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**JOURNAL OF  
EDUCATION  
AND  
DEVELOPMENT**

*Multi-disciplinary, Peer Reviewed Journal*

**JAKIR HOSSAIN B. ED. COLLEGE**  
**P. O. –Miapur, P.O-Ghorsala,**  
**Dist. – Murshidabad, West Bengal,**  
**India, Pin – 742225**

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## **From the Desk of Editor-in-Chief**

*The undersigned takes pleasure in bringing out the 14th issue of 'JOURNAL OF EDUCATION AND DEVELOPMENT'.*

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

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

Kalyani, West Bengal  
30<sup>th</sup> June, 2023

**Editor-in-Chief**

JOURNAL OF  
EDUCATION AND DEVELOPMENT



## JOURNAL OF EDUCATION AND DEVELOPMENT

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## **CONTRIBUTION OF HIGHER EDUCATION INSTITUTIONS TOWARDS SUSTAINABLE DEVELOPMENT GOAL THIRTEEN**

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### **ABSTRACT**

United Nations Sustainable Development Summit adopts Sustainable Development Goals (SDGs) in September, 2015. Eight goals with measurable targets and clear deadlines for improving the lives of the world's poorest people were named as the Millennium Development Goals (MDGs) with the target achievement year of 2015. Globally; SDGs introduce 17 goals which have 169 targets with 234 evaluation indicators. The first six goals of SDGs are adopted from MDGs, and other new goals are introduced for inclusive and sustainable growth, development, clean energy, and climate change and its related impacts. Sustainable Development Goal 13 is about climate action, the official wording of which is to take urgent action to combat climate change and its impacts. Climate change presents the single biggest threat to sustainable development in all places. Times Higher Education collaborated with the UN Environment Program for the Times Higher Education Climate Impact Forum is commenced on 28<sup>th</sup> October, 2021. The rating agency for higher education institutions publishes a report during October 2021 that examines how well higher education institutions are performing regarding transitioning of several institutions across the world to net zero. Net zero refers to the balance between the amount of greenhouse gas produced and the amount removed from the atmosphere. We reach net zero when the amount we add is no more than the amount taken away. Indian Higher Education Institutions can work to help partners with understanding how to pump CO<sub>2</sub> back into the ground securely, in ways that will give society the breathing space to transition to a zero-carbon future.

**KEY-WORDS:** Climate Change, Curriculum Innovation, Higher Education, Research Initiative, and Sustainable Development.



## **INTRODUCTION**

United Nations Sustainable Development Summit adopts Sustainable Development Goals (SDGs) in September, 2015. The SDGs are the centre fragment of the 2030 Agenda for Sustainable Development which is built upon the Millennium Development Goals (MDGs). United Nations Member States seek to achieve the Millennium Development Goals (MDGs) by 2015. The MDGs are superseded by the SDGs but the prime theme of eradication of poverty targeted by the MDGs is still maintained. Further, SDGs reflect a comprehensive perspective on development of the whole world and sustaining human life. The MDGs are a collection of the eight goals which applicability only is for developing countries. On the other hand the SDGs are seventeen interlinked global goals which are universally accepted by all United Nations Member States. The SDGs provide a well consulted framework that is effective and ethically acceptable. In a nutshell, the SDGs are a set of aspirations and priorities that all the countries are expected to be guided to tackle the most pressing challenges of the world including eradication of poverty and hunger; protecting the planet from degradation and addressing climate change; ensuring that all people can enjoy prosperous, healthy and fulfilling lives; and fostering peaceful, just and inclusive societies free from fear and violence. The SDGs consist of several targets to be met by 2030. Hence, all the goals are multidimensional, related and interconnected.

## **OBJECTIVE OF THE STUDY**

To study about Contribution of Higher Education Institutions towards Sustainable Development Goal Thirteen (SDG 13 or Climate Action) and Combat for Climate Change.

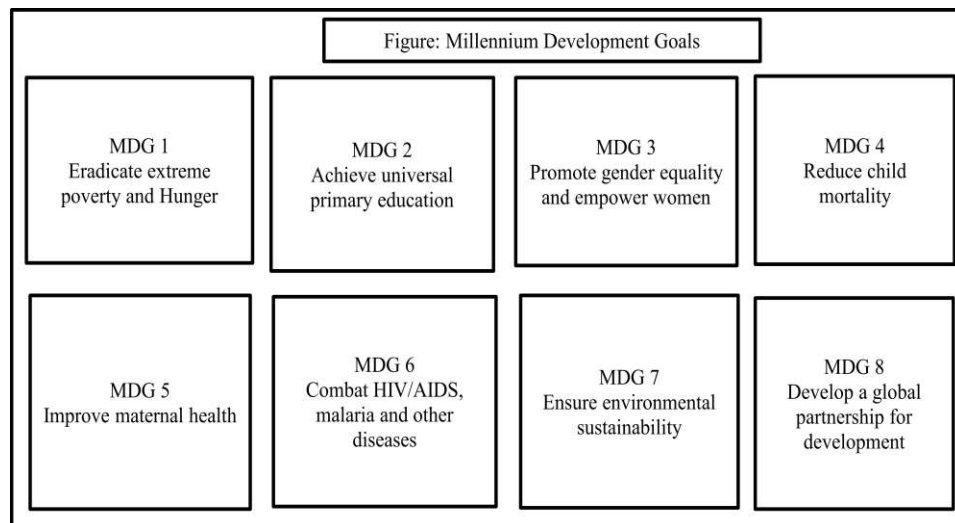
## **METHODS AND MATERIALS**

The present research paper is descriptive and based on secondary data. For the research paper, secondary data are collected from both government and non-government sources. The paper is basically compiled with the reference of various secondary sources like- News Papers, Books, Journals, and Official Gazettes, and Web Pages etc.

## **DISCUSSION**

A brief discussion regarding Contribution of Higher Education Institutions towards Sustainable Development Goal Thirteen along with the Millennium Development Goals (MDGs) is given as under:

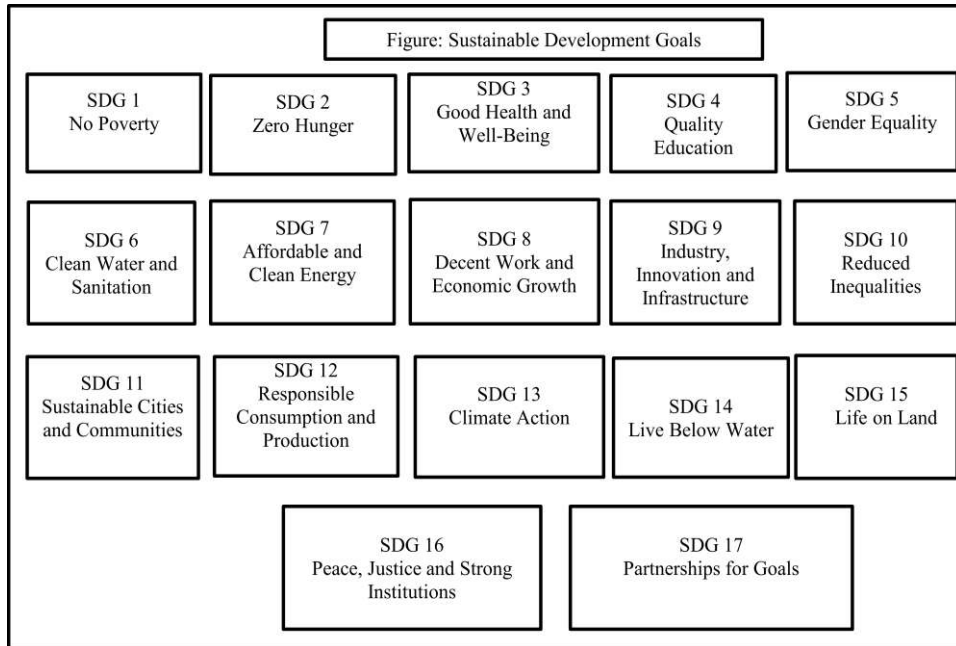
**Millennium Development Goals (MDGs):** The strongest pillar of sustainability is society and individual. Any development without the acceptance of society and individual is not said to be sustainable. With the global target of tackling the indignity in poverty, 189 nations signed the historic Millennium Summit in September, 2000. Eight goals with measureable targets and clear deadlines for improving the lives of the world's poorest people were named as the Millennium Development Goals (MDGs) with the target achievement year of 2015.



India envisages a good rate of accomplishment for most of the MDGs targets except eradicating extreme poverty and hunger (MDG 1), reducing child mortality (MDG 4), and improving maternal health (MDG 5) (Asadullah, et. al., 2020). The MDGs are over all a partial success for India. The targets pave way for a more challenging and ambitious target of United Nations Sustainable Development Goals (SDGs) in 2015 which are enthusiastically and proactively accepted by India.

**Sustainable Development Goals:** United Nations commences its holistic agenda of sustainability entitled “The 2030 Agenda for Sustainable Development” in the year 2015. The agenda is better known as Sustainable Development Goals (SDGs). The agenda obtains the economic, environmental, and technical dimension introduced in MDGs. Globally; SDGs introduce 17 goals which have 169 targets with 234 evaluation indicators. The first six goals of SDGs are adopted from MDGs, and other new goals are introduced for

inclusive and sustainable growth, development, clean energy, and climate change and its related impacts.



**Sustainable Development Goal 13(SDG 13):** Sustainable Development Goal 13 is about climate action, the official wording of which is to “Take urgent action to combat climate change and its impacts”. Climate change presents the single biggest threat to sustainable development in all places. Unprecedented impacts of climate change disproportionately burden the poorest and most vulnerable strata of the society. Effectively dealing with the climate change and its impact is essential for the success of all Sustainable Development Goals (SDGs). The three post-2015 agendas for action – the Paris Agreement, the 2030 Agenda for Sustainable Development and the Sendai Framework for Disaster Risk Reduction – provide the basis for sustainable, resilient development with controlled carbon emission under ever changing climate. The primary goal of the Paris Agreement – to keep the average global temperature rise well below 2°C and as close as possible to 1.5°C above pre-industrial levels – is vital to SDG 13 of climate change.

Paris Agreement as the outcome of UN Framework Convention on Climate Change is bringing all nations into a common agenda to rapidly reduce the greenhouse gas emissions, to strengthen the countries to build resilience and

adapt to the impacts of climate change. Paris Agreement also highlights need for adequate support for developing countries to combat climate change. Through early entry into Paris Agreement and successful operation through achievement of the Katowice Climate Package, the world has entered a new era of collective efforts on climate change. This has led us to focus on urgently increasing ambition and implementation of it at all levels of government, business, and civil society.

