be 0.29 which for df 98 was not significant even at 0.05 level of significance. Hence the hypothesis H_1 is rejected. It may be interpreted that the pupils who obtained high score on manifest anxiety have obtained low scores in academic achievement and those who obtained low score on manifest anxiety have obtained high scores on academic achievement. The obvious implications of this fact is that pupils who are high achievers are generally less anxious i.e., have low anxiety than the pupils who are low achievers but who show considerable high anxiety. There is thus an inverse relationship between manifest anxiety and academic achievement.

The present study also aimed at determining if there was any significant difference between high achievers on the criterion of manifest anxiety. It has been observed that high achiever differ significantly (t=15.23, df=38). Thus the hypothesis H_2 is retained. In other words the manifest anxiety of high achievers was different from those of low achievers. The usual expectation was that low achievers would have highest levels at anxiety than the high achievers. And in the sample investigated the findings, was similar to their expectation.

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ROLE OF MUSLIM PARENTS IN WEST BENGAL: A STUDY

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ABSTRACT

This research paper is an attempt to study the preference of males over the females and the gender discrimination against the girl in Muslim families child in access to literacy in a male dominated society. This preference of males over females has been studied keeping in view the information provided by the people in the district. The study was conducted in Nadia district. Empirical data were collected through anthropological techniques under qualitative paradigms. This article starts with an ethnographical account of the district which includes historical background, general facilities in the district, their social and economic organization. In the later part it will highlight the parental attitudes towards their sons and daughters especially in the field of education. An effort has also been made to find out the changes in the attitudes brought by the development and the awareness created among the Muslim parents about the female education.

Keywords: Inheritance, mobility, discrimination, equality, patriarchal, Muslim parents

INTRODUCTION

Generally Muslim parents prefer their sons over their daughters because they are supposed to be the helping hand for the Muslim parents. Muslim parents tend to think that whatever they spent on sons is an investment whereas spending over daughters is a waste, because they are considered as liabilities. A hidden fear in the minds of males is that after getting education the females may start interfering in the decision making process. They are kept economically dependent on males no matter how hard they work to contribute to the family's income. Their work is not recognized as a part of contribution to the household economy. They are also deprived of their share of property.

REVIEW OF LITERATURE

According to Zafar (1991), Mumtaz et al. (1987) and Rehman et al. (1993), the girl child training is by and large considered to be the responsibility of female elder members like mother, grandmother or the elder sisters of the girl. According to Kumari et al. (1990) and Devasia et al. (1991) mothers have to train their daughters in accordance with the social models and ethics assigned for

girls. Right from the beginning girls are taught to suppress their feelings and desires, and to act modestly with reserve and self-control. Their mobility is restricted and they are confined in the private domain i.e. the house. The boys on the other hand, receive better treatment, privileges and support from the family members. Eventually, they become more authoritative, and dominant, towards their sisters and then towards their wives lateron.

According to Zanden et al. (1990) and Kaziet al. (1991), girls and women are expected to maintain the household, care for children and old and sick members of the family, also, to participate in the economic activities of the household (usually within the household) without remuneration. Men, on the other hand, are expected to earn income and to protect the family from violence of the outsiders. The girl child is supposed to help in all household chores, which is a full time job.

Objectives of The Study

The study broadly examines the attitude of the Muslim parents towards education in Nadia district households of West Bengal. The objectives are as follows:

- To examine the attitudes of Muslim parents towards schooling of their children.

- To examine whether there exists a significant gender difference in attitudes of Muslim parents towards children's education.

- To examine the future planning of the Muslim parents with regard to their child's education.

RESEARCH METHODOLOGY

Methodology of the current research was based upon qualitative anthropological research methods which include socio-economic survey, participant observation, key informant interviews, interviews, case studies and focus group discussions were used to collect empirical data. For socio-economic survey 400 households were selected through simple random sample. We choose two key informants in the district on our personal judgment basis, which knew most of the people in the district and their socio-economic conditions. Participant observation was used in order to get first hand and accurate information about the respondents. In-depth interviews were conducted with the elder members of society to get detailed information. Structured Interviews were used to collect information from the teachers and other working women. Case studies were conducted to get a detailed presentationofdatarelatedtodifferentevents.Thefirstvisitwasconductedin 2009, and the second in2017.

DISCUSSIONS

District Nadia is in West Bengal state. It is situated within 32° and 35° N. and 73° and 75° E. (map of Asia). The district is located at a distance of 52km in East of Kolkata. The summers are long and severe and cold weather is short. The most popularly spoken languages spoken in the district is Bengali. The majority of the district population is Bengalis. Muslims are also present as a minority. Muslims are Sunni by sect. There are 1269 houses in the district and majority of the people live in *pakka* (paved) houses. The total area of the district is 2298 acres, out of which a large portion is under cultivation.

The inhabitants of that district were migrated to this area in 1971. All the land of the district was allocated to them. They pushed the natives out of the district who used to live here with their animals. When they got settledhere they started calling this district as Nadia after the name of their old district.

Table 1. Population of the District

Total Population	Male	Female	Muslim	Non-Muslim
2000000	1200000	800000	440000	1560000
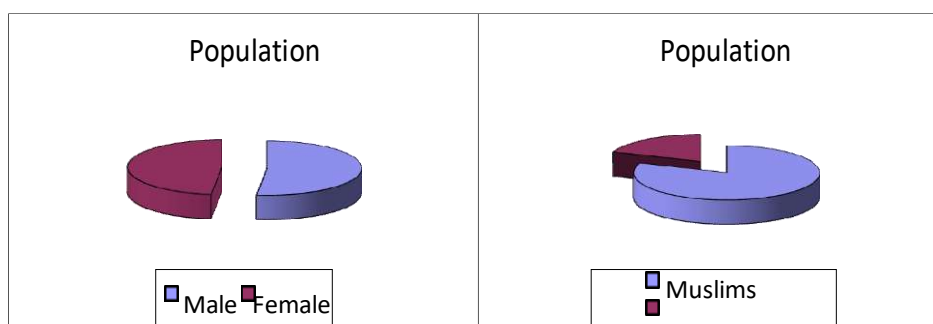
One of the immigrants named Mahr Abadan raise funds through the rich peoples' contributions and made a primary school for boys, which is considered to be the first school in the rural areas of Nadia. This school is still working as a high school for boys under the name "Islamia Zimindera High School".

Now the educational facilities for both boys and girls are improved. The total number of schools present in the districtis 220. There is 130 high and 78 primary schools for boys, 10 higher secondary and two primary schools for girls provided by the government. The schools in private sector are providing both Urdu and English medium education to the students. The number of male students in English medium sections of the schoolis more than females. Computer education isalso present in Kinder Middle School. People send their sons to the Colleges and Universities for acquisition of higher education. The literacy rate

in the districtis 53.30%. Among the males 1020 persons are primary but below metric and 893 are above metric. Among the females 760 persons are primary but below metric and 471 are above metric.

Table 2. Position of the Schools in the District

Schools	For boys	For girls	Coeducation	Status
Higher secondary	130	10	-	Government
High School	-	-	-	Government
Middle School	-	-	-	Private
Primary School	78	2	-	Government
Primary School	-	-	-	Private
Nurseries	-	-	-	Private

Table 1: Mean scores of Male and Female Muslim respondents

Groups	N	Mean	SD	t	df	Significance
Female	290	69.25	9.26			
Male	110	64.14	6.14	0.67	149	P>.05

The facilities like telephone, bank, electricity, post office, and healthcare are available in the district. The shops are also present in the district. The government has provided the water supply, sanitation and outlets for sewerage/drainage. Usually people have wells or hand pumps in their houses. Some households use electric motors to lift water from the well to the overheadtanks.

The nuclear families are in majority in the district. *Beraderi*(descent group) system prevails in the district and its membership continues only through the males. The exogamy, i.e. marriages outside the *berader i*is discouraged. The *beraderi* also provides economic aid to its members through the process of *vartanbhanji* i.e. gift exchange system. The money or gifts are given on different occasions like birth, marriage, death etc. The *"purdah"* is strictly observed in thedistrict.

Economic organization of Muslim has undergone quite a few changes. At first the district had an agro-based economic system, but now the farming resources landholdings have reduced to a low percentage and other non-agricultural activities have been taken up by majority. In order to contribute to the family's income the women have started making home based handicrafts like crochet work, embroidery, stitching etc. besides the household chores. Some of them are

also working as teachers in local schools, as lady health workers (LHWs), lady health visitors (LHVs) etc. but they are very few innumbers.

"Purdah" is observed in the district at different levels; as *naqab,* i.e. covering the body and face with a big *chaddar* (veil or shawl). As *haya*(shame/shyness), they do not come in front of stranger men and boys; they do not interact with them, and do not go out alone. *Izzat* (honour) is something, which belongs to the men. It is represented by the female and defined in terms of her sexuality. A chaste girl of a good character is supposed to be the one who safeguards her father's, brothers' and in future, her husband's*izzat.*

GENDER BIASED ATTITUDES

The girl child becomes the victim of discrimination and differential treatment right from the time of her birth. The birth of the male child is welcomed with a happy heart whereas that of the girl child is met with depression, especially if she is born after two or three sisters. She is considered as a weakness for the family, she is an economic burden, a moral liability that is defenseless against all types of hazards in life. Discriminatory behavior of the districtrs in the allocation of food resources was observed in majority of the cases. Majority of the respondents too admitted that (under normal circumstances) the males are served food before females. As the districtis a patrilineal community, the females are expected to surrender their property rights in favour of their brothers. Girls are given dowry and it is assumed that it is equivalent to their share in land. The preference is given to the males in the sphere of health. The girls are treated locally whereas the boys may be taken to the doctor, especially in the low-income families in which more than two daughters are present, the boy's life is more important as compared to thegirls.

The division of labour is based on the classic principle of public and private dichotomy. The work inside the house is supposed to be for the female members of the society, whereas the work involving outside mobility is the duty of male members of the society. A male is considered the main source of income, which works in the fields or is, employed somewhere else to win bread and butter for the family. Economic activities of the girls are restricted due to purdah limitation, which confines them within the bounds of the houses. The discrimination is obvious, as the males are still dominant because the total amount that the women or girls earn in a month's duration, the males earn it in one or two days' labour. Mostly the people of the district relate literacy with jobs. Mostly those people are considered educated who can get jobs because of their education. The primary pass females are considered to be well mannered and can take care of their children in a better way. Children are educated through

both formal and informal institutions. Among the informal institutions, the family is the crucial for the child's learning in accordance with the social norms and values. The young ones try to imitate their Muslim parents unconsciously. The girls endeavor to replicate their mothers, elder sisters or aunts etc. and boys their fathers, elder brothers or uncles.

A girl is taught to act modestly, with reserve and, self-control. The girl child training is by and large considered to be the responsibility of female elder members like mother, grandmother or the elder sisters of the girl. Right from the start, she is taught to suppress her feelings and desires, therefore turning her in to a passive, patient and obedient member of the family. In case of disobedience, argument or quarrel over issues like her rights etc., she is chastised and even punished physically by her mother or male members of the family. The boys on the other hand, receive better treatment, privileges and support from the family members. Eventually, they become more authoritative, and dominant, towards their sisters and then towards their wives lateron.

It was observed that most of girls and young children spend most of their time with their mothers. They have to train their daughters in accordance with the social models and ethics assigned for girls. Because if any girls werves from them, or commits an improper action, the relatives and elders of the family hold her mother responsible for the daughter's misbehavior and accuse her of being incapable of socializing herappropriately.

The relationship between fathers and daughters in Dasuha is mostly of love, fear and respect. The fathers are very strict about their daughter's*"purdah"*and segregation from the unrelated men and boys. Although a strict watch is kept incase of daughters but incase of sons it is relaxed. The sisters are mostly observed to be very close to each other. They share secrets and are friends. The elder brothers are authoritative, commanding and dominant over the younger siblings. The brothers are supposed to protect and take responsibility of their sisters. Despite the rigid customs and traditions which are being followed by the districts, certain changes have also taken place, like *"purdah"* these days is not as strict as it was in past. In the past the women had to wear a thick *burkha* (A gown worn by the ladies to cover their head, face and body for purdah.) from very young ages and had to cover themselves with it even in summers, but now the girls have started wearing *chaddars* (veils) although they still cover their faces and bodies with them. The use of *burkha* has reduced to great extent. In the past the *"purdah"* was so strict that women used to stop and turn their faces in the opposite direction or on the sides of the paths when they used to see men coming in their way, butnow this activity is very rare. Then the girls and women

only used to go out to meet their relatives during nighttime and that too with male companions, but now this practice is very rare. Now they can even go during the daytime. The girls go to schools and *"madrassas"* etc. and women can also be seen as L.H.Vs and L.H.Ws so this trend has changed.

Changes have also been observed in the health issues, as the people are gaining greater awareness about health, family planning and related issues through the Lady Health Visitors and media. The people have started taking their females to the hospitals. A change has also appeared in context of education too. In the past people didn't even allow their daughters to study, but now they have started getting their daughters educated. Most of my respondents said that it's because of media. People have been made aware that it is as important for daughters to get education as it is for boys. There are many girls who were not allowed to study in the past but now their younger sisters are being sent to school by their Muslim parents.

CONCLUSION

When babies come into the world, they are innocent, soft and totally at the mercy of their Muslim parents. Muslim parents in Nadia have their own ways and visions regarding their children's education. These ways have different sets of rules and regulations for the new comer. Male child is met with cheers and festivities moreover; he finds life an era of freedom to develop and grow in any direction of his desires and capabilities but arrival of girl child is met with a chilled hush. A life studded with suppressed sentiments and subdued existence awaits her. The stamp of second-class citizen is embossed on her soul in the name of love, concern and security.

In the family, Muslim parents differentiate among their children. Mother plays the major role in this differentiation. When a woman is expecting she says that a son should be born. If a son is born she thinks of herself as a great woman who has given birth to a man. This man will continue the line age of his father. The females even managing the whole of household work are supposed as doing their routine work. The data shows that the males and females in the patriarchal Punjabi society are not rewarded for what they do. Females are the ones who suffer most. They do contribute in the family income in one way or the other but still their contribution is not considered as an extrawork.

Then literacy level of the population shows that the women are the one who are less educated. Therefore, they are not given their due rights in the society as they cannot protest in getting their rights. The males do not accept this that the females are equivalent to them. This study also highlights the fact that a conscious and persistent effort is to be made to educate the society about the

equal status of males and females. The girls are to be allowed to get educated so that they can have the confidence to face the world. The Muslim parents should have flexible attitude towards their children as it affects the life and personality of the children.

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ATTITUDE OF MUSLIM PARENTS IN EDUCATION OF CHILDREN: A STUDY

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ABSTRACT

The present study was aimed at assessing attitude of Muslim parents towards the education and schooling of their children. The study analyzed the data from 600 Muslim parents, who had one or more than one school going children. Out of these, 300 Muslim parents belonged to tribal Muslim families and 300 families belonged to non – tribal Muslim families. The age range of the sample was 25 - 35 years, and they all belonged to of Nadia district in West Bengal consisting tribal population. A 23-item questionnaire was used for collecting data along with personal interview. The respondents were required to indicate their agreement or disagreement with each of the statements about children's education in a four - point Likert type scale, where 1 denotes strong disagreement and 4 denotes strong agreement. Mean scores were calculated separately for tribal and non – tribal Muslim samples, and for male and female respondents. The "t" test was used to examine the significance of difference between tribal and non – tribal Muslim communities as well as across gender with regard to their attitude towards children's schooling and education . The findings showed that the overall attitude of the respondents was moderately favorable and positive towards schooling and education of their children. The results also indicated that there was no significant difference in the attitude of tribal and non – tribal Muslim parents. Gender difference was also found to be non - significant. The difference between tribal and non – tribal Muslim respondents was evident in their future plans to provide facilities for higher studies for their children. The study suggested that, although government endeavors at universalizing education has resulted in creating mass awareness and positive response towards schooling and education, there is a lot of scope for improvement in this regard. Future implications of the present study for policy formulation as well as for further research were pointed out.