Times Higher Education (THE) collaborated with the UN Environment Program for the Times Higher Education Climate Impact Forum is commenced on 28<sup>th</sup> October, 2021. The rating agency for higher education institutions publishes a report during October 2021 that examines how well higher education institutions are performing regarding transitioning of several institutions across the world to net zero. Net zero refers to the balance between the amount of greenhouse gas produced and the amount removed from the atmosphere. We reach net zero when the amount we add is no more than the amount taken away. The UK is the world's first major economy to set a target of being net zero by 2050. THE report surveyed 566 universities that have submitted data against SDG 13 which is a call to climate action. Of the university leaders surveyed by Times Higher Education, 80% of them said that the SDGs are a benchmark against which they operate. But only just over half of the institutions that participate in the ranking on SDG 13 targets to reach net-zero emissions.

**Role of United States HEIs to Combat Climate Change:** The following points are important regarding the role of United States HEIs to combat climate change:

1. United States Higher Education Institution presidents signed onto the American College and University presidents' Climate Commitment (ACUPCC) to develop targets and plans to achieve carbon neutrality as soon as possible.
2. Above 800 United States colleges and universities have pledged to achieve net carbon neutrality; a few HEIs have already announced carbon neutrality in December, 2020. Many HEIs function like small cities with their own heating, power and transportation infrastructures.
3. Schools generally achieve Scope 1 (emissions from direct on-site fossil-fuel use) and reduction through building and transportation efficiency measures or by switching heating fuels, for example, to bio-energy.

4. Many schools install some amount of on-site solar generation to diminish purchased electricity emissions, while most schools purchased renewable energy certificates (RECs) to cover Scope 2 emissions (purchased electricity).
5. The institutions minimize Scope 3 emissions (institutionally funded air travel and employee commuting) cover by the commitment (primarily institution-funded airline travel and employee commuting) through on-campus incentive programs.
6. A few institutions confide considerably on carbon sequestration from college-owned land.

**Role of National Category to Combat Climate Change:** India has already inaugurated International Solar Alliance (ISA) for solar energy that is launched on 30<sup>th</sup> November, 2015 at the Paris climate change conference. Coalition for Disaster Resilient Infrastructure (CDRI) is also launched at the UN Climate Action Summit in September, 2019 in order to develop disaster- resilience in ecological, social and economic infrastructure. Infrastructure for Resilient Island States (IRIS) is the first major initiative by the CDRI.

At the 26<sup>th</sup> Conference of Parties to the United Nations Framework Convention on Climate Change held at Glasgow, Scotland, Mr. Narendra Modi (Prime Minister of India) propose a fivefold strategy for India to help the world get closer to 1.5 degrees Celsius which he terms as '*Panchamrita*'. The '*Panchamrita*' promises involve:

- India will get its non-fossil energy capacity to 500 Gigawatt by 2030.
- India will meet 50 per cent of its energy requirements till 2030 with renewable energy.
- India will reduce its projected carbon emission by one billion tonnes by 2020.
- India will reduce the carbon intensity of its economy by 45 per cent by 2030.
- India will achieve net zero by 2070. \

Population of India is 17 per cent out of the world's population and countries only 5 per cent of emissions. The renewable sector of India is the fourth most attractive renewable energy market in the world as per Indian Renewable Energy Industry Report published in October, 2021.

On the occasion of the fifth agreement of the Paris Climate agreement, Vice-Chancellors of twelve leading universities and higher education institutions take a single-focused voluntary pledge called “Not zero, net zero” to develop the road map towards making their campuses carbon neutral. Above 250 universities and institutions have joined in the initiative since then. Leading the way, the Indian Institute of Technology (IIT), Delhi becomes the first central government funded technical institute to reduce its carbon footprint by more than 50 per cent. Also, IIT Mandi has an active Green Committee which manages all green activities on campus. At IIT Madras, the campus has a fully-automated centralized Sewage Treatment Plant (SBR technology + UF + Ozonation) having capacity of four millions of liter per day (MLD) to treat 100 per cent of the sewage generated. The treated sewage is recycled for flushing, gardening, cooling water for HVAC (Heating, Ventilation and Air Conditioning) systems and for lake recharging. The surplus treated sewage is being sold to IIT Madras Research Park. IIT Guwahati has banned the use of single use plastics on the campus and the residents are increasing using the bicycles as the means of transportation.

The Indian higher education sector has witnessed a tremendous growth in the last two decades. India’s HEIs have two categories – universities and colleges. Universities are autonomous bodies while colleges are affiliated to the universities. Universities, therefore, have the prime responsibility for implementing SDG in the education system and maintaining its quality. However, Indian HEIs have been facing several pressures due to continuous changes in the economy and population.

**Steps of Indian Universities to Combat Climate Change:** Some of the Universities that have taken steps to combat climate change are as under:

1. **O. P. Jindal Global University:** O. P. Jindal Global University (JGU) held Ahmadabad Sustainability Conclave on 6<sup>th</sup> December, 2021 where the Sustainable Development Report-2021 prepared by The Energy and Resources Institute (TERI), Trust Legal, Madhusudan Hanumappa and Mazar at JGU was released. Also, a report on ‘Implementing the Sustainable Development Goals: Role of Universities and Civil Society in Protecting the Environment’ was released by the University in the conclave. JGU has become one of the first universities to fully implement the SDGs on its campus; thus, showing the way to other educational institutions. In the past, JGU had already demonstrated its commitment to protect the environment by securing top ranking in the Swachh Campus Ranking of Higher

Educational Institutions conducted by the Indian Ministry of Education. Also, the University opened a new chapter of International Green Building Complex under the aegis of Confederation of Indian Industry. The University had established the Jindal School of Environment and Sustainability (JSES) in the year 2019 to ensure the creation of innovation and youth leadership to tackle climate change and its impact.

2. **Tezpur University:** Tezpur University in Assam is the first Academic Institution to initiate the installation of Mega-Watt Scale rooftop grid-connected Solar Power plant in the entire North Eastern Region of the country. The electricity generated by the solar power plant also helps in mitigating substantial amount of carbon dioxide emission.
3. **SRM Institute of Science and Technology:** SRM Institute of Science and Technology has signed a Memorandum of Understanding with the Smart Campus Cloud Network (SCCN) of TERRE Policy Centre, a not-for-profit organization dedicated to United Nations Sustainable Development Goals aiming to reduce carbon footprints and establishing SRMIST as a green and smart Institute on Environmental day in the year 2021.
4. **MIT ADT University:** MIT ADT University, Pune installed a fully automatic organic waste converter plant in the university campus on 23<sup>rd</sup> September, 2020. Creating waste into wealth is the vision for the carbon-neutral and green campus.
5. **Manav Rachna University:** Manav Rachna University in Haryana partnered with Paryavaran Gatividhi to strengthen the efforts to make India carbon neutral by initiating activities like making Eco bricks and with Smart Campus Cloud Network to monitor Carbon credits using App based recording and analysis.
6. **Amity University:** Amity University had discussed with Norwegian delegates for scientific research in September, 2021 where the two sides identified a number of research areas for potential collaboration including climate change and environment, circular economy and renewable energy. The meeting was part of India-Norwegian efforts to promote bilateral cooperation.
7. **Royal Global University:** Royal Global University (RGU), Guwahati had already installed a 330 KW Solar Plant in 2018 to address rising energy costs and at the same time to promote non-conventional energy sources. Solar

Campus, an outcome of 'daylight harvesting' is an initiative by Royal Global University to help reduce RGU's carbon footprint, using smart lighting techniques and energy efficient lighting all over the campus. RGU adopted the "3-R" (Reduce, Recycle and Reuse) philosophy of Government of India, for all types of wastes, prevention of pollution and disposal of wastes, in line with regulatory requirements or beyond industry best practices as well as LED lighting in place of conventional lighting across all areas. Royal Global University had been the winner of the '1<sup>st</sup> Platinum Rated Green Award'. Further, Vice-chancellor of RGU took a pledge for Carbon Neutral called "Not zero, net zero" on 12<sup>th</sup> December, 2020.

**Future Steps in India to Combat Climate Change:** Climate change is a major global problem and related to research. Knowledge about climate change is becoming inchmeal important for future professionals who want to be made conversant with strategies for its moderation and adaptation as part of university studies.

HEIs can make the necessary curriculum by introducing courses on SDGs. HEIs can design a model to help local communities for achieving climate goals. The areas can be improved in respect of curriculum innovations i.e. making provisions to include climate change in teaching programs, and in various courses across the range of academic studies. HEIs can exist the network of different individuals, organizations and communities which can be applied to fight against climate change. Indian HEIs are required to develop partnership with leading providers of minerals, oils, gases and other resources too. HEIs can work to help partners with understanding how to pump CO<sub>2</sub> back into the ground securely, in ways that will give society the breathing space to transition to a zero-carbon future. Indian HEIs can build planned research centre to adapt capacities of rural communities to climate change by enhancing scientific understanding and identifying technologies and revolutions to respond to challenges created by climate change. Big data can be applied to help tackle climate change by locating harmful emissions or identifying pressure points along the supply chain. Teaching programs combined with climate change research initiatives can make sure that Indian HEIs are able to make their impact towards addressing a problem which is global in nature but whose impacts are mostly felt at the local level.

## CONCLUSION



United Nations Sustainable Development Summit adopts Sustainable Development Goals (SDGs) in September, 2015. The SDGs are the centre fragment of the 2030 Agenda for Sustainable Development which is built upon the Millennium Development Goals (MDGs). Eight goals with measureable targets and clear deadlines for improving the lives of the world's poorest people were named as the Millennium Development Goals (MDGs) with the target achievement year of 2015. United Nations Member States seek to achieve the Millennium Development Goals (MDGs) by 2015. Globally; SDGs introduce 17 goals which have 169 targets with 234 evaluation indicators. The first six goals of SDGs are adopted from MDGs, and other new goals are introduced for inclusive and sustainable growth, development, clean energy, and climate change and its related impacts. Sustainable Development Goal 13 is about climate action, the official wording of which is to take urgent action to combat climate change and its impacts. Indian HEIs can work to help partners with understanding how to pump CO<sub>2</sub> back into the ground securely, in ways that will give society the breathing space to transition to a zero-carbon future. Indian HEIs can build planned research centre to adapt capacities of rural communities to climate change by enhancing scientific understanding and identifying technologies and revolutions to respond to challenges created by climate change. Big data can be applied to help tackle climate change by locating harmful emissions or identifying pressure points along the supply chain. Teaching programs combined with climate change research initiatives can make sure that Indian HEIs are able to make their impact towards addressing a problem which is global in nature but whose impacts are mostly felt at the local level.

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## **E LEARNING: AN ALTERNATIVE WAY OF EDUCATION IN NEO NORMAL SITUATION**

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### **ABSTRACT**

e – learning became necessary and an alternative way of education after the covid situation. It emerged as a new trend in the form of blended learning during covid condition. It becomes an integral part of our education system and it proves that Students can learn from e- learning platforms easily in anytime and anywhere. Government has introduced many apps and e-learning platforms for the students and teachers to carry forward teaching - learning process. However individual learning process, personalized knowledge, and skill has been affected by this e – learning approach. Keeping this in mind some vital issues have been analyzed in this paper. How to assess the knowledge of e-learning? and is it needed till now? What are effects of e-learning on students and in teaching learning process. What are the barriers of e-learning and probable solution of those problems?

**Key words** - e-learning, need, initiatives, effects, barriers.

### **Introduction:**

Novel corona virus has changed the direction of human life in many ways. It gave us a new way of living. New perspective of joy, happiness, sadness and most importantly about our own existence. Everything was challenged by then. Due to covid virus it was a challenge for whole human race to survive in this world. Whole world got shattered. In India, the situation was very serious due to pandemic scenario. A large number of people lost their jobs, serious crisis has been occurred in the availability of food and in living conditions. On the other hand lack of proper knowledge and awareness about covid 19 virus made the situation very critical and day by day covid affected people died in a large

number. Economic sector and education sector compelled to shut down their door due to covid 19 conditions.

Education system was highly affected due to covid conditions. Schools were shut down totally because of the lockdown. The fear of losing people's life and how to save them in these situation was the main concern then. Question arises how to continue the system, the whole students population would be affected seriously.

Here comes the technology to suggest an alternative way to us. It plays a vital role in this situation. To smoothen the way of education e – learning system has been introduced. With the use of ICT one can learn from home thorough e – learning platforms in pandemic situation. Teaching learning may continue by the teachers through these platforms to meet up the necessity of education. Therefore, it was very much important to know how much e-learning platform was effective as an alternative to class room instruction. In this connection this analytical approach has been made.

### **Objectives:**

The objectives for analysis -

1. To understand about e – learning.
2. To estimate the need of e- learning in covid 19 situation.
3. To understand the effect of e – learning in teaching – learning situation.
4. To find out the barriers of e – learning in covid scenario.
5. To prescribe solution to develop e – learning situation in education.

### **Review of related literature –**

Review of related literature is a brief study of a topic that we have chosen for our future work. It is very important part of a research. With this a researcher can find the previous gaps of the literature and make his own way to build the topic. A review of literature related to the topic are -

1. Dr. Sharma Deepak, Singh Amandeep (2020) – did a research on ‘ E – Learning In India During Covid-19: Challenges and Opportunities’. He assessed the role of e – learning in India during covid, What are the challenges and opportunities are there along with e – learning.
2. Raheem Raad Bareq, Khan Amirullah, (2020) – conducted a study on ‘ THE ROLE OF E-LEARNING IN COVID 19 CRISIS’. He has

reviewed the concept of e-learning, features of e – learning and the role of it in English language.

3. Radha.R, Mahalakshmi.K, Dr Kumar.S, Dr Saravanakumar.R(2020), did a study on ‘E-learning during lockdown of covid – 19 pandemic : a global perspective’. In this study they reflected the impact of e-learning, students interest in using e-learning resources and their performances.
4. Baber Hasnan (2021), conducted a study on ‘Modelling the acceptance of e-learning during the pandemic of covid – 19 – a study of South Korea’. Here he explained the various factors that are critical to the students and teachers to accept and use the ICT in pandemic situation.

### **What is e – learning**

The word ‘E – learning’ got more popularity due to covid pandemic situation. E-learning , online learning or digital learning is a new trend in education in recent years. Specially during covid 19, it has smoothened the system of education. Just before covid we cannot think that technology will be so important and necessary part of education system. Of course technology was also there before covid but this was not the integral part of education. During covid 19, it is accepted as an alternative, sustainable, and harmless way to carry forward education system. Digital learning, video-based learning became more popular worldwide. Online platforms of education like – educational apps, synchronous video calling apps were used for regular classes. There were also some apps where teachers could also monitor their students, guide them and provide materials to their students. Information and Communication Technology plays an important role for transformation of a traditional classroom to e – learning system, ICT introduced some new possibility along with e – learning. Like – e – book, virtual library etc. Learners can choose them as per their choice and need. Some online skill based course were also introduced to make student more productive and efficient and competent.

Some online platforms which promote e – learning approach -

1. **WizIQ** – it is a online teaching software. It is used for content creators, who create academic online courses. They can create courses and publish easily on WizIQ online market place.
2. **Educadium** – It was established for entrepreneurs and organizations to create, manage and profit from online teaching and training through its EasyCampus platform.

3. **Ruzuku** – It is also a important platform where experts can create subject matter and publish the course easily.

In India there are –

1. **National Digital Library** – It is a digital platform to promote e-learning. There is a huge academic content in various forms for various subjects. They support all leading Indian language for all academic level, for students, teachers, researchers and life long learners as well.
2. **Vidwan** – It is a online platform which cover a wide range of disciplines and courses designed by the specialists.
3. **The National Respository of Open Educational Resources** (NROER) – This online portal offers variety of resources of books, interactive modules and videos for the students and teachers of class 1 – 12.

#### **Need of e – learning in covid 19 situation –**

e – learning approach plays an alternative way to continue education even not in the form of traditional face to face mode. We may presume that it was essential to continue during covid situation but the fact is that it is an important part of modern education system. It plays many vital roles like –

1. It makes teaching - learning more easier during covid time. Students can learn their lessons from home and teachers can teach them, provide them materials by these platforms.
2. It provides a flexible time schedule for both the teachers and students. There is no fixed time like traditional system. Students can easily learn their lessons as per their time and conditions.
3. It is also important for providing opportunities for the deprived persons. Those who are not able purchase traditional education they can learn as per their choice.
4. It is a new way to define education to the learners of new generation l. It enables the competencies of continuous and self-learning.
5. Through e – learning contents became more interesting through ppt and

#### **Effects of e – learning on the students in teaching learning situation**

Online learning or e – learning is a great tool for students’ accessibility in education. There is no doubt about that but it is also important for the students to

be self-motivated, organized and do time management for their own. E – learning can be successful but it depends on students’ maturity and self-dependency. It is also essential for the teachers to maintain their regularity for online lessons, engaging students in various works and being interactive with them. E – learning can really effects on –

1. Students motivation and self-dependency get harmed. In e – learning they cannot learn their lessons in face-to-face mode. So, they can feel lack of interest about learning.
2. In e – learning students cannot meet the teacher personally. So, there is no bond between them.
3. All students are not very good in tech savvy skills. They cannot use the e – learning platform properly.
4. E – learning is a very personalized way of learning. Students cannot meet with each other so they are lacking to develop communication skills.
5. Every student has their individual learning style. In e-learning it is not possible to nurture their individual learning style.
6. In e – learning students cannot build their classroom ethics. The punctuality, regularity and daily routine of the students got harmed for this.
7. The pressure of concentration and to be more productive, students get anxious and stressed.

### **Barriers of e - learning during covid 19**

As we know that how much e – learning became so important in covid days for education. There is no other way to carry forward education system. But it was not easy to connect with each and every student by online education. There are some barriers in this approach –

1. **Infrastructural barriers** – In India lack of proper infrastructure for providing proper ICT guidance to each student is not possible till now. Government failed to reduce the digital barrier of rural and urban area. There was no clarity in government recommendations. There was no proper infrastructure in school, colleges also to run online teaching learning smoothly.

2. **Lack of awareness and skill** – To use technology, some awareness and skill are needed. But in that case many of the students and teachers did not know how to use technology properly. Teachers are not properly trained or certified for online teaching. Using mobile phone was not enough. It is important to know how to use a mobile for educational purpose.
3. **Students individual barriers** – The students from remote areas do not have smart phones and laptops. Students with various disabilities cannot participate in e – learning programmes. They cannot practice in labs and do any experiments about their learning. They have faced many health related issues also.
4. **Parental barriers** – There are many parents who have lost their jobs due to covid. It is not easy for them to provide their children ICT based education at that time. That was also not a very good situation for those students to just learn and study. The huge gap between the slum or rural area with the urban area has also been existed.
5. **Network issues** – there were some electric and network issues in many areas of our country. Inadequate electricity causes the internet issues. Slow internet speed became barriers to e – learning.

### **Suggestions -**

To maintain effective e-learning program as an alternative teaching – learning system, emphasis should be given in the following areas -

1. To ensure electricity in the rural areas.
2. To provide free internet connections for slums and village areas.
3. It is important to spread awareness about ICT based learning systems among the people.
4. Government should arrange skilled based program for teachers to promote ICT based education.
5. It is necessary to develop infrastructure of university, colleges and educational institutions for ICT based education.
6. Government of India should make policies to implement, monitoring ICT based education system.



7. It is also important for the parents to encourage their children in e – learning, so that students can be freer with education and they can make independent thoughts about education.

### **Conclusion –**

Covid 19 taught us a new way how to challenge such critical conditions. Specially the whole education sector got effected by it. New possibilities evolved by adapting the internet and online approach. ICT made an innovation to spread education all over the globe. But it is very unfortunate for those people who are not in that so called mainstream area. They did not get proper internet service or ICT supports. After the covid also, countries all over the globe is trying to introduce blended form of teaching and learning activities (online, offline both). To do so it is important for the government to take proper measures like development of infrastructural facility, free internet services for remote areas, skilled teachers and most importantly ensure students full participation in this blended form of learning.

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## **CLIMATE CHANGE AND COPING MECHANISM: THE VOICES OF POOR URBAN DWELLERS**

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### **ABSTRACT**

Unplanned Urbanization in most of the cities of Bangladesh has never been successful to reduce climate vulnerability, especially the recent growth of rapid urbanization has made the scenario even worse. In this context, a consultation was conducted to capture voices of urban community people regarding their perceptions about climate change induced hazards and their adaptation mechanism against them. Being qualitative in nature, this study covered 10 cities of Bangladesh while the primary data was collected through 10 FGDs and 10 KIIs. Not all the same hazards have been identified from each district due to the difference in their geographic location and environment. For example, salinization was mentioned by respondents from the districts located in the south-west portion of the country only whereas drought came from the respondents of north-west. Also, variation in perception level of mass people vis a vis LGI representatives and experts regarding climate change induced hazards have been identified through the FGDs & KIIs. Comprehensively hazards like erratic rainfall & water logging, draught & heat wave, cyclone, increased salinity, lightening and arsenic pollution were mentioned as hazards. Regarding adaptive measures taken by the urban community, traditional most mechanisms have come out in the study. Very specific hazard-wise local coping mechanism, although neither that much technology oriented nor latest, have been mentioned by the respondents. Considering the sufferings of the urban community along with lack of availability of updated adaptation mechanism, such an issue therefore demands immediate attention and prompt action from the authorities.