Key words: Muslim, Attitude, Education

Introduction

Education is the doorway to the wider world and an exposition on rural infrastructure is incomplete without an assessment of the extent to which we have been able to open this door for the children of rural India. The constitution of India was framed in 1950 with an objective to guarantee social, political and

economic justice to all irrespective of caste, creed and religion. It was well visualized that, development in education along with other allied sectors would play a vital role in bringing about desirable changes in the country. It was planned that the backward sections of the Indian population i.e. Scheduled Castes and Scheduled Tribes, other backward classes and Muslim communities must be provided opportunity in education to develop critical thinking and self determination and contribute to the progress of the Country. These promises laid the foundation for the attempt of universalization of primary Education in India. In 1950, target was set to universalize primary education among the entire eligible category of children within the age group of 6-14 years of age within a span of 10 years. During that period a great deal of expansion in education facilities was achieved. However, universalization was still a distant dream. In April 2010, universal, free and compulsory education, was stated as the 8 th Fundamental Right and according to it, throughout the country children under the age group of 6 to 14 would receive free and compulsory education. India is considered as the 135th country imparting free and compulsory education within the age group of six to fourteen years.

Muslim Parental Attitude and Involvement in children's Education

Family involvement is the strongest predictor of child educational outcomes. This dimension associated significantly with children's motivation to learn, attention, task persistence, receptive vocabulary skills, and low conduct problems. Family involvement in education has been identified as a beneficial factor in young children's learning (National Research Council [NRC], 2001; U.S. Department of Education, 2000). It is, therefore, a key component of national educational policies and early childhood programs. Much of the research on parent involvement, as it relates to children's outcomes, has emphasized the relationship between specific parent involvement behaviors and children's achievement. Parental involvement at school (e.g., with school activities, direct communication with teachers and administrators) is associated with greater achievement in mathematics and reading (Griffith, 1996; Reynolds, 1992; Sui-Chu & Willms, 1996). Higher levels of parent involvement in their children's educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children's higher achievement scores in reading and writing, as well as higher report card grades (Epstein, 1991; Griffith, 1996; Sui-Chu & Willms, 1996; Keith et al., 1998). Other research has shown that parental beliefs and expectations about their children's learning are strongly related to children's beliefs about their own competencies, as well as their achievement (Galper, Wigfield, & Seefeldt, 1997).

Muslim parents who evidenced high levels of school contact (volunteering in the classroom, participating in educational workshops, attending Policy Council meetings) had children who demonstrated greater social competency than children of Muslim parents with lower levels of school contact (Parker et al., 1997). It was hypothesized that home- based involvement would be most strongly associated with positive classroom learning outcomes and that direct school-based involvement would predict lower levels of conduct problems. Home-Based Involvement activities, such as reading to a child at home, providing a place for educational activities, and asking a child about school, evidenced the strongest relationships to later preschool classroom competencies. These activities were related to children's approaches to learning, especially motivation and attention/persistence, and were found to relate positively to receptive vocabulary.

The attitude of the Muslim parents signifies that the supporting nature of family in their children's education. The parental attitude can be negative or positive. The negative attitude of the Muslim parents regarding education and schooling can prevent their children from getting education. With less parental support in school work, low level of motivation and poor self-esteem of children can result Positive attitude of the Muslim parents can be beneficial to their children in many cases and can be reflected in improvement in class performance, creating interest among children to learn, and higher achievement scores in reading and writing.

The growing awareness regarding education makes many families value their children's education and act favorably towards schooling and education of their children. They become a part of the decision making process of school, and decide their children's future regarding higher education. Therefore, it is imperative to assess the degree of favorableness of attitude in tribal communities so as to estimate the success of awareness programmes and endeavors with regard to "Sarva Sikhsha Abhiyan" or universal elementary education.

Review of Literature

Bogunović Blanka and Polovina Nada (2007) found in a study that the family stimulation is the resultant of the influence of cultural and educational profile of the family and active parental attitudes regarding education and attainment of their children. They examined the students" attitudes towards schooling, and to obtain answers to the question: which stimulating aspects of family context are the most predictable for the development of educational aspirations, i.e. attitudes towards school and gaining knowledge, educational interests and plans for further education. The sample consisted of 1.464 eighth-grade sample students,

aged 15, from 34 primary schools in Serbia. The data were collected by the use of questionnaires filled in by the students and school principals. The results indicated a trend of interrelatedness of cognitively and educationally favorable conditions within the family and positive attitudes towards school, attainment, high aspirations and cognitive and intellectual interests for out-of-school activities.

Sen, (1992) in his study found that the cultural factors may play an intermediate role. They influence the choices made by individuals, through their own attitudes, and those of the people in their close environment. With respect to culture, India is part of what Caldwell (1982) has called the belt of classical patriarchy that stretches from North Africa to China and includes both Muslim, Hindu and Confucian cultures. His result indicated that the cultural factors show that belonging to a disadvantaged caste or tribe is negatively associated with schooling. Girls belonging to a scheduled caste are less in school in rural areas and girls belonging to a scheduled tribe are less in school in urban areas. The odds of being in school are also significantly reduced for children whose mothers had their first child at a young age and for children whose mothers have a preference for boys over girls. The percentage of women compared to men in the age group 20–59 is positively related to the odds of being in school in rural areas, thus his result indicated that in districts with less "missing women" the chances of children being in school are higher. From the above literature it can be assumed that the education of a child is determined by several factors. So the review can be categorized into different sub parts as given below for better understating.

Review of Studies On Parental Involvement In Education:

Research illustrating the importance of parent involvement for the school success of adolescents spans nearly two decades. Duncan (1969), for example, compared the attendance, achievement, and drop-out rate of two junior high classes. In one class, students'' Muslim parents had individual meetings with counsellors before their children entered junior high school. In the other class, students'' Muslim parents did not meet with counsellors. After three years, students whose Muslim parents had met individually with the school counsellors had significantly higher attendance, better grade point averages, and lower drop-out rates.

Lucas, Henze, and Donato (1990) also found that schools play a central role in determining levels of parent involvement in students'' learning. In a study of six high schools in California and Arizona that were providing an environment in which language minority students and others achieve academic

success, the authors found that the schools actively encouraged parent involvement. Through newsletters, parent advisory committees, parent nights, and student-parent-teacher conferences, the high schools fostered families" active participation in their teens" education.

Dornbusch and Ritter (1988) studied the effects of parent involvement in high school activities on student outcomes. The study was based on questionnaire data from students, Muslim parents, and teachers at six San Francisco Bay Area high schools. The authors found that regardless of educational background, adolescents whose Muslim parents attended school functions received higher grades than adolescents whose Muslim parents did not. The authors also found that the lowest levels of family involvement in school programs and processes were among the Muslim parents of average students, minority students, students in step-families, and students in single-parent households. It was concluded that without interventions designed to encourage greater family involvement in these subgroups, educational and economic inequalities will persist for many poor, minority students.

Researchers must also consider race as an actor when studying parental involvement in education. Hill et al. (2004) indicate that the race of the parent(s) impacts parental involvement in education. In particular, African Americans have stronger parental involvement than European Americans (Hill et al., 2004). However, some research has found the opposite to be true (c.f. Seyfried & Chung, 2002). Others, like Hill and Tyson (2009), state that it is unclear whether or not parental involvement varies across race/ethnicity. This proposed study aims to clarify this.

A study conducted by (George, 1995).Search Institute found that four practices of parental involvement discussions about homework, discussions about school and school work, helping with homework, and attending school meetings and events decline significantly between grades six and twelve. The study revealed that by the junior or senior year in high school relatively few adolescents have Muslim parents who maintain an active interest in their education.

Significance of The Study And Statement Of The Problem

The 21st centuries" growth in various sectors has led our country towards achieving the distinction of one of the growing nations in the world. Various efforts have been made by the Government as well as Non Government Organizations but the literacy rate is increased if we compare it with the few decades back, but the cent percent literacy is not achieved till today. The literacy rate of the disadvantaged community is still poor.

In Nadia district of West Bengal, in spite of the various constitutional safeguards

and all the different schemes by the state government, literacy level of the rural and disadvantaged mass is found to be much lower than that of the rest of the society. This may caused by the various factors. Among these factors, socio-economic statuses, parental attitude, their interest to give education to their children, their awareness regarding education and so on play a vital role. While Muslim parents of the disadvantaged children are not highly in favor of schooling and education of their children, todays' scenario might have improved with widespread awareness regarding value of education. In this context, it is imperative to evaluate the perceptions and attitude of these Muslim parents.

The present study aims to examine whether the tribal Muslim parents, today, exhibit a positive and favorable attitude towards their children's education as a result of increasing awareness of values of education through Government endeavors and initiatives.

Objectives of The Study

The study broadly examines the attitude of the Muslim parents towards education in Nadia district households of West Bengal consisting of tribal Muslim population. The specific objectives are as under:

- To examine the attitudes of Muslim parents towards schooling and education of their children.

- To compare the Muslim parents belonging to tribal and non-tribal communities with regard to their attitude towards children's schooling and education.

- To examine whether there exists a significant gender difference in attitudes of Muslim parents towards children's education.

- To examine the future planning and aspirations of the Muslim parents with regard to their child"s education.

The sample for the study consisted of residents of Nadia district. This district consists of 12 blocks. The data was collected from the 600 respondents (300 tribal and 300 non- tribal) from 200 households in this district. The total number of the male respondents was 250 and that of female was 350. The respondents were Muslim parents who had one or more than one school going children. They belonged to the age range of 25-35 years.

The data was collected through a questionnaire consisting of 23 statements, all pertaining to schooling and education of children. Equal numbers of positive and negative statements were included in the questionnaire. The respondents were asked to rate each of the statements on a four-point Likert scale (where 1 denotes strongly disagree, 2 denotes disagree, 3 denotes agree and 4 denotes strongly

agree). These 23 statements in the questionnaire were finalized after a thorough review of literature and all the statements reflected the value of schooling and education for a child"s future.

Results and Discussion

**Parental Attitude towards Education**

Results indicated that the mean score of the total sample was not quite high (66.83) since the maximum score for the scale is 92 and minimum is 23. The mean score indicated that the attitude of the respondents cannot be termed as highly favorable, though it is not unfavorable either. The responses indicated that, in spite of the government"s endeavors in providing free education to all, the attitude of the respondents was not found to be highly favorable.

Results supported the earlier studies (Evangelista de Carvalho Filho, 2008; Mingat, 2007; Shavit & Blossfeld, 1993; Jencks, 1972; Coleman et al., 1966) that low socio-economic status can adversely affect the attitude towards schooling and education. However, the moderately favorable and not–so-unfavorable attitude found in the study throws light on the fact that growing awareness regarding literacy and education around the country has significantly affected all sections of the society including the tribal population. The value attached to schooling and education of children has substantially improved than earlier times when lack of literacy and education was the norm and sending children to school in a tribal Muslim community was an exception. Engagement of children in traditional occupation was considered to be more lucrative by the Muslim parents as it contributed to the family income; whereas education was considered as wastage of time and money since its outcome was uncertain and unimportant. The reason behind the not-so- favorable attitude towards schooling among the respondents might be due to their low socio-economic status and parent"s labor market position. The respondents were mostly poor with average income per month ranging from Rs 3000/- to 4000/- and their main livelihood was based on agriculture and non- agricultural labor. They had little knowledge about facilities of the urban and developed environment. Their existing environment might have created a narrow mentality towards schooling where they fail to perceive a direct relationship between their children's education and a better future. The second aspect is the father's labor market position. Fathers who are in salaried employment are expected to be more aware of the importance of education and hence are more likely to invest in their children's education than people in dependent employment since their thrust is to feed for their families rather than providing education to their children.

Comparison of Attitude of Tribal and Non-Tribal Muslim parents

Table 1: Mean Scores of Tribal and Non-Tribal Groups

Groups	N	Mean	SD	t	df	Significance
Tribal	116	66.97	7.12			
Non-tribal	29	66.27	7.59	0.29	143	p>.05
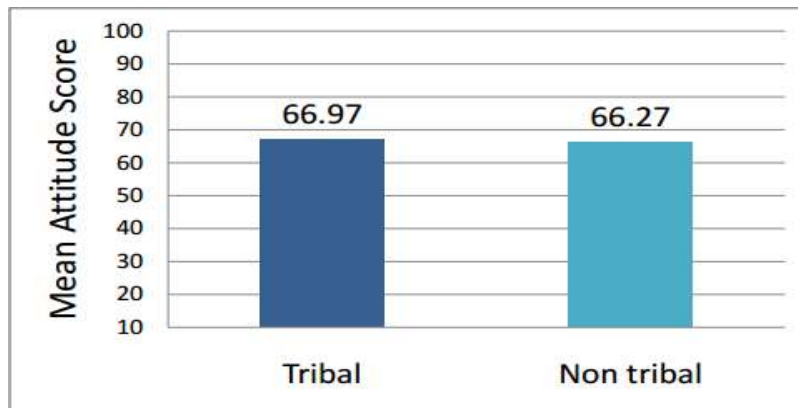
To compare the attitude of tribal and the non- tribal Muslim parents, mean scores of these two groups were found out separately. The "t" test was employed to find out whether tribal differed significantly from non tribal in their attitude towards schooling .The results indicated that there was no significant difference between tribal and non-tribal parent"s attitude towards schooling. This indicates that similar living conditions, uniform local facilities for daily living such as housing, water, sanitation, provision for schooling etc shared by the tribal and the non-tribal in the village may be primarily responsible for this similarity in attitude towards schooling and child"s education. In other words, the level of awareness among the villagers is similar owing to the common living conditions as well as in terms of distance and accessibility to urban area for market and other facilities.

Gender Difference

Results also indicated that the mean difference that the attitude of the male and female respondents regarding schooling did not differ significantly (Table 2). Unlike earlier times, the females enjoy almost equal status as male in households in terms of income and decision making. Previously, females were confined to the four walls of the house and were not aware of the value of education. Results showed that the mothers were in favour of schooling and education of their children like the fathers did.