**Background**

"Climate change" means a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods (UNITED NATIONS, 1992). Climate change is the long-term alteration in Earth's climate and weather patterns. It took nearly a century of research and data to convince the vast majority of the scientific community that human activity could alter the climate of our entire planet ("Climate Change History", 2022).

Climate change is one of the major challenges of our time and adds considerable stress to our societies and to the environment. From shifting weather patterns that threaten food production, to rising sea levels that increase the risk of catastrophic flooding, the impacts of climate change are global in scope and unprecedented in scale (Adediji et al., 2022). Global temperatures rose about 1.98°F (1.1°C) from 1901 to 2020, but climate change refers to more than an increase in temperature. It also includes changes in weather patterns like drought and flooding, and much more. Things that we depend upon and value — water, energy, transportation, wildlife, agriculture, ecosystems, and human health — are experiencing the effects of a changing climate ("Climate change impacts | National Oceanic and Atmospheric Administration", 2019). Global climate change has already had observable effects on the environment. Glaciers have shrunk, ice on rivers and lakes is breaking up earlier, plant and animal ranges have shifted and trees are flowering sooner (Jackson, 2021). Sea levels are rising and oceans are becoming warmer. Longer, more intense droughts threaten crops, wildlife and freshwater supplies. From polar bears in the Arctic to marine turtles off the coast of Africa, our planet's diversity of life is at risk from the changing climate ("Effects of Climate Change | Threats | WWF", 2021).

Urbanisation, on the other hand, could be referred as the process by which more and more people leave the countryside to live in cities ("Urbanisation", 2022). It is a process during which the industrial structure becomes increasingly oriented around secondary and the tertiary industries instead of primary industries (Mitchell & Bryant, 2020). Today, some 55% of the world's population – 4.2 billion inhabitants – live in cities. This trend is expected to continue. By 2050, with the urban population more than doubling its current size, nearly 7 of 10 people in the world will live in cities. However, the speed and scale of urbanization brings challenges, including meeting accelerated demand for

affordable housing, well-connected transport systems, and other infrastructure, basic services, as well as jobs, particularly for the nearly 1 billion urban poor who live in informal settlements to be near opportunities. Conflicts are on the rise, resulting in 60% of forcibly displaced people living in urban areas ("Urban Development", 2020). Residents are exposed to the impacts of landslides, sea-level rise, flooding, and other hazards (Baker, 2012).

Bangladesh is often referred to as 'ground zero for climate change' (Szczepanski et al., 2018 cited in Rashid & Rashid, 2021). The topography and location of the country make it highly prone to extreme weather events, including cyclones, floods, salinity intrusion and storm surges. Socio-economic factors, such as a high dependence on agriculture and other resource-dependent sectors, high population density and a high poverty rate, add to its woes (Rashid & Rashid, 2021).

Bangladesh is ranked seventh on the Global Climate Risk Index 2020 of the countries most affected by climate change since 1995 (Eckstein et al., 2019 cited in Rashid & Rashid, 2021). Climate impact is expected to lead to a 3.1% annual fall in the country's agricultural gross domestic product, totaling USD 36 billion in the 2005-2050 period ("World Bank Climate Change Knowledge Portal", 2021 cited in Rashid & Rashid, 2021). The World Bank (2010) estimates the cost of adapting to cyclones, storm surges and inland flooding could amount to USD 8.2 billion in Bangladesh, in addition to recurring annual costs of USD 160 million. Approximately USD 40 billion would be required from 2015 to 2030 for implementing key adaptation measures ("National Adaptation Plan process in focus: Lessons from Bangladesh | United Nations Development Programme", 2018 cited in Rashid & Rashid, 2021). As per its Nationally Determined Contributions (NDC), climate change can lead to an annual GDP loss by 0.5 percent to 1 percent ("Roadmap and Action Plan for Implementing Bangladesh NDC", 2018 cited in Rashid & Rashid, 2021). Therefore, if it wants to become a middle-income country by 2021, Bangladesh needs to focus on building climate adaptation and resilience (Rashid & Rashid, 2021).

Poor people living in slums are at particularly high risk from the impacts of climate change and natural hazards. They live on the most vulnerable lands within cities, typically areas that are deemed undesirable by others and are thus affordable (Baker, 2012). Rapid urbanization, accompanied by increased competition for land, decreased vegetation cover, changes in land use, and greater variability in climate are drivers that alter population distribution, relative

wealth or impoverishment, and potential hazards and vulnerabilities over a short time horizon ("Climate Change, Disaster Risk, and the Urban Poor Cities Building Resilience for a Changing World", 2022). Exposure to risk is exacerbated by overcrowded living conditions, lack of adequate infrastructure and services, unsafe housing, inadequate nutrition, and poor health. These conditions can turn a natural hazard or change in climate into a disaster, and result in the loss of basic services, damage or destruction to homes, loss of livelihoods, malnutrition, disease, disability, and loss of life (Baker, 2012).

In this backdrop, this study conducted dialogue with urban communities, LG representatives and other stakeholders in different climate hot spots around the country, synthesised their opinions and produced this paper. Key rationale behind conduction of this study is given below:

- The number of climate-related disasters has tripled in the last 30 years. Between 2006 and 2016, the rate of global sea-level rise was 2.5 times faster than it was for almost all of the 20th century ("5 natural disasters that beg for climate action | Oxfam International", 2022). Interval of change in impact of climate induced natural disaster and vulnerability against that as well is therefore shortening rapidly. Changes supposed to happen century-wise has come down into decade-wise which interval has even been reduced to around 5 years now days in some cases. Exploratory studies like this therefore needs to be conducted with higher frequency.
- Also, the economic contribution of the urban dwellers of Bangladesh, as detailed above, clarifies their significance and pivotal role over the national economy. Therefore, any of their vulnerability, particularly against the catastrophic element like climate induced natural hazard, claims the urge to be considered, assessed and addressed with utmost priority.
- Even besides the above two, in disaster-prone countries like Bangladesh, studies usually take place against the most disaster vulnerable areas like the coastal belt. However, considering the significance of the urban community, more studies concentrating this segment therefore is deemed essential.

**Overall Objective:** To explore and analyse the experiences of climate change and coping mechanism as perceived by the urban dwellers in Bangladesh.

**Research Questions:** The study attempted to find answers of the below research questions:

- What kind of climate induced events they are experiencing in their communities?
- What are their current local adaptation mechanism to address the impact?

**Urban Centres identified for Data Collection:**

While selecting the hotspots it was ensured that all the climate hot spots are represented. Urban centres located in the south-western part of Bangladesh (Barisal, Patukhali and face multiple hazards every year whereas cities located in the eastern part of Bangladesh (Sylhet, Sunamganj) face regular flood and water logging in low lying areas. City of Rajshahi located in the western part of Bangladesh faces heat waves whereas the cities located in the southern tip of the country are vulnerable to cyclone and rising tidal waves. Dhaka being the capital and also the main destination for migration along with burgeoning city population and being one of the most polluted cities in the world was also selected for data collection.

The list of cities, selected for the collection of data, is enumerated below:

- |               |              |
|---------------|--------------|
| • Dhaka       | • Barisal    |
| • Sylhet      | • Patuakhali |
| • Jamalpur    | • Rajshahi   |
| • Chattogram  | • Sunamgonj  |
| • Cox's Bazar | • Satkhira   |

**Method:**

Exploratory research, often qualitative in nature, also often referred to as interpretive research or a grounded theory approach due to its flexible and open-ended nature ("A guide to exploratory research", 2022). As an exploratory and analytical study, the present problem was approached through a qualitative method: allowing in depth understanding and exploration of urban community people's perception about climate change induced hazards and along with their coping mechanisms against them.

**Tools:** To collect data through conversation in group (consisting of 10 members each) as well as individual level, Focus Group Discussion (FGD) and Key Informant Interview (KII) has been used as tools for collecting primary data collection in this study.

**Focus Group Discussion (FGD):** Qualitative primary data has been collected through conduction of Focus Group Discussion (FGDs). A total 10 group discussion covering around 100 individuals were conducted across 10 city corporations/ town municipalities.

**Key Informant Interviews (KII):** 10 KIIs were conducted with the representatives of local government, civil society members and Disaster management committee members. The guiding questions for the KIIS remained same as stated above.

Distribution of respondents across tools and area is given below:

Area\ Tool	FGD		KII
	Respondent Type	Number	Respondent Type
Dhaka	Community Male	10	Local Elite
Sylhet	Community Female	10	Local Elite
Jamalpur	Community Male	10	LGI Representative
Chattogram	Community Male	10	Local Elite
Cox's Bazar	Community Female	10	LGI Representative
Barisal	Community Male	10	Local Elite
Patuakhali	Community Male	10	LGI Representative
Rajshahi	Community Male	10	Local Elite
Sunamgonj	Community Male	10	LGI Representative
Satkhira	Community Male	10	LGI Representative

## Findings:

### Experience of the Poor Urban Dwellers about different forms of hazards

While identifying the type of hazards the community felt that the frequency of these hazards have increased in manifolds in last one decade. Though there are many commonalities found across the cities, some cities have specific hazards and the community rated them very high in terms of impact. Air pollution and water logging in the three big cities of the country - Dhaka, Chattogram, and Sylhet have been listed as an important hazard which is impacting the health of the community. All such responses regarding perception of hazards has been summerised district-wise in the table below:



Cities /Urban Centre	List of Hazards experienced by urban community
<b>Barisal</b>	flood, cyclone, high tidal waves, soil salinity, arsenic pollution
<b>Satkhira</b>	flood, cyclone, high tidal waves, soil salinity, arsenic pollution
<b>Rajshahee</b>	heat waves, droughts,
<b>Patuakhali</b>	flood, cyclone, high tidal waves, soil salinity
<b>Sylhet</b>	water logging, arsenic pollution, air pollution
<b>Chattogram</b>	cyclone, land slide, water logging, air pollution
<b>Cox's bazaar</b>	cyclone , tidal waves, soil salinity
<b>Dhaka</b>	water logging, heat waves, air pollution
<b>Jamalpur</b>	flood, river bank erosion, arsenic pollution
<b>Sunamganj</b>	flash flood, lightening, arsenic pollution

**Table 2: List of hazards**

Details of district-wise responses are enumerated below:

**Barisal:**

Being located at the south-west part of the country, Barisal is one of the disaster prone districts of Bangladesh. This district always suffers from natural disasters like cyclone and high tidal waves. Such scenario has been supported by the respondents of KIIs as well as FGD too. In addition to these, greater frequency of arsenic pollution and soil salinity has also been mentioned by the respondents. Similar findings have been identified in case of the other south western districts too. Natural disasters like flood, cyclone and high tidal wave has been mentioned in common by the other south western districts too.

“We always suffer from disasters like cyclones and high tidal waves. Frequency of occurrence of such events have even increased in last couple of years than earlier. Such disasters also create flood which multiplies the sufferings. Mass people like us suffers the highest during such disasters. Transportation gets severely disrupted in such times- mentioned by one of the FGD participants and was supported by the other respondents too.

In addition, councilor of the 3<sup>rd</sup> ward mentioned, “Cyclone, high tidal wave etc. events are quite common for our district. But moreover, in recent days, we are observing increase of salinity even in the town area. Arsenic pollution is also there. Impact of climate change is being visible to all of us day by day.”

**Satkhira:**

Like Barisal, Satkhira too is geographically located at the south western end of Bangladesh. This district is rather located at the last point of this end and thus

belong to the coastal belt of this country. Historically Satkhira is one of the mostly cyclone impacted districts of Bangladesh. Dwellers of this district also suffers from high tidal wave, flood, arsenic pollution etc. Moreover, as retrieved from the conducted FGD in this district, soil salinity is being increased too.

As mentioned by one shrimp farmer in the FGD session, “We used to suffer from cyclones and tidal waves always over time but in recent years, the frequency as well as intensity such disasters have increased remarkably. Moreover, the high tidal wave is affecting the safety dam and thus, creates saline water intrusion inside the farm area which is causing loss of crops and fisheries. Worst of all, such increased frequency of disasters has taken away the scope of recovery from us. I myself have faced huge loss in my own farm and now am indebted in an amount equivalent to almost total value of my assets.”

Similar voice came from the headmaster of Satkhira Govt. High School. As he mentioned, “Satkhira has always been a disaster prone district of Bangladesh. However, in recent years due to climate change, frequency of occurrence of such disasters have increased significantly. Such disasters, including cyclones and high tidal wave in particular, creates severe adverse impacts such as flood which affects mass people, particularly the poor ones. We also are observing increase in saline water intrusion and arsenic pollution now days which are making availability of drinking water even scarce”.

### **Rajshahee:**

Being the one from the north-west region of Bangladesh, Rajshahee has quite different weather pattern compared to the above two districts. As captured in the study, dwellers of this city are suffering rather from heat wave, drought etc. the districts located at the north-west area of Bangladesh has rather extreme weather including heat wave during summer and chilly cold during winter. Heat wave and drought during summer have been mentioned by the respondents to be affecting not only in their daily lives, but also in farming crops.

One local businessman mentioned in the FGD session, “Availability of river water as well as underground water due to the drought has gotten even worse these days. Availing water for irrigation is becoming tougher. Moreover, the heat waves during summer is making the situation even worse. It is directly affecting both people as well as the farming crops.”

The Mayor of the city said, “Weather of this district has always been extreme due to the geographic location. However, such situation is worsening day by day.

Climate change is having its toll over us while less amount of water availing through trans-border rivers, Padma in particular, could be identified as one of the major liable cause.”

**Patuakhali:**

Another district belonging to the coastal belt of this country, responses from Patuakhali almost echoed the responses received from Satkhira. Having similarity in geographic location as well as weather, respondents of Patuakhali too mentioned about cyclone and high tidal waves as common disasters. Increase in salinity and arsenic pollution too came as other issues induced by climate change.

One small fishery farm owner of Patuakhali mentioned during the FGD session, “Increased number of cyclones are affecting us in the most devastating way. Disasters like these including high tidal wave has washed away fish from my ponds. Further worse, in last 2 years, repetition of such events ensured failure of my multiple initiatives to recover such loss. Despite being my 4 generation’s livelihood, I now am looking for loan to start a small shop.”

While interviewing one councilor of Patuakhali, he agreed totally with information received during the FGD session. As he said, “Catastrophes like cyclones are having direct impact over the city dwellers of this town. Increase of sea water level is enabling high tidal waves to enter inside city overflowing the old dam. Moreover, due to the dam, this sea water cannot be drained so easily and thus is increasing salinity of the soil.”

**Sylhet:**

Situated in the north east side of the country, Sylhet is one of the important most cities of this country. From the FGD conducted in this district, the respondents mentioned as water logging and arsenic pollution as most affecting hazard in this region. Also as mentioned earlier, being one of the big cities of Bangladesh like Dhaka & Chattogram, respondents of Sylhet too did mention about water logging and air pollution. The FGD conducted in Sylhet consisted of female respondents. There, as mentioned by one middle aged Muslim woman,

“Drainage system of this city really needs extensive improvement. Water logging is quite an old problem of Sylhet city while it rather is detreating day by day. Like me, a whole lot of women in Sylhet wears burka in respect to their practicing religion. But logged water creates immense problem for them in movement by feet”

The Mayor of Sylhet agreed with the water logging and air pollution problem of Sylhet but also caused the typical heavy rain for the water logging. As mentioned by him, “Within the whole Bangladesh, Sylhet city is the one of the places of heavy rain. Our drainage system, therefore, needs to attend the highest amount of service load. Also, there is air pollution which apparently is increasing day by day. We really need to take steps to address such climate change induced issues.”

### **Chattogram:**

Chattogram, the second biggest city of Bangladesh, is located at the south east segment of Bangladesh. Through the FGD session conducted in this city, issues like cyclone, land slide has come along with water logging and air pollution. It is to be noted that along with being located at the bank of Bay of Bengal, Chattogram city is one of the largest one in Bangladesh. As a result, dwellers of this city suffers by both cyclones & tidal waves as faced by the coastal region inhabitants, as well as water logging & air pollution just like the other big cities of Bangladesh. As small dry fish entrepreneur narrated during the FGD session, “We at Chattogram district face quite a lot of problems. Number of cyclone occurrence has increased in recent years. As daily issue, there is air pollution. We also need to face prolonged water logging. This city needs urgent attention of the government of Bangladesh.”

The ward Councilor of North Haliashahar of Chattogram was interviewed too for triangulation where, very similar problems were mentioned by him too. In his own speech, “Despite Chattogram’s being one of the most important cities of Bangladesh, it has its own issues too. Regarding climate induced events, this city geographically is quite prone to natural calamities like cyclones. Also due to the unplanned urbanization since beginning, the water drainage mechanism of this city is really poor. Moreover, due to its location adjacent to sea and rivers, water enters the city with tides. This city is mostly located over and beside clay hills which often creates landslides.”

### **Cox’s bazaar:**

Adjuscant to Chattogram geographically, Cox’s Bazar, being quite a small city with its unique geographic lcoation, is located at the last of the south east of Bangladesh. Being a caostal one, almost similar responses were received from this city’s FGD where, the respondents mentioned about cyclone and tidal wave

along with soil salinity as their perceived disaster. Like Sylhet, the FGD respondents of Cox's Bazar too were female by gender.

#### **Dhaka:**

Dhaka is the capital of Bangladesh. this city is geographically located at almost the center of the country. Being extremely populated, this big city has been mentioned by the FGD respondents to have issues like water logging, air pollution and heat waves. Along with the FGD, for triangulation, one commissioner of a particular ward was also interviewed where, almost similar information was identified along with some additional ones. In his own narrative:

"Dhaka is the biggest and oldest city of Bangladesh having the highest number of inhabitants. Due to unplanned urbanization through hundreds of years, naturally this city suffers from some crucial issues like water logging and air pollution. Also due to climate change, we are suffering from heat wave these days."

#### **Jamalpur:**

Jamalpur has always been a floodprone area of Bangladesh. Therefore, as expected, flood was mentioned as a disaster by the respondents of FGD in the very first place. However, river bank erosion too was mentioned as another vital common disaster faced by the inhabitants. Lastly, came as the third one. Respondents of the KIIs too mentioned about the similar hazards. In the speech of one poor middle aged respondent of FGD,

"River erosion has consumed land so deep inside these days. My home was developed by my father and that too was nearly 40 years ago. But last year, I lost that piece of land due to aggressive river erosion. Losing that, I along with my family are now passing miserable days at slum."

#### **Overall Findings:**

This study has successfully depicted local city dwellers' perception about climate change induced hazards. However, comparing the responses received from the FGDs consisting of mass people and the KIIs responded most by the CSO members and / or local elites, some discrepancy has been found in such: responses from the KIIs usually consisted about more organized and clearer understanding than the local mass city dwellers.

#### **Hazard-wise Local Adaptation Mechanisms:**

After knowing the perceptions about presence of hazard and shift of its impact, way of adaptation of the urban community people was concentrated into. Hazard-wise responses received from community voices through both FGD & KII are given below:

Erratic Rainfall & Water Logging	Drought & Heat Wave	Cyclone	Increased Salinity	Lightening	Arsenic Pollution
Use savings or borrow money from neighborhood	Additional consumption of water	People go to cyclone shelters	Buy drinking water	Take shelter in relatively safer places	Collect water from different sources
	Take shower more than once a day	Take preparation (i.e. move cattle & valuable members to safer place)	Collect water from different sources	Use 'Lightening Rod' in the buildings	Install deep tube well
	Use wet cloth to keep body cool	Take shelter in own pucca houses	Rainwater harvesting		Rainwater harvesting

**Table 3: Hazard-Wise Adaptation**

Common practices, exercised by the local people, have come out under this section. It is to be noted that majority of these measures are least technology oriented which indicates practice of such measures since long. The poor higher education rate of average urban community people has a role here too. However, regarding solving scarcity of safe water, technological solution like installation of deep tube well has come too.

### **Overall Findings:**

Very specific coping mechanisms against each hazards have come out in this study. Also, similar identical coping mechanisms against specific hazard has been reflected into the collected data.

### **Conclusion**

Now-a-days urbanization is regarded as an engine of growth and Development of a country. The contribution of urban sector to the GDP is much more than the rural sector in many developing countries like Bangladesh. The contribution of

urban sector to GDP is increasing year by year in Bangladesh and it is now about 65% (Ahmed & Ahmed, n.d.). Unfortunately, due to unplanned urbanization's taking place in most of the cities, the urban community is remaining exposed towards climate change induced hazards. Also, not much number of studies have been conducted to identify and understand such urban vulnerabilities. Contribution as well as importance of the urban community in the national economy has always been found pivotal in Bangladesh. This study, therefore is placing the urge towards local, national and international concerned bodies for their kind concentration and necessary efforts in this regard.