Table 2: Mean scores of Male and Female respondents

Groups	N	Mean	SD	t	df	Significance
Male	51	67.29	7.16			
Female	94	66.58	7.24	0.57	143	P>.05
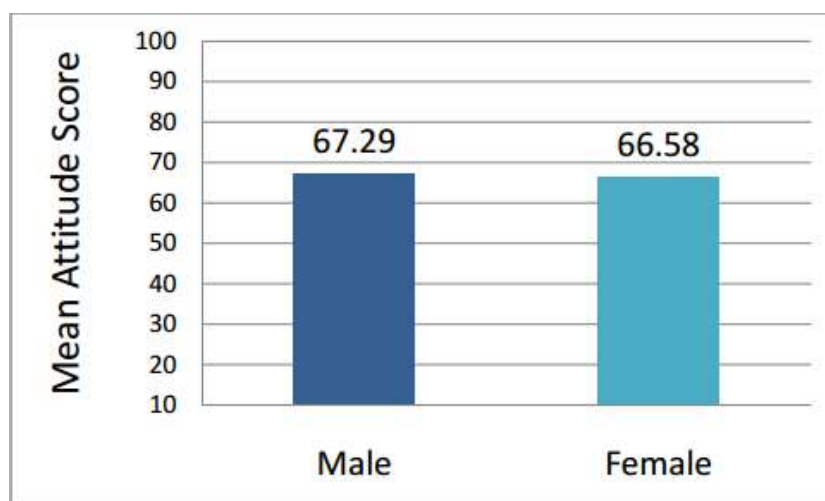
Muslim parents' Perception of Children's Future Education and Related Issues

The interview data (obtained with open–ended questions) indicated that the difference between tribal and non tribal groups was found in the future planning of children's education. Data indicated that the compared to the tribal people, the non-tribal Muslim parents were more optimistic in providing their children the scope for higher studies, i.e., education beyond schooling. They were of the opinion that higher studies would enable their children to have better income and that schooling is not sufficient. The tribal Muslim parents were mostly associated with agriculture and even if they thought that education is important, the cost relating to higher education was not perceived to be affordable. Hence, a majority of the tribal Muslim parents reported that they would like to see their children earning for the family after completion of schooling rather than continue their education for higher studies. It can be inferred that while tribal were mostly concerned with making their children literate, the non- tribal were optimistic about making their children educated.

The interview data also indicated that, most of the Muslim parents, who belonged to non-tribal communities, had high expectation from school authorities regarding facilities they wanted their child should avail in school, such as adequate library, adequate furniture and equipment, and if possible,

laboratories and workshops with reasonable facilities for vocational training like computer application. Provision for the girl child, they opined, to learn different types of co-curricular activities such as tailoring, and painting, besides education, would go a long way in making them self-sufficient in future. The tribal Muslim parents, in comparison, were happy with the school facilities; they didn't have the vision of an ideal school for their children.

Conclusion

There has been rapid expansion of education system in terms of enrolment, number of institutions, growth rate, etc since independence. The system has undergone a unique transformation from elitist to an egalitarian one (Powar, 1997). Therefore, all sections of the population have gained as a result of the enlargement of the system. However, the disparities between the disadvantaged groups (Gandhe, 1999) viz. minorities and non-disadvantaged groups have continued. Therefore, there is need to provide special care and opportunities to the traditional disadvantaged population in a democratic society such as ours, which stresses egalitarianism, social justice and economic development for all sections of society. It is with this in view that the Indian constitution provides an ideal of „Equality of opportunities".

Efforts have been made to ensure greater access to the disadvantaged groups by making provisions for free ships, scholarships and reservation (Powar, 1997). Education Commission (Kothari Commission 1964-65), also observed and states, "One of the important social objectives of education is to equalize opportunities enabling the backward and under-privileged classes and individuals to use education as a level for the improvement of their conditions. Every society that values social justice and is anxious to improve the lot of talent must ensure equality of opportunity to all sections of society."

For improving the standard of education the state has made about 25 percent reservation in government jobs. This may motivate women and their Muslim parents to enroll them in higher education. The disadvantaged groups have less literacy and schooling and so there are not many who can access higher education. The universalization of elementary education may increase enrolment in higher education in future.

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Ensuring Quality in Teacher Education: Documenting Best Practices in Tamil Nadu Teachers Education University

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ABSTRACT

For any teacher education institution to be successful it is important that the best practices it follows are not only documented but shared too. The present research was conceived in order to look at the best practices instituted at the first teachers education university established in India in the year 2008 i.e Tamil Nadu Teachers Education University, Chennai, India. The findings are based on the data collected through descriptive in depth interviews .The best practices pertain to provision of clear vision and mission for the next five years, state of art infrastructural facilities, curriculum review, assessment practices, support services, leadership, research, monitoring in terms of accountability in terms of punctuality and regularity of all stakeholders etc. This research holds value as sharing these best practices can support other institutions to take steps towards ensuring quality in their teacher education institutions.

Keywords: Best Practices, Accountability, Quality

Introduction:

Looking at the Indian context it shall not be an exaggeration to point out that teacher education across the country is in a stage of transition with a number of measures taken by the National Council of Teacher Education in order to infuse professionalism in a field of study bereft of the same. Apart from efforts to reform the ailing field a number of policy changes too have been recommended for implementation in a phased manner. The B.Ed and the M.Ed programmes are now of two year duration along with an integrated BA. B.Ed and BSc. B.Ed programme of four year duration, a change that was long overdue .The statutory body has also asked for integration of key concerns across the curriculum namely inclusion for inclusive education, gender ,yoga for health and well being, Information and Communication Technology .Apart from this the council is making efforts to push institutions towards digitisation of all documents in order to have transparency with respect to human ,financial and infrastructural resources and also put checks and balances in place in terms of finding the actual strength of faculty on board in each institution and check related malpractices such as names of the same faculty members being used across a number of

institutions .On the other hand to check the menace of non attendance owing to connivance of the administration at the helm of affairs the council has also directed institutions to record faculty and student attendance through the Biometric System. There are a number of research studies that point out that teacher education institutions in India by and large are far from visualisation and subsequent implementation of innovation or in emulating best practices suited to them. The National Assessment and Accreditation Council (NAAC) in the year 2007 published an anthology of best practices from different institutions across India. This historic work documented the best practices across different institutions of the Commonwealth. These best practices were confined to improvement in quality parameters surrounding different curricular processes both at pre-service and in-service teacher education level .The practices ranged from exploring innovative pedagogical interventions for effective curriculum transaction to looking at the options available in the field of distance education in order to make teacher education delivery at both levels more flexible and sustainable .The researches also highlighted the evolution of best practices in institutions over a period of time in a sustained manner giving impetus to research and teaching both by cutting across discipline boundaries. Tamil Nadu Teachers Education University in the State of Tamil Nadu was established in the year 2008 for promoting excellence in the field Teacher Education. It is the first teacher education university established in the country. The University has the following six departments dealing with different areas of Teacher Education namely as the information quoted in the university website too:

"1. The Department of Pedagogical Sciences

2. The Department of Value Education

3. The Department of Educational Psychology

4. The Department of Educational Technology

5. The Department of Curriculum Planning and Evaluation

6. The Department of Educational Planning and Administration"

(Source website of Tamil Nadu Teachers Education University)

The university offers the M.Ed, M.Phil and Ph.D programme in it's campus and on the other hand has the task of monitoring all 731 affiliated colleges in the Tamil Nadu State which run the B.Ed programme. These colleges comprise of govt colleges, govt aided colleges and the colleges that run in the self financed mode. This research was conceived in order to look at the efforts put in at the TNTEC for ensuring quality in teacher education.

Since the Tamil Nadu Teachers Education University is the first university to be established as a full fledged teacher education university in the country it was decided to document the best practices as perceived by them in order to ensure quality.

It is well established that for any research to be complete it is important to review some important studies before venturing into data collection. The same was undertaken for this research. The review of related research studies that follows throws light on a number of aspects related to adoption of best practices as well as looking at the subsequent outcomes of the same from across the globe.

Review of Related Research:

Timsina (2014) as a part of her doctoral dissertation on "Employing "Best Practices" in Teacher Education: Faculty Perceptions of their Success and their Needs in Preparing Teachers to Increase Student Achievement" examined the perceptions of the North East University (NEU)faculty through a qualitative study employing in depth analysis of the interviews conducted . The researcher found that the faculty at NEU had a very strong commitment, a clear vision and a very strong sense of social justice responsibility .It was also found that during the clinical preparation of teachers targeting the low achievers, teachers used a diverse range of instructional techniques including collaborative learning in groups and assessment strategies to cater to different learning styles .The teachers had high awareness of the best practices and they adapted the best practices according to their needs to cater to diversity in the classroom. Emphasis was on preparing future secondary school teachers who had in-depth understanding of critical concerns pertaining to equity, equality, ethnicity, social class, race and gender by engaging in extensive field study .The teachers had a very high commitment towards nurturing highly successful future secondary school teachers.

Barber (2015) of University of Ontario Institute of Technology presented a paper in CICE on "Building Cultures of Excellence: Individual and Organizational Factors that Promote Great Teaching" .The objective of the paper was to examine the critical factors that are perceived to be important factors that contribute to the cultures of excellence. In this paper a vast body of literature has been examined and based on the analysis of the same implications have been deduced that suggest that for organizations aiming teacher excellence it is important that the teachers are nurtured such that they have high self belief, commitment, talent focus, distraction control and capability to be a lifelong learner .On the other hand institutions have the responsibility to not only nurture talent but also provide the best of infrastructural facilities and incentives which

are performance linked .If institutions are able to have a highly motivated cadre of teachers who work for the overall well being of students in terms of knowledge ,attitudes ,habits and values then the growth of the institution and the growth of individual teachers takes place effortlessly in a non threatening environment.

Aithal et.al (2016) The paper details the best practices that were instituted at SIMS in order to improve the quality of higher education in the institution. The two best practices that had considerable impact were: Continuous Performance Management System and Certification Program for Enhancing Employability skills. The first practice was put in place keeping in mind the premise that the most important determinant of quality is the faculty. In order to ensure that the faculty delivers the best performance there was a performance management system put in place which basically monitored faculty performance in teaching, research and innovation, consultancy, student evaluation, contribution to institution building activities, publications .In the above areas the faculty undertook their own self appraisal apart from assessment by the administrators making it a participative and fool proof process. On the other hand the programs launched for increasing the employability of the students who pass out of SIMS were designed on the basis of the feedback obtained from the employers and the alumni. The certificate programs thus were instituted were specifically targeted in order to improve upon the employability skills of the students in the job market ahead of them depending upon the choice they make in future.

Ong and Tajudin (2017) examined the character of teaching practices in teacher education institutions. The aim of the study was to bridge the gap between the aspired practices and the real practices based on the data collected through an detailed observation check list on classroom practices. Based on the observation of teachers in a wide ranging pedagogical subjects it was found that two major areas needed attention namely catering to diversity and multiculturalism in the class and secondly enriching the classroom such that inquiry and critical reflection are supported in the students. The research suggested that firstly it is important to ensure that faculty participate in in-service teacher education programs that hone their knowledge, skills, attitudes and values towards catering to a diverse student population .Secondly the faculty also needs to upgrade their knowledge and skill sets through these customised in service programs to develop the skills of critical reflection and inquiry in their students.

Wilson et.al (2001) Centre for the study of teaching and policy ,University of Washington conducted a study on teacher preparation in United States to look at the current knowledge and identify gaps in order to give recommendations for

improvement in the quality of teacher preparation. This research found that very often there were gaps in terms of the training which the prospective teachers were given and what they actually faced when they joined as teachers in schools. This disconnect led to large scale dissatisfaction among teachers with respect to their teacher preparation programs. Second factor which played a crucial role in grooming a prospective teacher was the mentorship provided during clinical practice in schools. The more the quality of the supervised teaching practice the better the outcomes with respect to teacher preparation. Providing reflective inputs on improvement of practice by supervisors to trainee teachers goes a long way to build their confidence and expertise in the art and science of teaching-learning. Lastly in order to bring about improvement in teacher preparation programs it is important that evidence is collected through researches conducted on a longer time frame. It is crucial to document the impact of specific components of the teacher preparation programmes on teaching practice and student achievement in the long run. Lastly it is important to study specific components of the teacher preparation program including theory, pedagogy and field immersion in order to identify the gaps and revise the same.

Objective of the Study

- To document the best practices of Tamil Nadu Teachers Education University.

Research Design:

The present study is descriptive in nature. The study employed detailed unstructured interviews with faculty and administrators at Tamil Nadu Teachers Education University in order to document their best practices as per their own perception keeping the vision and mission of the university in mind. The case study included collecting data from three key administrators of the university namely the Vice Chancellor of the University, the Registrar of the University and the Controller of Examination of the University to document the best practices instituted in this twelve year old university. The interviews data was recorded either as videos or as notes which were then analysed in order to deduce and articulate the findings that emerge.

Findings of the Study: Based on the data collected through unstructured descriptive interviews the following findings were deduced and articulated with respect to the quality practices instituted in the Tamil Nadu Teachers Education University:

a) The university aims for a World Ranking in the next five years.

b) The university has the Biometric Attendance System in its own campus as well as the affiliated colleges for ensuring the punctuality and regularity of the administrators, faculty and students.

c) The university boasts of highly qualified and experienced faculty in all it's six departments and the recruitment is done strictly in accordance with the UGC and NCTE norms based on merit.

d) The curriculum is periodically reviewed to be in sync with the latest in all areas of teacher education.

e) The university has well equipped laboratories including the ICT Laboratory which also has Edusat for holding video conferences with different stakeholders, Psychology Laboratory and Curriculum Design Laboratory. All the classrooms are equipped with LCD projectors making the use of audio visuals by teachers for curriculum transaction easy.

f) The study material in the form of modules and some video lectures is available for students on the university website in both Tamil and English.

g) Assessment and Evaluation is a continuous exercise in all through the academic session and student portfolios are maintained to gauge their progress as prospective teachers. The assessment of answer scripts is undertaken by external evaluators in order to ensure objectivity.

h) The entire campus is wifi enabled thus allowing seamless integration of technology in all endeavours.

i) Regular flagship programmes are organised for faculty and students of their campus and of the affiliated institutions. This also includes organisation of an International Conference every year.

j) The university organises sports events at zonal, distrct and state level every year.

k) The university has also received a grant for instituting a faculty development centre in it's premises.

l) The health and well being of students is taken care of by regular field immersion in Yoga.

m) The faculty of all the departments are engaged in socially useful research in the field of education and department of pedagogical sciences in particular engages in research on pedagogical subjects along with providing regular pedagogical support to the B.Ed student-teachers.

n) Emphasis is laid on soft skill development as that is the need of the hour.

o) The faculty and staff find the leadership at the top very motivating and approachable which makes them work harder to achieve the mission and vision of the institution.

p) In terms of space, the campus is spacious, green and has rain water harvesting in place in every block.

q) In order to improve teacher education quality the university envisions to give more stress to Apara Vidya as is the ancient legacy of India. Secondly value education should be an integral component of the pre-service teacher education programme.

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TEACHERS' ROLE FOR PROMOTING EMOTIONAL INTELLIGENCE AMONG ADOLESCENT

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ABSTRACT

Success is not defined in terms of living a luxurious life but in terms of living a harmonious life. For living a harmonious life certain psychological skills are essential. As far as education is concerned emotional development of child is its major aim. But this can be achieved not only by prescribing certain subjects in curriculum but through the help of a teacher competent enough to handle such curriculum in transforming young students into emotionally competent persons. Thus the teacher has to translate his potential of emotional intelligence into his professional capabilities. Educational institutions must play a greater role in helping children understand and handle human emotions. A school that integrates and imparts a strong programme on emotional intelligence shows evidence of its commitment to build a stronger world. Its student if follow the principles of emotional intelligence then they will grow and emerge as strong and confident individuals who accepts responsibilities for their behavior and know what corrective measures to take to exploit their own potential. In modern phase of life, due to cut throat competitions, materialistic approach and unrestricted play of desires negative emotions like fear, insecurity, anger, disgust, lust, loneliness and mental depression are precipitating in day to day life and lastly pushing out our adolescent groups or young generation into a psychological trauma. Thus they need help of a psychological approach known as emotional intelligence to come out from the ocean of emotional problems. Hence, the teachers by utilizing the skills, competencies and strategies of emotional intelligence can help the adolescents in the period of emotional crisis. Educationists have the power to shape minds of upcoming generations. It is the responsibility of teachers and parents to train this mind for life, to give them education for life and not merely education for a living. Thus the present paper explores the measures of emotional intelligence adopted by teachers which are quite helpful for the proper development of adolescence.