### **Acknowledgement:**

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## **GENDER, SOCIAL AND PERSONAL STATUS & WELL-BEING IN COVID-19 PANDEMIC: A STUDY ON THE COLLEGE STUDENTS OF DHAKA CITY, BANGLADESH**

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### **ABSTRACT**

Well-being is affected by interactions among personal, societal elements and time. It is important to understand from psychological, biological, and sociocultural elements in the lens of time. Multilayered elements must be considered simultaneously in order to prevent mental illness and promote mental health. Bronfenbrenner's ecological theory aids in comprehending the multi-variant elements that influence well-being, emphasizing the larger aspects of an individual's life and their interactions within multiple socio-ecological systems. The theorist also mentioned 'time' as an important factor in human development. The present study was aimed to understand the effect of pandemic on the young students from personal, contextual and chronological perspectives. The objectives were 1. to find out effect of pandemic on the personal well-being of higher secondary students of Dhaka city, Bangladesh, 2. to find out the well-being in terms of gender of higher secondary students of Dhaka city, Bangladesh in the COVID-19 pandemic 3. to find out the effect of social & personal status on the well-being of higher secondary students of Dhaka city, Bangladesh in the time of COVID-19 pandemic.. From different colleges 576 male and female students were taken as respondents. The data were collected using questionnaire survey. However, the result did not indicate well-being state of the respondents at all at any stage. And most importantly, respondents have been identified to be in the 'Ill-Being' state against the time factor only. The study

might be helpful to understand the effect of surrounding environments and time on a developing individual.

**Introduction:**

Bronfenbrenner defines time as an ontogenetic and historical phase in the life of a developing human. "The individual's own developmental life path is considered as entrenched in and substantially impacted by conditions and events occurring throughout the historical period through which the person lives," Bronfenbrenner said, citing Elder's (1974) study on young people during the Great Depression (1995b, p. 641; 1999, p. 20). Following him, micro time decides whether the developing person's proximal processes are continuous or discontinuous. The frequency and length (e.g., days, weeks) of a particular episode of time affect meso-time, and when the impact of a particular event alters the wider societal value, culture, and belief system within and squarely generations is macrotime (2006, p. 796). Bronfenbrenner and Morris defined human development as "the phenomenon of continuity and change in the biopsychological characteristics of human beings, both as individuals and as groups... over the life course, across successive generations, and through historical time, both past and future," incorporating each of these aspects into the bioecological model (2006, p. 793).

Because mental health is affected by interactions among personal, social, and societal elements (sturgeon 2007), understanding mental health from psychological, biological, and sociocultural perspectives is important (Kendler 2008). Multilayered elements must be considered simultaneously in order to prevent mental illness and promote mental health (WHO 2012). Bronfenbrenner's (1975) ecological theory aids in comprehending the multi-variant elements that influence mental health, emphasizing the larger aspects of an individual's life and their interactions within multiple socio-ecological systems (Pilgrim and blum 2012; Aston, 2014). Prenatal damage caused by poverty-related disadvantages, poor diet, infection, parental mental health, educational background, poor family relations, poverty, abuse, neglect, school bullying, neighborhood violence, societal unrest, traumatic events, and other factors are thought to have an impact on young people's mental health (Satcher, 1999). Locality, economic level, educational status, kind of educational institution, religious practice, stress, social pressure, and flexibility have all been identified as important factors of mental health in numerous studies around the world.

Young people are exposed to two sorts of stressors: controllable and uncontrollable. Uncontrollable stressors include a poor grade, poor relationships with friends or family members, as well as a sudden traumatic experience, economic instability, and gender discrimination (Landis et al., 2007; Rudolph & Hammen, 1999). Both types of stressors can have a harmful impact on mental health. Stressors can be acute (a violent incident) or chronic (constant pressure from family or any other group in society) in nature (Hammen, Kim, Eberhart, & Brennan, 2009). Whatever the stressor is, it has the potential to create depression (Hammen et al., 2009). Multiple uncontrolled stress has been determined to be detrimental to mental health by researchers (Brown, 2002; Dohrenwend, 2006; Seligman, 1972).

Aldwin and his colleagues found that stress has certain positive consequences, according to their research (Aldwin, 2009; Tedeschi & Calhoun, 2004a). Young people's social development, new opportunities, personal strength, spiritual development, and gratitude for life rise while they struggle with extraordinarily challenging life events (Tedeschi & Calhoun, 1996). Stress, according to studies, does not assist young people grow in a beneficial way (Oltjenbruns, 1991, Milam et al., 2004; Milam et al., 2005). The transactional process between personal attributes and the environment, however, determines whether stress serves as a helpful factor in young individuals (Hammen .1991). People might assess a situation as stressful in 39 diverse manners, according to the researcher, depending on their personal characteristics, interactions with others, and environment. Persons who are depressed are more likely to be stressed than people who are not depressed. Negative mental health has a greater impact on stress than academic performance (West & Sweeting, 2003). They have a negative attitude toward their lives, which leads to an ineffective assessment of their habitats and surroundings (Watson. 1988). A negative attitude on life resulting from poor mental health turns a neutral environment into a hostile environment (Daley et al., 1997; Harkness & Stewart, 2009; Rudolph, 2008; Rudolph & Hammen, 1999; Watson, 1988). These findings suggest that stress and negative mental health are linked in a bidirectional manner.

**Effect of time:** Study conducted by UNICEF (2021) on 8000 Latin American and Caribbean children and young respondents of that COVID-19 it is found that COVID- 19 pandemic has a significant impact on their mental health and social well-being. According to the survey, one-fourth of young people suffer from anxiety, and 15% suffer from depression (UNICEF U-Report poll). The report

also claims that the frequency of mental health risk among young people was significant prior to the epidemic. Half of all children under the age of 15 and 75% of young people suffer from mental illness. Young people account for the majority of the 800,000 individuals who commit suicide each year, with persons aged 15 to 19 years dying as a result of self-harming, which is the third highest cause of mortality among young people globally. Girls have a greater suicide and self-harm death rate than boys. Through lockdown, violence, neglect, and abuse become more severe, and there is a lack of social support from school, friends, extended family, and neighbors, all of which are negatively impacting young people's mental health (UNICEF U-Report poll).

Despite the fact that demand for important mental health services has been rising, in 93 percent of nations around the world, these services have been interrupted or stopped because to the epidemic. (World Health Organization, 2021). According to a survey, there are 18 million people in China's 194 cities. According to a survey of 194 Chinese cities, 16 percent of respondents are very sad and 28% have moderate to severe anxiety symptoms (Yang et al. 2020). 40.4% of 584 Chinese teenagers (aged 14 to 35) in a different cross-sectional study (Liang et al., 2020) were at risk for psychological issues, and 14.4% experienced PTSD symptoms. Their research revealed that mental health in the COVID-19 population was associated with employment, educational attainment, and the use of unhealthy coping mechanisms.

**Effect of COVID 19 Pandemic:** As per OECD (2021) report, the well-being of young people (15-24 years old) has been severely disturbed by the pandemic. In most countries, the number of cases of illness has doubled or even increased. People of different ages have been affected by the virus in varying proportions;

1. The world's occupants may overcome the pandemic at some point, but the scar it has left on young people's mental health will be a long-term difficulty to overcome;
2. In March 2021, the uncertainties and long-term effects of the epidemic are creating sadness and anxiety in 30 percent to 80 percent of young people in Belgium, France, and the United Kingdom. Young individuals also suffer from a high amount of loneliness.
3. The epidemic has had a significant impact on the well-being of young people (15-24 years old). The number of cases of disease has doubled or even grown in most countries. The virus has impacted people of various ages in diverse degrees;

4. The world's inhabitants may eventually survive the epidemic, but the scar it has left on young people's mental health will be a long-term challenge to overcome; In March 2021, 30 percent to 80 percent of young people in Belgium, France, and the United Kingdom are upset and anxious due to the epidemic's uncertainties and long-term implications. Young people are also subjected to a great deal of loneliness.
5. In the midst of the pandemic, the mental health support system is failing. As a result, young people are turning to a few online resources for assistance, which are clearly insufficient for them because these services are not available to the majority of young people.
6. Students' everyday routines have been disrupted as a result of educational institute closures. Furthermore, they are cut off from the support of teachers and peers, which is one of the contributing aspects to well-being and has a negative impact on their mental health.
7. Work opportunities have become extremely limited as a result of the lockdown. Students who rely on part-time jobs to support themselves and their studies are severely damaged. The ambiguity of the pandemic scenario has made them anxious about their future studies and careers, which is negatively impacting their mental health and could have a long-term impact on their lives. (OECD Coronavirus Policy Responsiveness) (COVID-19). Supporting the mental health of young people throughout the COVID-19 crisis, 2021)

According to a survey conducted by the American Psychological Association (APA, 2020), the COVID-19 pandemic has had a significant impact on the mental health of American youths. COVID-19 is a unique period of time in which the human race has been confronted with significant psychophysical stress related syndrome. The persistent epidemic is still having an impact, prompting the American Psychological Association to declare, "We are in a national catastrophe about mental health for COVID -19, which will significantly influence our future health and society." The pandemic has harmed every element of American society, including health, education, the economy, and relationships, and people of all social class have been affected differently. The full magnitude of its wound is unfathomable to us.'

**Gen Z:** The country's youngest residents, known as Gen Z (teenagers aged 13-17 years), are most vulnerable to the pandemic's relentless stress and trauma, which will have long-term consequences. The young population is dealing with a lot of uncertainty about their education and future, and they're dealing with a lot of stress, which is causing them to show signs of sadness (APA 2020). The APA report, however, skips over the specifics of the stressors brought on by the changes in schooling brought on by the epidemic. There have been reports of educational problems and their effects in many different countries (Dolean and Lervag, 2021). Results from a cross-sectional survey of more than 1,500 Ecuadorian high school students (aged 14 to 18) are discussed by Asanov et al. in 2021. Their survey, which focused on issues linked to access to remote learning technologies and their effects, was performed via phone interviews with participants. They discovered that 16% of respondents had survey results that suggest major depression.

The studies and reports discussed above are giving a picture of negative effect of pandemic on young students. The studies have mainly focused on the educational and professional life of the students. It is not implied how the pandemic effecting them by effecting the contexts or ecological system of the students belong and interact with. Thus the present study was aimed to understand the effect of pandemic on the young students from personal, contextual and chronological perspectives.

Considering all of the above, the study attempted to identify the state of personal well being of the higher secondary kids of Dhaka. Key rationale behind this study is given below:

- Youth are called the future of any nation. Thus, condition of the youth is considered to project the future development of any nation. Having such importance, the state of well being of the youth, the future of our nation, poses immense significance.
- Continuing the earlier point, ensuring betterment of the youth is critical as betterment of youth ensures betterment of a nation's future. However, in order to do that, having a clear understanding of their present state is essentially important. Therefore, to have clear and vivid understanding about our youth's present state of well being, study needs to be conducted cautiously.

**Overall Objective:** to identify the effect of COVID 19 Pandemic as well as social & personal status on the personal well-being of higher secondary students of Dhaka city, Bangladesh.

**Specific Objectives:**

- To find out effect of pandemic on the personal well-being of higher secondary students of Dhaka city, Bangladesh,
- To find out the well-being in terms of gender of higher secondary students of Dhaka city, Bangladesh in the COVID-19 pandemic
- To find out the effect of social & personal status on the well-being of higher secondary students of Dhaka city, Bangladesh in the time of COVID-19 pandemic.

**Method:**

Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bhandari, 2022). Therefore, aiming to find effects of COVID 19 pandemic over the personal well being of the target audiences as a causal relationship, this study followed quantitative method as it seemed most suitable.

**Tools:**

Questionnaire survey, as the most widely used tool in quantitative studies, have been used to collect data from 384 higher secondary students belonging to one government college, one semi government college and one private college. The respondents consisted of equal number of male and female students.

Distribution of respondents were as follows:

No. of Respondents	Government	Semi Government	Private
<b>Male</b>	96	96	96
<b>Female</b>	96	96	96

**Result:**

After analyzing the received data carefully, the first major finding showed absence of well-being for every individual category, including gender and college segregation. Although most of the responses mentioned about neither well nor ill being against personal and social factors, against time factor, majority of the responses covered ill being. All such responses are represented in the table below:



**Table 1: Impact over the respondents**

Respondents	Personal	Social	Time
All	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Ill Being
Female	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Ill Being
Male	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Ill Being
Semi-Govt. College	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Neither Well Nor Ill Being
Private College	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Ill Being
Government College	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Ill Being

As shown in the above table, none of the respondent has been identified in a psychologically well-being state against the effect of pandemic. Moreover, against time factor, impact of COVID Pandemic has been mentioned to generate psychologically ill-being state.

Identical responses have been received from both the males only and females only groups. In case of college-wise responses too, such identical response prevailed only except the semi-government one only which actually mentioned to be in a psychologically neither well nor ill-being state against the effect of pandemic.

While looking further, both the gender as well as different colleges' responses were put together to find the difference. this detailed response table is given below:

**Table 2: Impact over the respondents: A detailed view**

Colleges	Pandemic		Social		Time	
	F	M	F	M	F	M
Semi-Govt. College	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Ill Being
Private College	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Ill Being	Ill Being
Government College	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Neither Well Nor Ill Being	Ill Being	Ill Being

And as being seen in the table above, very identical response has been received from both the genders across all the colleges except the semi-government one where, against female respondents' current status of 'Neither Well Nor Ill Being' against time factors, the male respondents mentioned about 'Ill Being'.

### **Conclusion:**

Considering the critical importance of the youth's well-being for a nation (as future leaders as well as every other human resources will be coming from them), the title of this study possesses sheer importance. In this study, the author merely attempted to analyze a tiny portion of this segment to create a model for the authorities. Therefore, urges are made to the national bodies to investigate this matter in a more in-depth manner and thus take appropriate action as needed.

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## **CHANGING THE HIGHER EDUCATION LANDSCAPE IN INDIA: IMPLEMENTING THE MANDATE OF NEP 2020**

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### **ABSTRACT**

The NEP 2020 has listed the challenges that plague the Higher Education landscape in India. The policy also offers tangible solutions in order to deal with the challenges. The need of the hour is to implement those solutions on ground zero in order to usher in the desired change .This paper is an attempt to offer practical suggestions of improving the quality of Higher Education with respect to implementation of the mandate of NEP. The suggestions have been drawn after an exhaustive critical review of studies in the area of quality of higher education in the last five years. Some key points to ensure improvement in quality of higher education that emerged were rigorous screening in terms of content and pedagogical knowledge while recruiting faculty, creating a research culture that is founded on ethical practices, supporting quality research projects by easing the mechanism of grant and settlement, instituting transformative leadership in HEIs and above all valuing diversity in faculty just the same way as we exhort all stakeholders to value it with respect to students.

**Keywords:** Quality, Leadership, Research Ethics, Critical Reflection.

### **Introduction:**

There is no doubt that India has a very complex higher education system. There are four types of universities in India which include the central universities, the state universities, the deemed universities and the private universities. The quality of education in every kind of university is different owing to a number of reasons. The main reasons for poor quality of education (based on research evidence) at this tertiary stage include the following:

- a) lack of latest up to date and relevant courses.
- b) lack of flexibility with respect to the choice of courses.
- c) lack of entry and exit options different courses
- d) obsolete methods of teaching
- e) poor infrastructural facilities
- f) inadequate mechanisms of accountability
- g) lack of academic freedom and autonomy especially for the faculty
- h) teaching which is not research based
- i) inadequate funding for higher education institutions
- k) more focus on quantitative expansion than on qualitative improvement.
- l) big gap between theory and practice
- m) lack of employability skills keeping the market needs in mind

Looking at the above reasons of poor quality of higher education it is important that immediate steps are taken to diversify and introduce more courses in each program which are not only relevant but are linked to employment avenues. On the other hand it is important that flexibility is introduced such that learners have multiple entry and exit options depending upon the number of credits they would want to earn. Up gradation of infrastructural facilities is important which includes instituting state of art Laboratory and Library facilities too. The teachers need to be meaningfully engaged in capacity building workshops which develop their competencies not only in terms of content knowledge but also in pedagogical knowledge. It is important that every university or higher education institution has a teaching -learning centre which conducts induction programs to hone the knowledge and skills of all incumbent teachers to begin their journey in higher education. In order to flourish every teacher needs the academic freedom to create and innovate in order to contribute to the development of an enriched teaching- learning environment where both the teacher as well as the taught learn from each other collaboratively. Accountability mechanism should be in place but it should be ensured that these mechanisms do not compromise on the autonomy and academic freedom of the teachers. In order to look into the issue of quality it is important that quantitative expansion is undertaken keeping in mind the need assessment survey on the ground such that we do not create a surplus of educated unemployables. It is important to look at the researches which have been conducted to offer solutions to the issues of quality in higher

education keeping in mind the mandate of the new education policy 2020 with respect to higher education. A review of important studies conducted in this area is presented below to offer solutions in the light of the above.

### **Review of Related Studies:**

**Gupta(2021)** In this research article on the focus of quality in higher education in India it was explored that it is important to define quality as a concept and also see it as an evolving concept in the field of Higher Education. It is well established that higher education basically prepares students not only with reference to the requisite knowledge, skills, attitudes and values but also for lifelong learning. Higher Education should also be seen as an important stage with reference to the development of employability skills as well as competencies such that a student is able to adjust well and succeed in the world of work. Apart from this it is also important that the students are equipped with life skills such that they are able to learn interpersonal skills, creativity, innovation, negotiation, communication skills, problem solving, critical thinking, time management, leadership, decision making etc. The author also lays emphasis that in a country as diverse as India it is important to look at the issue of equity in relation to quality and not equity versus quality. Looking at the heterogeneous nature of higher education in India it is important that a quality assurance mechanism is in place which enables institutions to establish their internal Quality Assurance mechanism such that they are able to monitor their own quality apart from the external audits which guide them such as the visits by NAAC, QCI teams etc. The article also details the emphasis of the new education policy 2020 with respect to focussing on multidisciplinary universities which emphasise on equity, inclusion, access and quality. It is also important for universities to understand that the focus has to be on interdisciplinarity as well as flexibility in the system such that students are able to enter and exit the higher education system at their own pace and circumstances. It is reinforced that it is important to look at the recommendations of Antony Stella given in the year 2002 with respect to quality assurance in higher education where it is mandated that quality has to be seen as an ever evolving concept and the local contexts have to be kept in mind in order to evolve assessment criteria which are contextual, feasible as well as applicable to a given institution keeping in mind the standards to be achieved.

**Bairagya and Joy (2021)** studied the factors that determine the quality of Higher Education by looking at the differences in the outcomes of Commerce

graduates of 21 affiliated colleges of four universities in Kerala. The study focused on examining the subject knowledge along with the analytical skills and communication skills of 416 students who comprised the sample for looking at the quality of education. On analysis of the results it was found that the students scored much less in analytical skills and English. The study concluded that it is important that an accountable environment is created in the colleges such that the pedagogy that is practiced encourages better results. It was also felt that the curriculum should be revised regularly such that the curriculum is in tune with the job market in terms of honing the employability skills of the students keeping in mind the National Skill Qualification Framework. The study further reiterated that it is important that Awareness programs are held such that students are aware of the different employment opportunities which are available to them. The study also stressed upon the need for students to read newspapers, business dailies and academic journals such that their English communication skills improve.

**Satsangi (2016)** Conducted a study on the quality of teaching in higher education in India by reviewing the relevant studies in the field of higher education in India as well as collecting data from a total number of 243 students. Based on the study the researcher concluded that the parameters which are important for sustaining the quality of education are professional skills, communication skills, methodology of teaching, research competencies, curriculum development and improvement, environmental sensitivity and promotion of leadership as well as social values. These are the parameters which were perceived to be important with respect to sustaining quality by the faculty working in the institutions. The parameters may differ from one institution to another keeping in mind the norms as well as strategies for quality management and assurance which are in place. Through an exhaustive review of related literature it was concluded that for Quality Assurance it is important that the principles of Total Quality Management are adopted by institutions.

**Sengupta(2019)** Explored how undergraduate research in higher education in India can be improved by improving the quality of research per se. First and foremost the undergraduate research needs to be provided with infrastructural as well as financial support in all the universities. It is also important to look into the issue of multidisciplinary such that the students are able to move within different disciplines as well as across campuses to external organisations which shall encourage the spirit of collaborative research at undergraduate level. It is



important for students to be initiated into research right from the first year which may begin by initiating them into conducting review of related literature in the first year and then with the help of mentors starting with writing concept papers and then moving on to write critical papers. Finally in the third year they may develop their own research proposals. It has to be remembered that students whose capacity is built at the undergraduate level, their quality with reference to Ph.D also improves. Thirdly it is important to involve undergraduate students in conferences such that they are able to present their work before their peers and then in national and international conferences. After this they may be guided for publication of research papers in quality journals. It is important to understand that if research becomes commonplace its quality will also increase sooner or later. In order to enhance the global footprint of India in the field of research it is important that research at the undergraduate level which at present exists minisculely is encouraged at war footing.