Key Words: Teacher, Emotional Intelligence and Adolescents.

1. Introduction:

The concept of emotional intelligence is of a recent origin. Latest researches have shown that the emotional intelligence is more important to the life success than the academic intelligence measured by IQ test. Intelligence is the capacity to adopt and adjust quickly to varied circumstances of life. Whereas emotional intelligence particularly refers to the ability to get along with people and make good personal decisions. This is more essential and required in life than theoretical or abstract intelligence**. Hein (2007)** defined emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, learn from, manage and understand emotions. Each child enters the world with a unique potential of these components of emotional intelligence: emotional sensitivity, emotional memory, emotional processing and problem solving ability and emotional learning ability. It is these four inborn components which form the core of one's emotional intelligence.

Daniel Goleman, a Harvard educated psychologist in his published title "Emotional Intelligence" (1995) stated that the IQ contributes only 20% the factors that determine life success. The huge impact on life success is of Emotional Quotient (EQ). He further remarked that IQ is important but it is not everything by any means. Many people of high IQ work for people of much lower IQ who have higher emotional intelligence. Only high intelligence is not enough to be successful person in the society. Among such persons the most valued and successful are those who can cooperate, persuade, empathize with others and build consensus, person who can tackle the situation during crisis and get responses to meet the demands of the immediate situations successfully.

In its linguistic and behavioural manifestations, emotional intelligence is synonymous with emotional literacy **(Goleman,1996)**. This concept is now given increasing prominence in education. Advocates of emotional literacy **(Mashader2001, Mayer& Salovey 1997, Sharp2001)** emphasize that teachers themselves need to develop an understanding of their own emotional needs and responses arguing that such understandings improve teaching practice and sensitivity to children. In a study, **Abiodullah et al. (2020)** predicted the teacher engagement level in classroom through emotional intelligence in government secondary schools. Results of the study indicated that emotional intelligence level of the teachers was average and most of the teachers in secondary schools possessed average level emotional intelligence and they engaged students effectively in the classroom. **Goleman(1996); Sharp (2002)** and others advocate emotional literacy as an important factor in the improvement of overall learning standards, arguing that it should be seen as a,' core competence' underlying

young people's ability to develop self-awareness, empathy, impulse control, self-discipline and compassion. Promoting these qualities is claimed to raise school morale and decrease levels of aggression **(Sharp, 2001)**. Numbers of 'emotionally literate' children in any school are now regarded as an indicator of school success and thus emotional literacy programmes should be currently monitored. **Mir (2013)** found that emotional intelligence is positively correlated to learning outcomes of senior secondary school students. **Bhat et al. (2015)** asserted that there exist a positive association between academic performance and emotional intelligence among boys and girls. They reported that academic achievement is of no use if we cannot develop the emotional intelligence to support it. Thus emotional intelligence is a key factor for building career success.

Adolescence is an age of emotional upheavals. There is no mental peace, calm and quiet for the adolescent and no serenity of mind for him. Period of adolescence has been marked by emotional storm and stress. Adolescents have various needs and problems and hence the teachers have a vital role to play in their lives. Thus education should be organized in such a way that it may enable the adolescents to face and solve the problems of life. Adolescents' age is the age of anxiety and tensions due to biological mechanisms but that is a natural process which cannot be suppressed. In this regard counseling of parents is highly essential to make them aware about various characteristics of adolescents and the methods to deal with them. **Harikrishnan and Sailo (2020)** studied about the perception of parents and teachers on the challenges faced by school going adolescents. They found that parents mostly perceived that school going adolescents faced a lot of tension and were not studying at home. On the other hand, teachers perceived that their adolescent students faced challenges such as exam fear, negative influence by media, economic burdens at home, low participation of parents in their children's education and poor academic performance. The findings of the study suggested the need to integrate active cooperation and participation of parents and teachers for the overall development of school going adolescents.

It is true, teacher the key factor in all educational development, needs to be professionally equipped with teaching competencies, skills of emotional intelligence, commitment and determination to perform at their best. **Naqvi et al. (2016)** found out a positive relationship between emotional intelligence and performance of secondary school teachers. It means that increase in the level of emotional intelligence enhances the performance of secondary school teachers at secondary school level. Traditionally, teachers of our country have overcome many shortcomings and inadequacies through their resourcefulness and

commitment. The cultivation of right emotional attitudes is one of the major aims of present day schools. The teacher can play a vital role in healthy emotional development of the learners. **Lippard et al. (2018)** declared that positive teacher-child relationships support children's social, emotional and cognitive development. It is expected that teachers should train young learners or the adolescents to control their emotions and obtain a mental balance and stability which will make for individual and social efficiency and happiness. Teachers who are emotionally intelligent plays a significant role in helping learners to acquire intellectual, emotional and moral power that contribute to self growth and social prosperity. **Sharma and Singh (2014)** investigated the role of emotional attachment of teachers in the development of self-confidence, learning habits and social adjustment of children in the primary schools. The key findings of the study revealed that emotional attachment of teachers helps in the development of students' study habits, behaviour and attitude towards school. It also helps the young students to obtain a secure learning experience and it converts a narrow minded, self-centered child into a useful member of society. Thus this relationship of attachment of emotions between the teacher and their students affects the cognitive and non-cognitive development of the students. Therefore, teachers shall have to empower themselves so that they can achieve the mission. In modern education teacher as a facilitator should help the learners to attain the emotional maturity. It can be said that emotional maturity involves the kind of living that most richly and fully expresses what a person has in him or her at any level of his or her development. Hence the teacher has got the responsibility to help the adolescence to live fully according to their age group. The teacher should help adolescence in expressing good and bad emotions in a controlled manner through their daily routine activities.

Generally in schools knowledge, understanding and some skills are taught to the students. In other words knowledge and understanding area of cognitive domain and some area of psychomotor domain are taught in schools. Schools generally ignore the affective domain. So, it is the duty of the teacher to provide awareness to adolescents about affective competencies. **Alzahrani et al. (2019)** found that the development of social and emotional competence leads to academic success and positive learning. Moreover children with strong social and emotional skills can recognize and handle their behaviours in positive ways. Affective learning involves development of feelings, emotions, attitudes, interest, appreciation and predispositions. **Khatri (2018)** studied about the implications of emotional intelligence in adolescents and found that higher emotional intelligence among adolescents had a positive impact on their overall development, including academics, psychological well-being, life style choices and adjustment among

peers. Mere knowing of affective domain is not enough, practicing it is more essential. Thus the present paper focuses on the strategies of emotional intelligence implemented by teacher for the adolescents.

2. What is Emotional Intelligence?

- 'Emotional Intelligence' is a phrase that incorporates the intricate aspects of both emotions as well as intelligence. Emotions rule the heart while intelligence reigns supreme in the brain. The twin qualities are not only inseparable but they exercise a tremendous influence on the lives of individuals.

- Emotional intelligence forms the juncture at which cognition and emotion meet, it facilitates our capacity for resilience, motivation, empathy, reasoning, stress management, communication and our ability to read and navigate a plethora of social situations and conflicts. If cultivated properly it affords one the opportunity to realize a more fulfilled and happy life.

- Emotional intelligence is the capability of individuals to recognize their own emotions and those of others discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior and adjust emotions to adapt to environments.

- The concept of emotional intelligence includes such abilities as motivating oneself, persisting in the face of frustration and controlling impulses as well as aware of the emotions one is experiencing.

- It is a distinct combination of emotional and social skills and competencies that influence our overall capability to cope effectively with demands and pressures of work and life.

- According to **Bechara, Tranel and Damasio (2000):** Emotional intelligence is "a collection of emotional abilities that constitute a form of intelligence that is different from cognitive intelligence or IQ."

- According to **Cherniss and Goleman (2001)**: Emotional intelligence refers to "the abilities to recognize and regulate emotions in ourselves and in others."

- According to **Matthews, Ziedner and Roberts (2002)**: Emotional intelligence is "the competence to identify and express emotions, understand emotions, assimilate emotions into thought and regulate both positive and negative emotions in the self and others."

3.   Components of Emotional Intelligence:

Daniel Goleman (1998) determined that there are five components of emotional intelligence:

1.   <u>Self-Awareness</u>:

It is the ability to accurately recognize our own emotions, strengths, limitations, actions and understand how these affect others around us.

2.   <u>Self – regulation:</u>

It allows us to wisely manage our emotions and impulses.

3.   <u>Empathy:</u>

To be empathetic means, we are able to identify and understand others emotions.

4.   <u>Motivation:</u>

Being self-motivated consists of enjoying what we do, working towards achieving our goals and not being motivated by money or status.

5.   <u>Social Skills:</u>

The social skills of emotionally intelligent people show that they genuinely care for and respect others and they get along well with them. It means using personal information about others to handle social relationships and to develop interpersonal skills.

4.   Dimensions of Emotional Intelligence:

Salovey and Mayer proposed the following dimensions of emotional intelligence:

1.   Perceiving Emotion

The first dimension, perceiving emotion relates to being aware of and recognizing other people's states (both physical and psychological states like being in physical pain), identifying emotions in other people, expressing one's own emotions and needs accurately and appropriately and distinguishing between accurate, honest feelings and inaccurate dishonest feelings.

Hence it is the ability to correctly identify how ourself and others are feeling.

2.   Using emotions to facilitate thought

It involves redirecting and prioritizing our thinking based on the feelings associated with those thoughts, generating emotions that will facilitate better judgement and memory, capitalizing on mood changes so that we can appreciate multiple points of view and using emotional states to improve our problem solving skills and creativity.

Hence it is the ability to create emotions and integrate our feelings into the way

we think.

3. Understanding emotions

It includes understanding the relationships between various emotions, perceiving the causes and consequences of emotions, understanding complex feelings and contradictory states and understanding the transitions among emotions.

Hence it is the ability to understand the causes and complexity of emotions.

4. Managing Emotions

It refers to being open to both pleasant and unpleasant feelings; monitoring and reflecting on our emotions; engaging, prolonging or detaching from an emotional state and managing the emotions both within ourself and in others.

Hence it is the ability to figure out strategies that use our emotions to help us achieve a goal.

5. Problems of Adolescents:

1. Adjustments to physical growth
2. Adjustment to mental competition
3. Adjustments to emotional disturbances
4. Problem of home adjustment
5. Problem of adjustment with friends
6. Problems of sex adjustment
7. Problems of adjustment with society
8. Problem related to insecurity.
9. Future educational and vocational problem
10. Financial problem

6. Role of Teacher in Development of Emotional Intelligence:

"Becoming an emotionally intelligent teacher is a journey that is worth taking."

Teacher should take the following steps for developing the skills of emotional intelligence among the students:

- **Ability to understand emotions**

Efforts should be made for properly understanding and developing the emotions of one's own self as well as of students. Feelings of others should not be wrongly interpreted so that prejudice and enormity may not be created.

- **Self-awareness**

Self-awareness of feelings and emotions is essential in all situations. Hence

proper education should be given to the students so that they may recognize themselves, behave properly and complete their tasks.

- **Understanding of others**

Ability to understand others should be developed. Persons with high emotional intelligence have more sympathy which helps him in understanding others.

- **Empathy**

Students should be taught the lesson of empathy. They should be made aware of the feelings of others.

- **Care for feelings**

Students should be taught the art of caring themselves and efforts should be made for practicing it. It is essential that their emotions, fear, jealousy and pain should be sublimated and modified.

- **Healthy emotions**

There should be healthy development of emotions of students. They should be clearly told that their emotions are directly related to body, heart and brain. Love, happiness, joy and courage are positive emotions. Fear, anger and jealousy are negative emotions. Emotions should be properly utilized in proper time, in proper form and quantity and in proper manner.

- **Integration of thinking and emotions**

Efforts should be made for integration of thinking and emotions. Coordination of Thinking and emotions is essential for proper behavior at proper time.

- **Emotional skills**

For developing emotional intelligence efforts should be made for developing cognitive, affective (emotional) and cognitive skills.

- **Interpersonal relation**

Efforts should be made for developing interpersonal relations and improving the behavior. For establishing good relation tolerance and love should be used for understanding and respecting feeling of others. The person should express his own feelings.

- **Presenting model**

Model of emotional intelligence should be presented before the students. Efforts should be made for solving the problem of students after understanding their difficulties and problems. Needs of students should be fulfilled as far as possible. Student should be properly encouraged and motivated. They should not be punished over small issues.

- **Embed social and emotional learning into teaching practices**

Instead of doing a lesson on social skills or emotions, teacher should try to incorporate these lessons into their teaching practices. For example in science while discussing molecules, teacher should ask students what forms good partnerships. While discussing a history lesson about a socially challenging situation, teacher should engage their students in a conversation about handling social problems. Then the lesson becomes about literacy, history and social and emotional learning.

- **Engage students in problem solving**

Teacher must engage the students in all types of problem –solving. Group projects are a useful way to teach students how to work together, which is a skill they will need in many areas of life.

- **Instill perseverance and determination**

Each student should be encouraged to set some goals so that they can feel a sense of accomplishment. This helps offset negative thoughts and encourages kids to dig deep and find the determination to succeed. Teacher should remind the students that to experience success, they must put forward effort and perseverance and must keep trying the work until they master it.

- **Incorporate character education**

Character education encourages the development of ethical and responsible students. Teacher must teach their students the importance of having good values, being honest, being trustworthy and taking responsibility for their actions. Students should be given opportunities to develop these skills in the classroom.

- **Encourage students to develop and share opinions**

Teachers should seek their students' opinions, allow them to initiate activities and should be flexible when responding to their ideas. It will build a sense of competency in the students and will increase their desire to learn.

- **Impart resiliency**

Teacher must raise the resiliency power among the students. Research shows that students who are more resilient are more academically successful. They are able to bounce back quicker, are mindful of their opinions and understand their beliefs.

In addition to the above points, following practical steps may be adopted by teacher for promoting emotional intelligence in children:

- Show respect for each individual child's feelings and remember his

negative feelings are indications of unmet emotional needs.

- Do not label your students negatively.

- Instead of saying students try to address them as children.

- Teach them to solve their own problems using empathy, compassion and mutual respect for each other's feelings.

- Talk about feelings, ask them how they feel, teach them how they can feel, show empathy, concern and care for their friends.

- Support their individual needs, talents, potential and interests.

- Reassure the students that it is okay to be honest about their feelings.

- Use humor in the class.

- Don't lecture them as they are expressing themselves.

- Let them express themselves without showing disapproval, shock, horror. Do not invalidate or judge anything they say.

- Don't add to their pain, stress, discomfort and fear by trying to control their behavior.

- While interacting with their students it is important for the teacher to keep check on his/her language.

- First validate the students' feelings before addressing their behavior.

- Show caring attitude for all children.

- Always listen your students in the classroom.

- Make your classroom safe and secure for all children.

- Initiate formal and informal talk inside and outside the classroom.

- Teach the students the arts of social discourse, how to read body language, conflict resolution techniques and stress reduction.

- Teach the students the power of laughter and beauty and their connections to emotional and physical well being and healing.

- All students need to experience the joy of committing random acts of kindness and beauty, so opportunities should be provided to them to do so.

- Discuss and educate peers, parents and community members about new and different perceptions of emotional intelligence.

- Create opportunities whereby students affirm and actively listen to one another

- Teach students the arts of self-talk, internal dialogue, self-affirmation,

reflective analysis and the art of apology.

- Identify faculty and staff who have intrapersonal, interpersonal or emotional intelligences and allow them to become role models for both faculty and students.

6. Benefits of Emotional Learning for Adolescent Students:

- Improved academic performance.

- Positive social behaviors.

- Increased self-awareness.

- Less emotional distress.

- Reduced violence and aggression.

- Future success.

- Improved physical health.

- Regular school attendance

- Effective communication

- Boost self-motivation

- Make good decisions.

- Develop relationships.

7. Conclusion:

Research suggests that both the cognitive and the emotional domains of students, academic development should be the primary goal for educating students. Increased levels of achievement may occur if the affective domain is included in learning experiences for higher secondary students. In order for educators to better meet the demands and challenges of today's public education system, research studies indicate that the development of emotional skills should be in the academic curriculum to produce healthy, responsible and productive students.

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IMPACT OF ANXIETY ON ACADEMIC ACHIEVEMENT IN SCIENCE

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ABSTRACT

Anxiety is a common feelings and it starts with birth and ends with death for every individual. A large number of students feel uneasiness in learning science and intentionally abstain from participating any scientific activity. When the level of this anxiety in science is very high, it would create serious obstacles for the students to concentrate to their study and prepare for examinations. So, high level of anxiety should have a negative impact on the academic achievement. But without anxiety students can't get the motivation for neither pursue their academic activity nor participate in scientific activity. So, a certain level of anxiety would be helpful to bring expected academic achievement. When the level of anxiety crosses its normal limit it would be detrimental for the students to concentrate to study and perform well in the examinations. If the potential causes of the anxiety are not properly addressed then it would mould and shape such long lasting habits like irrational fear about learning science, keeping abstain from participating science activity, feeling lack of confidence to complete the assigned work and a emergent easily break down nature against obstacles which in turn may create a depression.

Key word : Anxiety, academic achievement, science

1. INTRODUCTION

Anxiety is a common phenomenon to every individual. It is a natural physiological response of one's uneasiness about something. This uneasiness may be about a subject, may be about a person, about an authority, an event, an experience, sometimes about some uncertainty. Anxiety in science is the most common feelings found among the students. A large number of students are found to feel uneasiness to study science subjects. They feel embarrassment when they ask to participate in any science exhibition or workshop or perform any science activity.

The potential causes of anxiety in science may be different from student to student. Many students get frightened to study science due to lack of strong mathematical foundation and inability to solve numerical problems while the others are afraid of in grasping the content area.

Anxiety in science is not always harmful to every student. There is no doubt at all that a high level of anxiety interferes with concentration and exerts a negative impact on the process of memorization. Hence, it causes serious obstacles in preparing for examination and bringing expected academic achievement. So, high level of anxiety always is detrimental in securing expected academic standard. But, without any anxiety, the students could not get motivated in pursuing academic activity such as doing homework or preparing for examinations. From this point of view, mild anxiety may be helpful instead of harmful to study science sincerely and seriously to fetch a good academic achievement.

If the potential causes of anxiety may not be properly addressed, then it would mould some long lasting malpractice among the students such as losing interest towards subject, making delay to submit homework, feeling lack of confidence to participate in science activity and performing very poorly in the examinations. If the anxiety crosses its limit, it would compelled students to capitulate themselves from pursuing their activity and got depressed.

2. CONCEPTUAL CLARITY

a) Anxiety

It is a physiological response of one's feelings of stress about something. These feelings may be about some events or persons or experiences or any object. It is common to every individual. It begins with birth and ends with death. The levels of anxiety reasonably differ from individual to individual. The anxiety in science is the most common phenomenon among the students.

b) Academic Achievement

Academic achievement is the measure of learning outcomes of the student. It is regarded as the evaluative judgment of the extent of learning that a student has achieved on the basis of a curriculum. It describes the achievement of the student in their cognitive, cognitive and psychomotor domain. It is usually measured by marks or grades obtained by the student in test or examination.

c) Science

It is a particular discipline. It has mainly two branches like Physical Science and Life Science. Physical Science deals with non-living object whereas Life Science formulates its content with living organisms. Strong mathematical foundation

and reasoning aptitude are required for student to grasp the content of science exactly.

3. RATIONALE OF THE STUDY

The anxiety in science is the most common phenomenon among the students. There are various dimensions of their anxiety. It is essential to properly address the potential causes of the anxiety that the students commonly face in their due course of study. It would help us to identify the different dimensions of their irrational fear in science. It would depict about the sources of anxiety and unveil how to develop it among the student. Once the potential causes and the process of development are found out, then it would be easier to formulate the guidelines and suggestions for effective measures to control the anxiety and its negative impact on academic achievement. Teachers would be guided to rectify their behaviour and develop effective communicative and pedagogic skills so that student's irrational fear should be reduced. Students would be able to remove their lack of confidence in conceptualizing the contents and performing the scientific activity efficiently. Parents would be suggested to develop better parental behaviour for the sake of their children in order to help them to study with a tension free mind. Counselors would be guided to advise their subject considering the impacts of the identified causes of anxiety and their effective measures. Administrators would be guided to cultivate a proper environment in the institutions so that students would get the opportunity to study in a cooperative and collaborative atmosphere. It is expected that the present study would be able to offer effective guidelines about how to control the levels of anxiety within a certain range so that it would be beneficial instead of detrimental to the students to pursue their academic activity and bring an expected academic achievement. The more the academic achievement of the students the more will be the well being of the society as well as the nation.

4. PHILOSOPHICAL PERSPECTIVES ABOUT DEVELOPMENT OF ANXIETY

According to Emil Cioran, Romanian existentialist philosopher argued that anxiety takes its form only when we think about the worst aspect of our life as well as ignoring the positive sides. So, it will be sensible to stop the negative thinking to be free from the aggressive anxiety cycle and endeavour to focus on the positive thinking.

Danish existentialist, Kierkegaard gave an unique idea about the development of anxiety and stated that we feel anxiety when we find our achievement is not satisfactory according to our abilities and expectations. So, anxiety leads us in the direction of betterment and striving for greater achievement.

Heidegger expressed his views that the every individual feels anxiety due to his very existence irrespective of his social, religious and economic condition. Every individual try to socialize himself and in course of doing this he loses his sense of identity and integrity which in turn creates anxiety.

5. SCIENTIFIC PERSPECTIVES ABOUT DEVELOPMENT OF ANXIETY

Darwin (1872) elucidated and documented that anxiety is an emotional construct and this type of emotion is highly adaptive. Those persons are able to evolve the adaptive strategies are found to be well adjusted persons.

Freud (1926) argued that anxiety arises out of the repetition of earlier traumatic experiences whose prototype lay in birth and experienced serially at different developmental levels. This experience could reemerge in the individual's subsequent adult life at any time which makes conflation of reality.

Psychoanalytic theorist, Koren Horney predicted that the feeling of being helplessness due to parental behaviour and the feelings of insecurity in the society due to lack proper connection to the people caused basic anxiety among the individuals. Domination, lack of respect towards child's individual needs, disparaging attitudes, isolation from other children, unkept promises, hostile atmosphere etc. are considered by Horney as basic evils that naturally give rise to basic hostility which results in conflict for the child.

6. ANXIETY AND ACADEMIC ACHIEVEMENT

Anxiety is common to every student but its level differs from individual to individual. The persons feel high level of stressfulness is found to posses' irrational fear about their performance in any activity. They are naturally afraid of uncertainty. They could not be able to keep the perseverance to fight against obstacles that they face on in due course of action. They are likely to capitulate or break down easily. The high anxious individuals do less well than others in case of complex task, but in case of simple task, they do better. When the level of anxiety is low or mild and is highly focused to its aim; then it would be helpful rather than harmful. The individuals who possessed this kind of anxiety are likely to be more achiever than others.

There was a significant negative correlation was found between test anxiety and academic achievement among the secondary students and the female students are found to be more test anxious than male students (Alemu, 2020).

Academic anxiety has a significant negative impact on academic achievement. Moderate level of anxiety is helpful to improve academic achievement but when

it crosses the limit reduces significantly the academic achievement of the students (Azeem, 2018).

In a study of relationship between subjective well-being, test anxiety and academic achievement, it was found that test anxiety negatively and academic achievement positively related with SWB. Moreover, the test anxiety was found negatively related with academic achievement (Steinmayr,R and et,al. 2016).

there is a negative impact of anxiety on academic achievement was found for the highly anxious students and girls students are found to be more prone to high anxiety level than their boys' counterpart (Syakwaa, K. A., Aloka, P. J. & Ndunge S. N. F., 2014).

An inverse relationship was found between academic anxiety and academic achievement and a significant difference was observed between the academic achievements of high and low academic anxiety groups of students (Mohd. Shakir, 2014).

There was a negative relationship reported study anxiety and academic performance of engineering students (Vitasari P and et. al.2010).

7. CONCLUSION

An in-depth study about the impact of anxiety on academic achievement explores that a mild anxiety is beneficial for the students to be motivated to study science and focused to perform better in the science paper in due course of examination. So, the mild anxious students are found motivated to study sincerely and focused to perform seriously in the examination and hence, bring expected academic achievement. On the other hand, the high level of anxiety interferes with concentration and memory and makes irrational fear among students to study science or perform science activity. High anxious students feel difficulty to concentrate to study science and are not able to keep perseverance to fight against obstacles and hence bring poor academic achievement. So, if the potential causes of anxiety are not properly addressed, then it would exert serious negative impact on the academic achievement of the students as well as inculcate some malpractices such as lack of confidence to study science, inferiority complex to perform science activity, inability to keep perseverance against obstacles and sometimes formulating easily break down nature in critical situation among the students. Once the causes of anxiety are determined and the process of its development is explored then it would help to formulate effective measures to control the level of anxiety. So, the present study is expected to offer useful guidelines to the teachers, parents, administrators and counselors to be much more sensible to their behaviour and actions in order to control the anxiety among the students. If anxiety be controlled within a certain limit then it would

motivate students to concentrate to their study and to be focused to their academic goal and hence bring expected academic achievement. The more the academic achievement the more will be the social well being and the more will be the progress of the nation.

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CONSTRUCTION AND STANDARDIZATION OF TEACHER EDUCATOR PROFILE SCALE

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ABSTRACT

Research tool description

Teacher- educators make constant efforts to fulfill the needs of student- teachers. They prepare a programme and organize courses to fulfill the developmental needs of pupil-teachers. They are independent and self-directed learners. However, they have to take initiative to identify the learning needs of pupil-teachers, formulate their learning goals, identify resources of learning, select, supplement learning strategies, and evaluate learning outcomes continuously. With the changing scenario, the demands from teachers are changing and roles of teacher-educators need modernization and enrichment of knowledge for personal, academic, professional and social development. Personal development means their personality i.e. the teacher- educator needs to reflect that they are good enough to be role models of their student teachers. They need to be involved with conversational skills. They have to motivate themselves to go ahead. Teacher-educators are accountable for preparing school –teachers, who should effectively facilitate budding citizens of society to develop themselves as responsible citizens, keen learners, honest workers and men of fine character. Teacher-educators profession contains three essential characteristics: - competence, performance and conduct, these reflect the educator's- goals, abilities, and standards directly affects the effectiveness of teaching through the development of these qualities. The teacher-educator is responsible for providing an educational atmosphere where they (would- be- teachers) have the opportunity to fulfill their potential for intellectual, emotional and psychological growth. Teacher-educator is responsible for organizing and implementing an instructional program that results in student- teacher achievement and success in accordance with seven star academic policies. Thus, the teacher-educator role is changing from the authoritative delivery of knowledge and is being supplemented by spending more time diagnosing the learner's needs, motivation and encouraging study and checking the knowledge acquired. The teacher-educator has a powerful and abiding influence in the formation of the character

of every future citizen. Therefore, the responsibilities of the teacher-educators therefore, are immense.

Technique employed-The technique employed to develop teacher-educator profile is Likert five point of summative rating scale.

Areas of the scale- An analysis made by the investigator by exhaustive reviews of all the available researches in the area and discussions held with experts in the field, resulted in the incorporation of the four areas for the teacher-educator profile given as under:-

Dimensions of the Profile of teacher-educator:-

1. Main Duties and Responsibilities:-This area includes teaching learning, research work and communication process. This area relates practical skills in the classroom and transfers of knowledge and provides instructions without biasness for the safety of individual needs. The duties and responsibilities of a teacher–educators can be extended to a large scale.A devoted teacher helps her student to achieve the maximum growth and development.

The sub-dimensions of the dimension are -

Teaching –Learning:-Teaching is intended to equip one to become rational and enable one to discriminate between good and bad.

Acc. to Edmund Amidon:-Teaching is an interactive process primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities.

Research-Work:-Teacher–educators must be integrally involved in experimentation, as an active researcher, growth in knowledge through research overcomes all problems in the field of education and fills the gaps in state government and university teaching personnel.

Communication-Process: - To ensure the transfer of basic skills into work, teachers must engage students as an active participant in the learning process. Teachers must communicate the matter in easily understandable language. He should use appropriate gestures and should make use of adequate audio –visual aids to make the lecture work simple and effective.

Openness to new technology -The present day explosion of knowledge is having its impact and it has been realized that continuous in-service training is essential for teacher- educators to update their knowledge and to do justice to their work. Along with this, teacher-educators are supposed to be open to new techniques and methods of teaching and learning to do justice to the changing needs of the learners and the society. Innovative ideas in teacher–education includes deliberate and planned efforts, positive in nature, capable of making

unfamiliar as familiar, improvement in existing systems and able to bring instrumental changes in attitude of the individuals.

2. Work- Relationship and Contacts: -This area identifies the management skills and ability to communicate complex ideas in the easiest way. This dimension is further divided into 4 sub–dimensions. This area is related to taking active participation in identifying student's needs and organizing programmes, and how a teacher manages quality and healthy relations with staff members and students. It is related to implementation of assessment procedures.

Team –Management (Relations with head and colleagues) - This area is related to project management, development of productive working relationships with other staff members. Teachers –educators should make efforts to promote cordial relations with the students and encourage pleasant contacts to strengthen the interests of pupils –teachers. Sympathy, understanding, enthusiasm and experience of teacher –educator is essential to channelize the energy of pupil– teachers in proper direction of life.Teacher -educators has to asses, interpret and evaluate the outcome of the research for the quality control and accreditation with a positive and co- operative attitude. He/she can solve the personal and subject related problems of these students.

Resource- Management: -This area includes how teacher-educators take initiative in the production of resources for the benefit of the students. The role of a teacher as a resource creator offers exciting possibilities to experiment with new technologies and research outcomes. Good management and research consultancy offers strategic planning for the quality resources and their utilization in an effective way. Teacher -educators are needed to develop and generate new ideas related to curriculum and co- curriculum.

Working-Environment:-This area is related to availability of the teacher-educators to the students and their parents. Provision of a healthy and creative environment for classroom teaching is always desirable from a teacher–educator. Without personal biases, it is the responsibility of the teacher–educator to provide equal opportunities to all the learners. Along with this, he has to control emotional and behavioral problems in a balanced manner in the classroom. For professional and personal development, he/she is supposed to maintain a balance with his /her colleges, students and administrators.

Independence:-Teacher is an independent pillar of teaching- learning process. For this, he/ she must be able to think in the right direction, handle frustration and confusions and solve student's problems. He /she is expected to be ready to give extra time to his/her students and decide internal evaluation. Teachers are required to decide their job- requirement to fulfill job-responsibilities.

3) Behavioral-Traits: - This dimension is related to sociability, decisiveness and independence of the teacher – educator. The endeavor to understand and respect the values and tradition of diverse cultures, the social behavior and attitude of teachers towards teaching-profession, decides his accommodating ability, independence and energy to perform his / her responsibilities. This area is related to social adjustment, assertiveness and attitude toward the teaching profession. How independent a teacher is to take decisions and how he adjusts in the existing environment.

Social -Adjustment: - Teachers and schools cannot operate in isolation from society but these are integral part of the society. Teachers are vested by the society, with the trust and responsibility together with an expectation that they will prepare students for their social life and will provide a democratic environment for betterment of the society. Sociability of a teacher will help him to understand his students and their needs in a better way.

Attitude towards teaching profession:-Teacher –educator's attitude towards his profession will help him to understand the principles and disciplines of teaching and enable him to apply the methodology according to the need of the content. When a teacher is happy with his profession he / she can be secure, understand their own ideas, feeling proper and will give 100% to his / her profession. Teachers should have a positive attitude, creative and assertive as well as accountable.

Assertiveness-Assertive behavior management programs promote students safety and security, both in the physical and psychological sense. Learning cannot take place in a climate of insecurity or fear. Students feel a higher level of personal security when their teacher is competent at directing the workings of the classroom. Assertive behavior on the part of teachers also promotes social responsibilities.

Decisiveness: - Teacher- educators must be able to decide objectives of their subject without fear of authority and failures to get a better position and his/her future in the institution. He / she must be democratic and able to do extra efforts for the students. He / she should complete the assignment on time and plan something extra for slow learners and disabled students.

4) Job-Outlook: -This area is related to teacher's attitude toward his/her job .His learning efficiency is making him satisfied with his job. How much stress one is bearing due to the behavior of the higher authorities? Teaching and skill development in would-be-teachers take place by the efforts of teacher-educators. This area has further 4 Sub -dimension. This area is related to abilities and skills of a teacher and his teaching –efficiency, the level of job- satisfaction and

personal-satisfaction because of excessive workload instead of their busy schedule.

Teaching -Efficiency:-Effective learning is the result of effective teaching. Teaching efficiency includes mastery of subject matter and quality of communication. Focus of the teacher should be on pedagogical complexities, on betterment of communication and excellence of competencies. It is important for a teacher to grasp varied theories of action implied and assumptions and value the different research designs.

Job -Stress:-It is due to an imbalance between the demands and resources to meet those demands. It is an unpleasant experience perceived mentally, which gives a feeling of dissatisfaction and frustration. If the opinions and interests of teacher-educators are not considered properly, then frustration and tensions lead to stress. Excessive workload and insufficient time to complete the assignments leads to mental illness and depression, which affects the quality of the work of teacher-educators.

Job-Satisfaction–**In terms of social status**- Job-satisfaction is the key ingredient to recognition, income, promotion, achievements and other goals that leads to a general feeling of fulfillment. It is a cordially accepted psychological aspect of effective functioning in any profession. It is necessary for a good academic environment, the teachers who are imparting education, must enjoy at least a reasonable amount of job-satisfaction. Teachers with job-satisfaction will be in position to fulfill the educational objectives.

Salary and Perks–The important factors that affect our job are salary, benefits, grades, promotions and service conditions. If income is not sufficient to maintain family expenditure, definitely, one will change his profession, will move to another institution or leave the job or will indulge in activities to earn money, which may adversely affect the professional life of the teacher-educator.

Construction of the Tool

The construction of the tool 'profile of teacher-educator' was planned with the purpose of measuring or developing the profile of teacher- educators. Construction of the tool was undertaken in consultation with experts and by studying the studies conducted in this field in India and foreign countries. Initially 150 statements were selected for the tool and all statements were divided into four dimensions. These dimensions were further divided into four sub-dimensions. These dimensions and sub-dimensions were selected by studying review to related research and consultation with guide and experts. To give weightage to these statements literature on the teacher-educator was studied. The mode of scoring was also formulated. Instructions to the subject

were developed. A team of 10 experts was entrusted with the task of ascertaining content validity of the scale in general and the items in particular. These items were also discussed with 20 teacher-educators of different education colleges of Sonipat city, from rural as well as urban areas. After discussion and expert opinions items were modified accordingly and only those statements that could be easily answered and 80% unanimity of the judges were finally retained. Thus, the draft of 101 items was selected.

Preliminary try-out

These items were also discussed with 20 teacher-educators of different education colleges in Sonipat, Ambala and Kurukshetra city from rural as well as urban areas. After discussion and expert opinions items were modified accordingly and only those statements that could easily be answered were finally retained. Thus, the draft of 101 items was selected.

Final try-out

These 101 statements with five alternative responses, such as strongly agree, agree, uncertain, disagree, and strongly disagree are kept under 4 categories and administered on the sample of 100 teacher-educators of Sonipat,Rohtak,Karnal and Kurukshetra city selected at random sampling design.

Administration of test and data collection

To ensure better response, co-operation, genuine interest and personal contacts the investigator went personally to each institution. Teacher-educators were contacted and the investigator tried her best to build a rapport with all respondents. All the teacher-educators were given a profile and instructions were given. So that they could complete the tool without any problem.

Scoring

For the purpose of scoring the positive and negative statements that were tried out, an appropriate key was developed by giving a score of 5,4,3,2,1 for the favorable statements and 1,2,3,4,5 for unfavorable statements respectively. The score of the respondents thus ranged from 101 to 505 respectively.

Selection of the statements

After scoring the 100 profiles arranged in ascending order based on the total score obtained by each respondent. The top 27% and the bottom 27% were taken to form the upper and lower criterion groups as suggested by Edward 1969 pg (152-153).The t-value for all the 101 statements were calculated and only those statements in the final draft of the profile were retained with t-value equal to or more than 1.75 . Out of the 101 statements, 21 statements were eliminated which were not significant based on the t-value. Hence, 80 items were included in the

final draft form of the scale.

The scale is self-administering. There is no time limit and no right and wrong responses. Hence, individual teacher-educators are free to express their feelings. Individual responses will be kept confidential and the data furnished will be used for research purposes only without disclosing individual identity.

Table 3.1: The table showing the t-value of the final items retained in the scale

Sr.No.	t-value	Sr.No.	t-value	Sr.No.	t-value	Sr.No.	t-value
1	2.15	21	3.05	41	4.6	61	4.00
2	3.15	22	3.19	42	3.6	62	2.88
3	4.6	23	3.08	43	3.64	63	2.76
4	4.9	24	3.9	44	2.38	64	2.17
5	2.19	25	2.97	45	2.24	65	5.41
6	2.17	26	5.7	46	4.1	66	2.00
7	2.69	27	2.7	47	3.32	67	2.06
8	2.19	28	2.11	48	4.7	68	2.17
9	2.17	29	3.8	49	2.00	69	2.21
10	2.09	30	4.6	50	2.18	70	2.14
11	2.38	31	2.08	51	6.7	71	3.18
12	2.18	32	6.7	52	5.3	72	2.19
13	2.19	33	4.4	53	2.68	73	2.18
14	2.17	34	3.4	54	2.68	74	2.16
15	1.96	35	5.6	55	2.17	75	6.6.
16	4.7	36	2.02	56	2.19	76	4.1
17	4.8	37	3.7	57	2.16	77	3.82
18	2.18	38	2.03	58	4.48	78	3.31
19	2.19	39	6.6	59	3.76	79	4.00
20	3.5	40	4.5	60	2.18	80	2.19

Reliability of the scale

The reliability of the scale was determined by the two methods.

1- Split-half Method-The questionnaire was split into two parts A and B and administered on various government- aided and self –financed institutions and on the basis of coefficient of correlation was calculated.

2- Test-Retest Method –The tool was administered on the same population at the 6 months interval and a coefficient of correlation was calculated.

Table 3.2:- **Table of Reliability-**

Methods Used		Reliability Level
Split-Half	Alternate quest.	.832**
	Division In 1st and 2nd part	.644**
Test-Retest		.626**

Table 3.3:- Showing favorable and unfavorable questions and their distribution over different areas/ dimensions in the final scale after item analysis-

Sr. No.	Dimensions	Favorable Questions	Unfavorable Questions	Percentage
1	Main Duties And Responsibilities	1 to 9 ,11 13 to 20	10,12	un=10 % fa=90 %
11	Work Relations And Contacts	1 to 7 9 to 20	8	un=5 % fa=95 %
111	Behavioral Traits	1,2,3,5to9,11,12,13,15 to 19	4,8,10,14 ,20	un=25 % fa=75 %
1V	Job-Outlook	3,4,5,7 to11,14 to20	1,2,6,12,13	un=25 % fa=75%
Total questions.	4 Dimensions	80-13=67	13	67+13=80
total percentage		83.75 %	16.25 %	83.75+16.25=100 %

Validity of the tool

All the items were selected under the focus of content validity. It is evident from the assessment of judges /experts that items of the scale are directly related to the concept of profile of teacher–educator. In order to find the validity a total of 150 items were included in the tool. From this evident experts' judgment 101 statements were selected for the tool.

Item validity- Only those statements that were highly discriminating were alone included in the final form of the scale. Only those items, which have t-value was significant at 0.05 levels of significance or higher, have been included in the final form of the scale. This established a high item validity of the tool.

Intrinsic validity-The test has split-half reliability of.644 to .832ensuring internal consistency. The test-retest and split–half reliabilities obtained were .626 and .644 to .832 respectively.

Internal consistency of the scale –This is expressed by the inter-correlation of

the areas of the scale and the correlation between the area scores on the one hand and the total scores of the scale on the other hand . Internal consistency of the tool was calculated by coefficient of correlation. The obtained co-efficient are significant beyond .01 level of probability indicating that the tool has the required internal consistency.

Table 3.4: Inter-correlations among various areas of scale (N-40)

Sr. No.	Dimensions of the Tool	Main Duties and Responsibilities	Work Relations and Contacts	Behavioral -Traits	Job Out- Look	Total
1	Main duties and responsibilities	1.0	0.487301	0.201116	0.214224	0.90264
11	Work relations and contacts		1.0	0.178337	0.229094	0.607729
111	Behavioral -Traits			1.0	0.18958	0.3895802
1V	Job Out-look				1.0	0.37663

Administration of test and data collection

To ensure better response co-operation, genuine interest and personal contacts the investigator went personally to each institution. Teacher-educators were contacted and the investigator tried her best to build a rapport with all respondents. All the teacher-educators were given a profile and instructions were given. So, that they complete the tool without facing any problem.

Scoring

Each item is assigned a weightage ranging from -5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, 1for strongly disagree for favorable items. In case of unfavorable items, the scoring is revised i.e. 1 for strongly agree, 2 for agree,3 for neutral, 4 for disagree, 5 for strongly disagree.The score of the sum total of the item score on all the five areas. The range of scorers will be from 80 to 400 with the higher score indicating the more favorable profile of teacher-educator.

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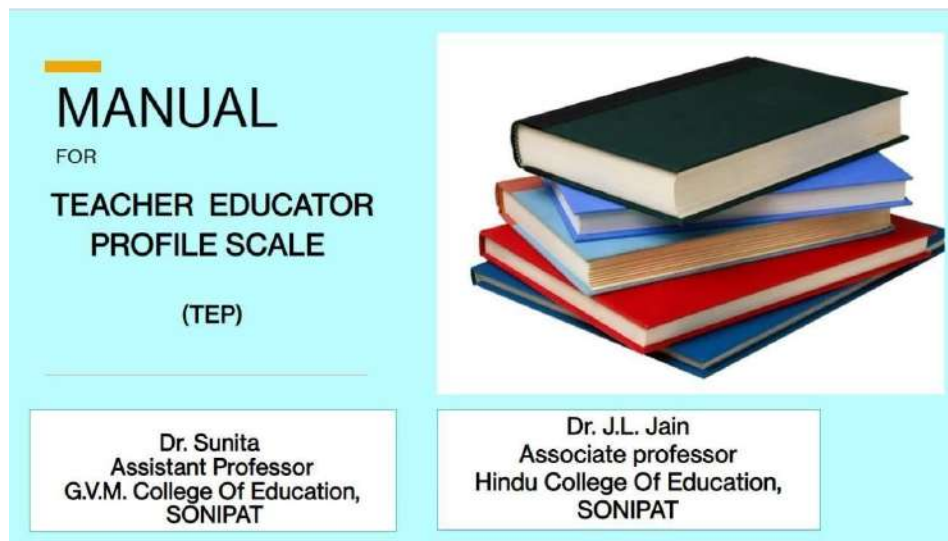
TEACHER- EDUCATOR PROFILE SCALE

Dr. SUNITA & Dr. J. L. JAIN

Please fill up the following instructions:-

Name ……… ………………
Age ………………….. Yrs.   Sex ………………….
Designation ……………………..   Subject……………………
Name of the Institution ………………………………………………………
Teaching experience in B.Ed. class… yrs. … month ....days …
Teaching Experience M.Ed. class .... yrs   month   days
Total monthly emoluments Rs.

The primary aim of this scale is to find out the profile of the teacher-educators/Lecturers teaching B.Ed. class. Each statement has five response categories: - Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree. Your good self as a teacher-educator may be having either negative or positive dispositions towards each statement given below in some degree. Please read the Statements carefully and record your responses by putting a tick mark the response you agree. Only one response is to be ticked for each statement. There is no time limit and there is no right or wrong answer. Therefore, you are free to express your responses as you feel.
Thanking you

SCORING TABLE-

AREAS	1	11	111	1V	TOTAL
SCORES					

The Instructions are as;-

1. There is no time limit for the completion of this test.

2. Before administration of the test teacher-educators ensured that their answers will be kept confidential.

3. There is no right or wrong response to the statements. This tool is just to know difference between the individuals working in Government-aided and Self-finance institutions located in urban and rural areas but not meant to rank them good or bad

4. Kindly respond to all the statements and no statement should be left unanswered.

Scoring;--each item was scored **5 for strongly agree** , **4 for agree** , **3 for uncertain** , **2for disagree** ,**1 for strongly disagree** .

Dimensions of the scale of profile :

1 Main Duties and Responsibilities:

Dimensions	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. I plan and prepare content by consulting reference books and resource material.					
2. I challenge the thinking of students by using dynamic and novel techniques like brainstorming and discussion.					
3. I am able to manage available resources in an effective way in my class effectively.					
4. I conduct my duties in administrative committees constituted by the head of the institution.					

5. I get ample opportunities to utilize my abilities and experience in my teaching activities.				
6. I can suggest a variety to utilize my abilities and experience in my teaching activities.				
7. I work in coordination with other colleagues in implementation of different institutional programs.				
8.I use different media of communication efficiently.				
9. Student's opinions and interaction involved in teaching procedure are helpful to me.				
10. I feel depressed after a student's arguments in my class.				
11. I participate in the conduct of Co-curricular activities in the Institution.				
12. There is no place for undisciplined students in my class.				
13. I keep up to date knowledge of the related subject area, teaching resources and methods of teaching.				
14. I am able to identify the abilities of the students and provide instructions without any biases in class.				

15. I provide a lot of opportunities to my students to identify the individual differences in the class and to cater the needs of individual students.					
16. I make presentations in national and international conferences and similar events from time to time.					
17. I know my rights and responsibilities.					
18. My suggestions regarding the teaching program of pupil-teachers are given due significance by the authority.					
19. I concentrate on developing my capacities without any initiative from the institution.					
20. I am able to change the communication style according to the requirements/needs of the students.					

II Work Relationship and Contact-

1. I act as a responsible team-member and develop productive working relationships with other staff members.					
2. I actively participate/take part in implementation of programmes of social welfare.					
3. I am able to manage projects related to my teaching subject independently.					
4. I collaborate with colleagues to identify and respond to student's needs					

5. I was able to strike a balance of pressure of teaching, research and administrative demands.					
6. I can conduct research consultancy or similar programs in a better way if given free hand.					
7. My opinions and suggestions are duly considered in making appointments in institutions.					
8. I trust that my own assessment technique is better than that of my other colleagues.					
9. I have skills required for the teaching profession.					
10. I can act as a tutor, coordinator, guide and friend whenever required.					
11. I am able to take initiative to organize and plan the orientation programs.					
12. I give due respect to my colleagues for their work and have no hesitation in praising their work					
13. My performance in the institution is not dependent on someone's recognition.					
14. I contribute to the accreditation of courses and the quality control process in college and university.					
15. I am ready to help the students outside the class in solving their personal as well as subject related problems					
16. I always set targets higher than those set by my institution.					

17. I am able to contribute to the implementation of quality assessment.				
18. I am available to the parents of pupil-teachers whenever required.				
19. I am able to control my emotions in class-room.				
20. I pay attention to equality of opportunity in the class-room.				

III) Behavioral -Trait-

1. I give equal importance to teacher- pupil and pupil-teacher interaction during my class.				
2. I sometimes engage myself in solving student's behavioral problems.				
3. I invite my students for discussion on various topics.				
4. I know my rights and for protection of my rights, I can harm others.				
5. I always decide my teaching methodology in advance with fear of higher authority.				
6. I create democratic environment while teaching in the class.				
7. I feel comfortable while working with people of my caliber.				
8. I am a little biased to the students who are known to me.				
9. I give special attention to the slow learners and devote extra time with them.				

10. I treat myself like an authority while teaching in my class.					
11. I talk to my colleagues without any hesitation regarding my weakness.					
12. I feel secure in the classroom and in the institution.					
13. I apologize when needed for my negative behavior to my students during class-room teaching.					
14. If someone opposes me in a staff meeting I am able to handle the situation to my requirements.					
15. I do not feel insecure after arguments with the Head, Administrator, of the institution.					
16. I make decisions about my aims in life, without fear of the society.					
17. If I get better position in another institution, I will resign immediately					
18. I care for the order of Head of the institution and follow rules and regulation					
19. Negative feedback makes me check my behavior and improve my work.					
20. I choose the subject to be taught according to my interest and convenience					

1V Job- Outlook –

1. I think if nobody recognizes my potential then there is no need to develop it.					
2. I am often given orders by my authorities who are difficult to be carried out.					
3. My interests and opinions are dully considered in making important decisions regarding curriculum and co -curricular activities.					
4. My income is sufficient to maintain my family needs and my status.					
5. I am able to give sufficient time to my family along with professional requirements.					
6. I feel most of my colleagues work under distress and fear.					
7. I feel that the promotions and appointments are purely on merit basis not due to personal pulls and pushes.					
8. Institution provides facilities for education of the wards of teacher-educator.					
9.I, advice my wards to adopt the teaching profession.					
10. The service conditions in the institution are overall satisfactory.					
11. I am able to do my work well and utilize my skills even in unfavorable environment.					
12. Some of my colleagues and subordinates try to defame and malign me as an unsuccessful teacher.					
13. On the same salary and grades, I would like to move to another institution.					
14. For the sake of a higher salary I am ready to change my profession.					
15. Our head always appreciate the teachers for achievements of the goals of the institution					
16. I am able to contribute to publications; disseminate the research findings properly.					

17. I keep myself engaged in continuous professional development with or without help from my authorities' welfare and convenience.				
18. I am able to carry out my assignments to my level of satisfaction despite of excessive workload				
19. I am able to determine research objectives and can prepare research proposals independently.				
20.I get financial help from institutions for research projects for professional development.				

THE ROLE OF EDUCATIONAL TECHNOLOGY AT PRIMARY LEVEL OF EDUCATION: AN ANALYSIS

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Abstract

Technology today is regarded as a vital aid to human being.it is very useful and important in educational system. Technology has helped to improve the quality and pace of activity as well as production in most aspects of human endeavour. The present paper deals with the role of educational technology at primary level of education. The main objective of this paper was to investigate the availability and usability of educational technology. Modem technology should be used extensively to extend education to all sections of society as well as to improve the quality of education. Therefore, if it is to be used with any degree of success, it must help to make people's life easier, more comfortable, and more satisfying. Usually in primary school, children do not have the knowledge about technology. If the teacher discuss about various technologies in front of the students, then only the students' interest in various technologies will increase and they will be motivated to their study. It is easier to share various concepts of learning through technology.

Keywords: Educational Technology, Quality Education, Usability, Students, Teacher.

Introduction

Learning through technology has become essential in all the educational institutions of today. In order to make the teaching learning process more effective, educational technology plays an important role. .Education means to bring change in the behaviour of an individual. In this context, primary level is an important stage in the child's educational life. So that's it Technology can be a powerful tool for bring change in education. It can help affirm and advance relationships between educators and students; Educational technology has absolutely revolutionized the entire education system. Owing to the influences of educational technology our schools and classrooms have undergone drastic changes these days.

The word 'technology' comes from the Greek word 'techne' which means skill with art, or craft. "Educational technology, in terms of terminology and structural composition, may carry out two basic components, namely, education and technology. Educational technology refers to how people use their inventions and discoveries to satisfy their educational needs and desires."

G.O.M. Leith: "Educational technology is the systematic application of scientific knowledge about teaching-learning and condition of learning to improve the efficiency of teaching and training (Leith, 1967)".

Technical Terms Defined

Quality Education: A good quality education is one which makes the learners capable of becoming economically productive, developing sustainable livelihoods, contributing to peaceful and democratic societies and enhancing individual well-being for technology improvement in classrooms.

Usability: Usability is the degree of ease with which products such as software and web applications can be used to achieve required goals effectively and efficiently.

Quality improvement: Technology is helping teachers to expand beyond linear, text-based learning and to engage students who learn best in other ways. Its role in schools has evolved from a contained "computer class" into a versatile learning tool that could change how we demonstrate concepts, assign projects and assess progress

Related Literature

The following are the few related studies reviewed in connection with the present study.

Sharma & Sharma (2006) state that educational technology is a broad subject, and it is impossible to cover it as a single subject. Therefore, it is further divided into four categories-- instructional technology, teaching technology, behavioural technology, and instruction design or management technology.

John, P. (2015) affirms that educational technology has absolutely revolutionized the entire education system. "Until recently, the teachers used to be the sole interpreter of knowledge to the learners, and the textbooks were the sole resources. Educational technology has affected the conventional roles and it has opened up the new areas of teacher functions such as management of resources and management of learning. Today, teachers have a range of media to assist and supplement the instructional work".

Claire, J. (2016) emphasises that technology, in one form or another, has always been part of the teaching and learning environment. It is a part of the teacher's professional toolbox. In other words, it is among the resources that teachers use to facilitate student learning.

Mangal, S. K. (2016) focuses that educational technology has wide range of scope and applicability in the field of education. In a broader sense, it stands for the application of the principles and techniques of science of technology as well as psychology and pedagogy in the activities of teaching and learning process.

Objectives of the Study

➢ To explore the role and significance of educational technology at primary level of education; and

➢ To investigate the availability, and usability of educational technology at primary level of education. teacher's professional toolbox. In other words, it is among the resources that teachers use to facilitate student learning.

Mangal, S. K. (2016) focuses that educational technology has wide range of scope and applicability in the field of education. In a broader sense, it standsfor the application of the principles and techniques of science of technology as well as psychology and pedagogy in the activities of teaching and learning process.

Objectives of the Study

➢ To explore the role and significance of educational technology at primary level of education; and

➢ To investigate the availability, and usability of educational technology at primary level of education.

Rationale of the Study

Educational technology is the use of hardware, software, and educational theories to facilitate learning and improve performance by creating, using, and managing appropriate technological processes and resources. Primary education is an important aspect in the individual's life. Through this education children gradually enter the secondary education level as well as higher education level. At the present day situation, educational technology is used as an important medium for education. If the child learns with educational technology from elementary level of education and gain some knowledge in the process, he or she in future he will be able to use his or her education more and more in the life of people through technology. So there is a rationale behind dealing with this topic.

Characteristics of Educational Technology

Some characteristics of the educational technology are described as bellow-----

• Educational technology is concerned with the systematic application of science and technology in the field of education.

• Educational technology applies scientific principles to the problems of education.

• Educational technology puts emphasis on development of the method, procedures and techniques for the successful, useful and effective teaching learning process.

• Technology can be wonderful, enriching, and game-changing for struggling learners bridging the gap.

• Educational technology plays a crucial role as medium of communication.

• Educational technology includes the applications of electronic media in the education as well as systems approach.

Significance of Educational Technology

Educational technology is a vital part to run an educational system systematically. Some important significance of educational technology are given bellow:

(I) The students need technology in the classroom. Just like previous generation of students needed colorful textbooks and we provided that for them, we have to respect the needs of modern students, too.

(II) Technology is everywhere. The students of all levels must know how to use internet effectively in order to complete any type of project work. In the job market such skills are essential.

(III) Technology improves the learning experience. It can improve the learning processes and bridge the gaps between the students in relation to their achievements very effectively.

(IV) The students will take standardized tests that demand proper computer skills. Online testing has tons of advantages. The students can see their scores and the teachers also can see their students' perormances.

(V) The traditional classroom makes learning at own pace on the part of o the students difficult. Today's students still have to take standardized tests and follow a curriculum.

Technological Resources at Primary Level of Education

Technology has become an important medium in the field of education. So, now, different technologies are used in different fields of education like audio or video tape, satellite TV, CD-ROM, Computer based learning, Internet etc. such technology is less used at the level of primary school but it is important today or the level. Nowadays some elementary schools have introduced to teach with such technology.

Application of Technology in Primary Level of Education

The applications of technology in primary level of education at present are clear from the following aspects----

1. Integrating technology into the classroom is an effective way to connect with students of all learning styles.

2. Educational technology improves the teaching-learning process and makes it more effective and process-oriented as well.

3. Educational technology improves the teaching-learning process and makes it more effective and process-oriented as well.

4. Educational technology improves the teaching-learning process and makes itmore effective and process-oriented as well.

5. Educational technology improves the teaching-learning process and makes itmore effective and process-oriented as well.

6. Educational technology has not only maintained the standard of education but also improved the ways of teaching by giving teaching aids and programmed instructional materials, etc.

7. Television, radio, and computers can enrich as well as effect very much the education. They can also do wonders in the field of distance learning.

8. Mechanism of feedback devices for modification of teaching-learning behaviour can produce effective teachers in training schools.

9. New innovation of system analysis in the field of educational technology can help in solving educational administrative problems.

10. It gives students the opportunity to enhance the interaction with their classmates and instructors by encouraging collaboration.

11. Technology helps students to be more responsible. Owning one's own device or borrowing the school's devices gives students the scope to improve their decision making skills. Again, this needs to be complemented by proper digital citizenship training to see the best results.

Conclusion

Technology is a great way to utilize learning. It is an indispensable tool at the hands of a teacher. Technology attempts to bring a greater degree of efficiency into the educational process. In the fast change of the world and the educational practices, technology plays a vital role to make the instruction more effective and meaningful. Primary education is also the gateway to secondary as well as higher education, so the educational technology needs to be included at the primary level of education. Technology is present in every aspect of our daily lives. So, when technology in the classroom is used correctly it opens up possibilities for more student-learning. Educational technology is redefining and leveraging smart learning. Mobility in the classroom and use of mobile devices like tablets, notebooks etc. are helping students to have a learning which is interactive in nature.

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INFLUENCE OF TUTORS' COMPETENCE ON QUALITY OF YOUTH POLYTECHNIC GRADUATES IN KISII COUNTY

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Abstract

Education and training are important for economic growth since theyincrease labour productivity through skills, knowledge, values and attitudes gained during training. Vision 2030 aims at making Kenya a newly industrialized middle income level country by the year 2030. This will be achieved through relevant and high quality skilled personnel to reinvest the economic sectors.

Youth Polytechnics (YPs) are among the avenues through which craft and artisan level personnel required in large numbers are developed. However, employers complain that graduates from YPs are not able to demonstrate quality and relevant skills. The purpose of this paper was to investigate the influence of tutors' competence on the quality of Youth Polytechnic Graduates in Kisii County

Kenya. A sample of 29 Principals and 65 tutors drawn from three areas of metal processing, garment making and motor vehicle technology were purposively selected and participated in this study. Face and content validity were determined through expert judgment by research experts drawn from Curriculum Instruction and Educational Management Department, Egert on University. Cronbach Alpha coefficient was used to estimate reliability. The analysed data from piloting yielded an estimated reliability coefficient of 0.79.Inferential statistics employed were simple regression analysis. Based on the analysis there was a statistically significant influence of tutors' competence on quality of graduates in Kisii County polytechnics; the outcome, (R^2 = .053, F(1, 96) = 5.416, p = 0.022). The study recommends that the government should in-service the tutors to improve their teaching effectiveness.

Key words: *Tutors' competence, Influence,   Quality of Graduates*

Background to the Study

The development agenda in many countries is inspired by the human capital development policies. Human capital development is the acquisition of skills, knowledge, attitudes, values and experiences that are useful in economic growth of a country (Adelakun, 2011). It also determines the ability of a nation to manage its factors of production and enhancement of required innovation. There seems to be a relationship between human capital development and economic growth. Thus, a country cannot achieve sustained economic growth and development without developing its human capital (Kanayo, 2013). Consequently, education and training fights poverty; reduces dependency ratio, opens job opportunities and networking as well as creating more interdisciplinary opportunities in the economy (Diebolt & Hippe, 2019).

Hawkes and Ugur (2012) contend that quality of education has a direct link to healthcare systems, crime rates and environmental protection laws and policies of a country. Sinnathurai (2013), observed that a country with low human capital development will have low economic growth, high dependency ratio, high unemployment and high poverty rates which might hinder the country's economic growth. Diebolt and Hippe (2019) further noted that increasing the education level of the labour force significantly increased economic growth in both developing and developed countries. It can therefore be argued that levels of skills are responsible for the differences in labour productivity and economic growth of nations globally.

Human capital development implies imparting relevant skills for job requirements for a country's labour force. There is need therefore to find out the most relevant training systems for developing human capital. Ngure (2013) observed that Technical, Vocational Education and Training (TVET) plays an important role in supplying requisite skills for improved workers' productivity, economic competitiveness, occupational integration, enhanced income levels and expanding opportunities for employment. Angel-Urdinola and Gukovas (2018) contends that the individuals of a society are highly likely to experience economic and social disengagement if the education system does not facilitate them in the acquisition and development of the market-based skills. Asadullah and Zafar (2018) argued that TVET have a significant potential to facilitate governments in overcoming the economic challenges of meeting the required skills for industrial development. Countries like Singapore and Malasyia have embraced TVET by ensuring that relevant knowledge and skills are imparted leading to accelerated industrial and economic growth (Afeti, 2010). South Korea, Taiwan and Japan have invested heavily in vocational school systems to address challenges of scarcity of skilled workers by introducing stringent quotas and entrance examinations to limit University enrolment and encourage enrolment in the TVET system (Marginson, 2017).

In Africa, TVET is back on the development agenda of many countries (Afeti, 2014). These include countries such as Chad, Ethiopia, Guinea, Senegal, Sierra Leone, Uganda, Zambia and Kenya. Dasmani (2011) noted that TVET in Sub Saharan Africa attracted increasing attention during the 1970s, because of the expectations that practical skill training offered by

TVET institutions would address the need for skilled labour. The skills acquired were supposed to raise individual's job prospects and productivity. Consequently, countries like Zimbabwe, Egypt, South Africa, Ghana and Gambia have given Technical, Vocational Education and Training (TVET) serious attention (Kingombe, 2012). This has contributed to faster economic development in these countries. Technical and vocational training is therefore an important instrument that is available to governments to prepare individuals for a rapidly-changing and increasingly demanding world of work.

The objective of Kenya's Vision 2030 is to make the country a newly industrialized middle-income level country and provide a high quality life for all her citizens by the year 2030 (Republic of Kenya; [RoK] 2012). This requires that Kenya produces goods and services of industrial nature that can be sold internationally to generate real income for the country. Thus, Kenya can only be able to realize real progress if she has a critical mass of well qualified technologists and engineers (RoK, 2010). The engineering profession is typically considered to comprise of four cadres of staff, namely; engineers, technologists, technicians and crafts/artisans. For effective execution of the development projects in any economy, it is important that each of these cadres is represented in appropriate proportions. For most developed countries the ideal ratio for the four categories of professionals is 1:2:4:16 while for a typical developing country like Kenya, the more realistic ratios would be 1:3:12:60 (RoK, 2010). By the year 2030, Kenya shall be having an approximate population of 60 million people. At that point then, for industrial take-off by the year 2030, the economy will require the following; at least 7,500 engineers, 22,500 technologists, 90,000 technicians, and 450,000 craft/artisans (ROK, 2012). The artisan/craft skills required in large numbers are expected to be developed in Youth Polytechnic institutions which were the focus of this paper.

The many claimed benefits attributed to TVET programmes depended on the quality of the skills acquired by graduates(Lubasha & Tripathi, 2012). Afeti (2010) underscored the fact that TVET training should equip students with the knowledge and skills they need for work. The training should also impart adequate language, literacy and numeracy skills, work, technological and the personality skills. These skills are required for further learning to enable graduates to cope with changes to their existing work and for occupational placement. According to the RoK (2012), a properly trained graduate should be competent in three skill categories (Table 1).

Table 1 *Graduate Quality Indicators*

Occupational skills	Personal skills	Interpersonal skills
Using equipment safely	Accepting authority	Team player
Using tools as required	Performing supervisory roles	Orderly
Drawing / sketching	Taking instruction	Innovative/creative
Manipulating numerical data	Accepting assignments	Good Communicator
Taking care of tools and materials	Working under pressure	Assertive
Using ICT facilities		Good leadership
Showing precision and accuracy		Confident

Source: RoK (2012)

These skill areas are required for successful productivity of a graduate. Employers stress the importance of occupational skills and demand other skills (personal and interpersonal skills) which enable a graduate to carry out tasks efficiently, confidently as well as relating well with the employer and other workers (Kamau, Wamutitu & Mbugua, 2013).

In Kenya, one of the main challenges facing TVET is the systems' failure to respond to the demands of the job market and the needs of industry in terms of quality of graduates. Youth polytechnics currently called vocational training institutions are basic TVET institutions for the development of vocational skills. Yungungu, Maleche, Ndurumo and Ogolla, (2014)observed that graduates of YPs were experiencing difficulty in using modern equipment. They also lacked adequate trade skills, innovativeness, creativity and knowledge. This was attributed to limited practical sessions during the training process. Various interventions and policies have been tried in order to ensure that graduates are well equipped with relevant and quality skills (marketable skills) for the job market (ROK, 2011). However, public TVET institutions, Youth Polytechnics included, continue to attract a great deal of criticism. A report from the United Nations Development Programme (UNDP, 2012) indicated that TVET graduates in Kenya had masterly of theoretical knowledge, but lacked occupational, interpersonal and critical thinking skills, and the necessary confidence required to perform their work competently.

In Ghana for example, Adams (2010) observed that vocational programmes were not attractive to the youth due to lack of employment opportunities for the graduates from these institutions. It seems that the problem of skill training in TVET is universal. In Kenya, employers suggests that the youth polytechnic graduates need at least six months to be integrated into the workplace and that the graduates had weaknesses in work attitude, behaviour and social skills (RoK, 2011). Identified challenges facing TVET are many, including inadequate and outdated physical facilities for training, insufficient modern equipment and tools, expensive training materials and textbooks, as well as low participation of industry in curricula design and implementation and the competence of instructors,

(Ngure 2013). There is also mismatch between training offered by the institutions and the actual skill demands of industry and theoretical curriculum delivery, adds Oduor, Kubutha, Tabuche and Masese (2017).

This paper focused on one factor that is, competence of tutors.Competent teachers are expected to exhibit accurate and clear communication of ideas.Bartilol and Ngeno(2016) observed that they should have a thorough understanding of the subject matter in terms of pedagogical knowledge and teaching methods and be effective in monitoring students' progress through examination and feedback. Thus, an effective teacher should checks students' understanding, organizes lesson, manages learners' behaviours, maximizes instructional time and demonstrates positive self-concept. In this paper, the tutor competencies examined were categorised into three (Table 2).

Table 2 : Tutor   competence areas

Subject area Masterly	Classroom Management	Trainee Assessment
Shows mastery of subject matter in their teaching	Manages lessons well	Gives assessments regularly
Provides relevant industry examples to trainees	Communicates clearly and accurately	Uses a variety of assessment methods
Provides trainees with career and counselling services	Provides learners with opportunity to practice what is taught and learned Involves trainees in lesson Discussion Motivates Learners	Uses feed back from assessment to improve teaching and learning

A tutor who is deemed competent must be able to demonstrate all of these abilities. This paper therefore investigated the influence of tutors' competence on quality of graduates produced by Youth Polytechnics in Kisii County, Kenya

Statement of the Problem

Technical Vocational Education and Training provides graduates with trade-specific skills which is expected to make them more productive and equipped to execute various tasks in the labour market. Thus, TVET is expected to play a pivotal role in the achievement of Vision 2030. This Vision aims at making Kenya a newly industrialised middle level income country by the end of that year. Although the number of TVET graduates increases year by

year, the quality of training being provided by these institutions has not met the expectations of employers.The quality of the YPs graduates may be influenced by many factors such as the institutional internal efficiency, government policies, mode of training, tutor/trainee ratios and cost of training and entry behaviour of students admitted into the programme as well as tutors' competence. However, there are limited studies if any carried out on the influence of tutors' competence on the quality of youth polytechnic graduates in Kisii County. This paper therefore sought to investigate the influence of tutors' competence on the quality of Youth Polytechnic graduates in Kisii County, Kenya.

Objective

The objective of this paper was to investigate the influence of tutors' competence on the quality of Youth Polytechnic graduates in Kisii County, Kenya.

Hypothesis

There is no statistically significant influence of tutors' competence on quality of Youth Polytechnic graduates in Kisii County.

Variables of the Study

The independent variable was competence of tutors while the quality of the YPs graduated was the dependent variable. The dependent variable was expressed in terms of occupational, personality and interpersonal skills. The independent variable was expressed in terms of subject masterly, classroom management and learner assessment (Table 1 and 2).

Methodology

This paper adopted a correlation research design. Correlational techniques are concerned with direction and magnitude of influence and entail collection of data at one point in time.

Population and sample of the Study

Twenty nine Principals and 65 tutors drawn from three areas of metal processing, garment making and motor vehicle technology in YPs were purposively selected and participated in this study.

Instrumentation

The paper used tutors of youth polytechnics questionnaire to collect required data.

Validity and Reliability of the Instruments

Face and content validity of the questionnaire was examined by five experts from Curriculum, Instruction and Educational Management department, Egerton University. The reliability coefficient was estimated using the Cronbach Alpha methodwas found to be 0.79.

Results and Discussion

Tutors Competency Index was investigated and computed based on their competencies in the areasof mastery of subject matter, classroom management and assessment of students' learning (Table 3).

Table 3 : Tutors Competency Index

Area	Mean	Std. Deviation
	n=94	

Subject Matter Masterly	1.69	0.28
Classroom Management	1.25	0.19
Assessment of Student Learning	1.25	0.24
Tutors Competency Index	**1.37**	**0.14**

Table 3 shows that the tutors were rated poorly by their students, a lowly mean score of 1.37 on masterly of subject matter, classroom management and assessment of student learning. This may be attributed to teachers' lack of professional support and favourable conditions for teaching, inadequate linguistic skills in the medium of instruction to express complex ideas and to ask critical questions. On the other hand, examination system not being aligned with active learning and learner-centred pedagogy but more with direct instruction, pushing the teaching practices to be more teacher-cantered. Further, the study established that the weakest point of tutors in YPs was the gap between tutors and students in the use of technology for learning purposes. Thus, except for tutors of Information, Communication and Technology (ICT), the rest were unaccustomed to the use of ICT. These findings are in support of UNESCO and IICA (2011) observations that lack of initial teacher training is the main factor affecting proficiency of tutors in Sub-Saharan Africa. It was further argue that some tutors had trained on general trades and had not attended teacher training colleges to learn pedagogical and administrative formalities and procedures of work places.These may have failed them to guide students adequately.

It can be noted that at present, there is a lack of quality of instructors in Kisii County. In-service training of pedagogical competence of tutors should be made mandatory. The tutors, who are often employed after graduation, seem to be lacking in industrial experience and practical skills. In service training programme may therefore improve their competencies.

Quality of Graduates index was measured in terms of occupational skills, personality skills and interpersonal skills (Table 4).

Table 4 : *Index of Quality of Graduates*

Category of Skills	Mean	Standard Deviation
Occupational Skills	2.20	0.32
Personality Skills	2.24	0.40
Interpersonal Skills	2.27	0.40
Overall Index	**2.21**	**0.20**

Results in Table 4indicates the overall mean quality index of the youth polytechnic graduates as 2.21 (SD = 0.20). The entire item means in all the three skill areas were low as they were measured out of a mean score of 5.00. The low standard deviations (SD=0.20) indicate that the graduates from the institutions studied were comparable in quality. This implies that from the perspective of their employers the graduates from youth polytechnics lacked adequate skills for effective work performance. These findings concur with those of Nyerere (2009), who noted that a large number of the TVET graduates were not effectively trained to offer what the labour market required. To solve this problem, Kigwilu, Akala, and Wambua (2016) suggested that there should be a close link between YPs and the *Jua – Kali* sector which could offer practical training in order to produce quality graduates. It is worth noting that the problem that was discovered in the 1980s still persists today, 2021. The

deficit between the skills employers want and what they actually find in graduates is not just restricted to Kenya alone. The results of Stevens (2005) survey of American employers found that they desired to see graduates who were better at oral presentations and had better listening and interpersonal skills. A Guardian article (Ford, 2007) featured a report from the Association of Graduate Employers complaining about lack of graduates with the appropriate combination of skills. The findings provide evidence that although the YPs program was expected to produce graduates who could help realize the Kenya's dream of becoming middle level industrialized nation by the year 2030, the skill levels produced are low. Yungungu, *et al* (2014) in their study on Effectiveness of Youth Polytechnics in Training the Youth for employment in Machakos District found from employers that knowledge and skills acquired by YP graduates were to a great extent irrelevant to the job market. This puts on the spot the training in Kenyan YPs. It seems that the government's plan of targeting YPs to produce qualified artisans to achieve Vision 2030 is a dream and this may not be achievable. This calls for urgent action if the YP training was to make the contribution desired.

Poor occupational, personal and interpersonal skills among the graduates may be attributed to many factors such as, low entry behaviour of students and inadequacy of physical facilities in YPs in Kisii County. Onyara (2013) in his study on School Based factors influencing students' academic performance at Kenya certificate of secondary education in Teso South District argued that adequacy of learning facilities significantly influenced learning outcomes. Further, effective teaching and learning was found to be dependents on adequate physical facilities. Based on the findings of this study, it is necessary that adequate facilities be provided to ensure quality of YP institutions in Kisii is improved.

Metto (2016) in his study on Youth Polytechnic Students' Perception of Vocational Training in Nandi County, notes that education and the industrial sector in Kenya work independently of each other, unlike in other countries like Germany where the industry and training institutions work together to produce quality and relevant skills. In many developing countries Kenya included, industry plays a limited role in influencing the education and training policy environment (ROK, 2003). Employers have limited influence on appropriate education policies and systems to promote the acquisition of relevant knowledge and skills geared to meet business needs.

The influence of tutors' competence and quality of graduates was tested using simple linear regression. This involved regressing tutor competency index on graduate quality index. The results of the test are summarised in Table 5.

Table 5 : *Regression Coefficients in YPs Tutors' Competence and Graduate Quality Indices*

Scale	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	**Std. Error**	**Beta**		
(Constant)	1.749	.201		8.683	0.000

| Tutors competence | .339 | .146 | .231 | 2.327 | 0.022 |

$R = .231$, $R^2 = .053$, $F(1, 96) = 5.416$, $p = 0.022$

The regression test result in Table 5 indicates a positive relationship between the tutors' competence and quality of graduates. Tutors' competence was a significant predictor (β =.231, t(96) = 2.327, p =0.022) of quality of YP graduates and explained a statistically significant proportion of variance of the outcome, ($R^2 = .053$, $F(1, 96) = 5.416$, p = 0.022). This means that tutor competence influenced graduate quality. The results did not support the hypothesis that there is no statistically significant influence of tutor competence on quality of YP graduates in Kisii County. On the basis of the results, the hypothesis was rejected. The alternative hypothesis which stated that there is a statistically significant influence of tutor competence and quality of YP graduates was accepted.

Other studies relating tutors' competence to graduate quality shows similar results. Kyomuhendo and Kasule (2017) who studied effects of tutors' competence on performance of teacher trainees in teacher training colleges in Uganda established that there was a statistically significant influence between tutors' knowledge of subject matter and primary school teacher trainees' performance. Another study by Ngome, (2009) supported this view by showing that poorly trained and resourced staff affected the performance in TVET institutions. Further, a study by Alos, Caranto, and David (2015) on factors affecting the academic performance of student nurses in the Philippines established that teacher related factors topped the list of factors that impacted on the academic performance of students in educational institutions. Chong (2014) also argues that teachers and their preparation influence the quality of an educational system.

Other factors affecting high-quality teachers were lack of curriculum materials and necessary supplies and equipment and reasonable class sizes. Further, lack of opportunity to plan with other teachers to create both appropriate lessons and a coherent curriculum across grades and subject areas impacted on quality of teaching. This implies that teacher competency does not work in isolation. The environment, facilities and leadership support influence their performance.

Conclusion and recommendation

The study established that there is a statistically significant influence of tutor competence and quality of YPs graduates in Kisii County, Results revealed that the YPs tutors in Kisii County were deficient in a number of areas in order to teach and provide student support effectively. The study established that the tutors had a number of challenges. These challenges were inability to provide relevant industry examples, provide advice to students on appropriate career choices and use learner centred approaches. They were also unable to exhibit competence in assessment and communicating clearly. These weaknesses were likely to affect their teaching effectiveness.

There is need therefore for YPs tutors in Kisii County to be given in-service training. This would enable them teach better and handle classroom lessons more effectively. They could also be attached to relevant industries to enable them to be conversant with industry requirements. Hence they would in turn be able to provide relevant industry examples to the trainees. It will also expose them to current technological practices at the workplace and

labour market needs. In addition, this attachment may help them to be effective in assisting learners in making career choices, a service they were not able to provide effectively as indicated by the study.

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