**Ravi,Gupta and Nagaraj(2019)** The authors conducted a study in order to look at the ways of reviving higher education in India. The main areas on which the study focused was capacity building, governance and accountability, funding, research and innovation and the regulatory system. With respect to capacity building the first recommendation was that it is important that India expands the outreach of postgraduate education and it is also important to institute incentives such that both teaching and research become attractive propositions for students to attract them to postgraduate education. Apart from this it is important that the faculty are also offered greater incentives with respect to teaching and research. It is also important to promote linkages between higher education institutions and the industry as well as create more opportunities for employment in the organised sector. In the area of governance and accountability it is important that autonomy should be granted to higher education institutions in order to decrease the burden on the affiliating universities. It is important to simplify the process of granting autonomy. In the private higher education Institutions it is important that accountability measures which enable students to voice their concerns are instituted. It is also important to have a strong accreditation framework such that corruption at all levels is reduced. In order to catalyse research it is important that a National Research Foundation is set up for development of research guidelines as well as funding research. It is also important that there is transparency with respect to funding of Higher Education on one hand with respect to private institutions and on the other hand it is also important that the

government funding mechanism becomes more transparent as well as efficient. In the area of research and innovation it is important that in order to increase the output of publication incentives are put in place and research collaborations are promoted. Further it is important to enhance the quality of research publications by mandating that only peer-reviewed publications in journals of academic repute will be accepted. In the area of accreditation it is important to establish standards in terms of an accreditation framework and assess institutions in order to grant autonomy on the basis of this framework in order to promote transparency in accreditation.

**Mathew(2016)**This paper on reforms in India with respect to higher education is basically based on the review of recommendations of committees and commissions which were instituted on education. The paper looks at four important trends which include expansion of Higher Education irrespective of improvement in the present status of infrastructural facilities, an obsolete examination system and teaching methods which do not cater to the needs of the students, improvement needed in the area of curriculum development as well as implementation and evaluation and lastly to look at the process of autonomy as well as governance of higher education institutions in order to institute accountability of different stakeholders. The commissions and committees felt that the content of the curriculum was way behind the emerging new fields and there was a lack of flexibility at the undergraduate and postgraduate level with respect to choice of courses as well as the subjects offered. The standard of Higher Education in India was also a cause of concern looking at the massification on one hand and on the other hand the deteriorating quality with respect to the credibility of institutions. On the other hand the issue of funding remains an important concern in higher education and the increase of private institutions is a trend which needs to be looked at from the perspective of policy as well as accountability. The mushrooming of private Institutions can be a cause of concern if the accountability measures with reference to maintaining their quality is not looked into by the accreditation institutions from time to time.

**Tierney and Sabharwal(2016)**This paper looks at the social ecology of Higher Education institutions in India in order to re-imagine the state of Indian Higher Education. The paper concludes that it is important to have a detailed record based on research with respect to the skills that the market requires and the graduates which are being trained in institutions with respect to the societal market skills needed for employability. Unless there is a synergy between the

institutions as well as the industry we will not be able to cater to the problem of educated unemployables. In the event of privatization of institutions on a large scale it is important that the public universities are also given autonomy as well as flexibility in order to survive and compete with their private counterparts. In order to monitor quality it is important that stringent quality assurance measures need to be put in place keeping in mind the concerns of autonomy, academic freedom and accountability such that all the stakeholders are benefited through it. In order to compete with the private institutions or carve a niche for themselves it is important that the public universities are given the needed funding as well as the space in terms of infrastructural facilities for expansion of research facilities such as laboratories, incubation centres etc.

**Malik(2017)** The higher education institutions in India have undergone a large scale expansion over the last one decade. It is seen that on the way to expansion we lost sight with respect to maintaining the quality standards. This is particularly true due to the lack of efficient and effective governance and management of Higher Education institutions. On one hand lies the issue of autonomy of Higher Education Institutions and on the other hand we see large scale interference in the running of these institutions which leads to challenges pertaining to recruitment, administration as well as leadership etc. Unless the leadership in higher educational institutions is transformational in nature where both the individual as well as the collective goals are aligned, not much progress can be seen on ground. It is important that leaders have skills of leadership which includes interpersonal skills, decision making, communication skills, problem solving and apart from these having values of empathy and care to nurture students and faculty both. The problem is also seen with respect to multiple regulatory bodies which have not been able to plug the challenge of governance and management of institutions especially with respect to quality. It is important that instead of multiple regulatory authorities or bodies we have a single regulatory authority to which the higher education institution is accountable. There is large amount of evidence which shows that in spite of multiple regulatory frameworks in place the institutions still remain ineffective and inefficient with respect to catering to the needs of different stakeholders. Therefore it is important to look into the role of these bodies and decide upon the future of regulation and accreditation. The author also stresses upon the need to empower the state councils in order to regulate the state universities, as this

decentralization and devolution of power will go a long way in maintaining the quality standards of higher education institutions in the states

**Haque(2018)** India has the third largest higher education system in terms of enrollment of students. This paper highlights the challenges and opportunities that are there before the higher education system in India. The main challenges include the high gross enrolment ratio in higher education being very low as compared to the other developing as well as developed countries. The problem of equity with reference to different parameters such as gender ,region,caste, religion etc is also something which needs immediate attention within the higher education system owing to significant imbalances in it. The quality of education in higher education institutions still is a matter of concern and even the best institutions in India do not meet the requirements of World Rankings in terms of the top universities. A major problem is the poor infrastructure in a large number of universities and the faculty shortages plaguing the higher education landscape. There are very few institutions which make it to the NAAC A grade in India which is also a cause of concern. India still cannot boast in terms of quality of publications in journals which are recognised in renowned journal databases. The environment for research in which quality research thrives is still a distant reality for which administration needs to work in terms of facilities, grants as well as smooth approvals away from any kind of red tapism. Another troublesome aspect in higher education Institutions is the bureaucratic way of their functioning. The institutions generally have centralised control and since there is no decentralisation in terms of administrative and financial power given to academic leaders therefore there is hardly any decision making which takes place at the ground level in a short span of time making it a channel of delay and frustration.

#### **Suggestions for Improvement of Quality of Higher Education in India:**

- It is important that decentralization is done at all levels in letter and spirit.
- Effective accountability measures with respect to all the stakeholders need to be instituted
- Higher Education Institutions need to given more autonomy in their functioning
- A single regulatory body should be in place instead of multiple regulatory bodies

- The capacity building of administrators in leadership skills should be undertaken as a continuous process.
- Meaningful and need based in-service faculty development programmes should be organized in order to develop the faculty holistically.
- It is important to have a synergy between the Higher Education Institutions and the Industry.
- Looking at the rate of enrolment and expansion in higher education it is important that adequate funds are allocated to look into issues of provision of state of art infrastructural facilities, research grants etc.
- In order to provide impetus to quality research ,it is important that quality publications are encouraged in peer reviewed journals only.
- Lastly in order to ensure that no talent is left behind for want of inability to fund higher education it is important that merit based scholarships are increased in number.

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## INCLUSIVE EDUCATION IN INDIA: A NEW FRAMEWORK

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### ABSTRACT

Inclusive education is a new approach toward educating the children with disability and learning difficulties with that of normal ones under the same roof. With the normal peer groups, children with special needs have to be educated in a classroom. It also ensures that all students can access quality education within an effective classroom environment. In the concept of inclusive education, there is not included only the students with disability but also included all students such as street or working children, children from remote areas or nomadic population, learning disability, and marginalized groups. India has advocated the implementation of Inclusive Education supported by relevant policy, programmes, and plans. There are number of barriers to implement of Inclusive Education but it needs to be overcome with positive attitude and education. In this research paper, researcher highlighted to the concept of Inclusive Education, barriers, different policies and legislations regarding Inclusive Education, and current status of Inclusive Education in India.

**Keyword:** Inclusive Education, Education, Policy, India

### I. Introduction:

Education is a lifelong process which helps people to adjust in society. In a traditional classroom teacher is playing the main role and taking all decisions about lessons, paper and pencil assessment where students are only expected to learn just like filling an empty vessel. Children who have diversity of needs, they cannot enroll in this traditional classroom. Therefore, they are divided from formal education system. The convention on the rights of persons with disabilities says that access to education is a human right [4]. Inclusive Education is a new framework towards educating the children with disability and learning difficulties with that of normal ones under the same roof in this context. It authorizes that special needs of children have to access education along with

normal peers in the regular classroom. It also ensures that all students can access quality education within effective classroom environment. Schools should strive to reduce discrimination against children with disability and promote equality, access, and right to education and care.

The researchers show that in Inclusive Educational settings teachers are collaborating more and spending more time in planning, learning new technique from one another, participated in professional development activities and use a wider range of creative strategies to meet student's needs [6]. In this new approach, it is very challenging toward educating the children with disability and learning difficulties with that of normal ones under the same roof. It refers that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions into an education system. Diversity of needs is undoubtedly a challenge. But it gives an opportunity to enrich learning and social relations. It is also pedagogical challenge. Teachers who are engaging in Inclusive Educational setting, they are consistently moving away from rigid, textbook, innovative teaching and cooperative learning, whole language, thematic instruction, critical thinking, problem solving, and authentic assessment [1].

In recent years, the concept of Inclusive Education has been broadened to encompass not only students with disability but also all students such as street or working children, children belong to ethnic, linguistic or cultural minorities or children from other disadvantaged or marginalized groups are included in it [6]. In this way no discrimination is made among the exceptional and non-exceptional children are welcome by making necessary arrangements and recommendations for their education in the same school with their non-disabled peer. Following are the defines of Inclusive Education –

According to Michael F. Giangreco, “Inclusive education is a set of values, principles and practices that seeks more effective and meaningful education for all students, regardless of whether they have exceptionality labels or not” [6].

As per Wikipedia, “Inclusive education is an idea in the field of education. It means that persons with disabilities or persons who need special care can learn in schools together with people who do not have special needs” [4].

View point of Stainback & Stainback, “Inclusive education or setup may be defined as a place where everyone belongs, is accepted, supports and supported



by his/her peers and other members of the school community in the course of having his/her educational needs met” [6].

## **II. Aims and Objectives:**

In this study, we focus on inclusive education; including its feature, principal, implication, barriers, existing policies and legislations and current status of India.

## **III. Methodology:**

The researchers collected information and secondary data from different websites, articles and books.

## **IV. Historical perspective of Inclusive Education:**

In 1884, a Roman Catholic Mission started the first school at Mazagaon for the deaf, in the then Bombay presidency. In 1893 the Calcutta deaf and dumb school established. Later in 1896, a school for the deaf came up in Palayamkottah in southern India. During the pre independent time, there are twenty-four schools for the deaf founded and operational. In 1887, the first school for the blind established in Amritsar.

Day by day the number of special needs schools has increased over the years. Today, there are over 2000 special needs schools in India as per the data of education department.[7]. In 1980s, the ministry of welfare realized the critical need of an institution to monitor and regulate HRD programs in the field of disability rehabilitation. Special education system is a separate system of education for disabled children outside the main-stream education [6]. Here children are taught by specialist or experts according to their needs within a classroom environment where peers have also disabilities and belong in same culture. In 1990s, 90% of India's estimated 40million children in the age group of 4 to 16 years with physical and mental disabilities are being excluded from the mainstream education [6].

Due to the disadvantages of Special education, another concept of Integrated Education came into existence in 1986, after recommendation of National Policy of Education to equal opportunities to all not only for access but also for success [6]. In this education system, disabled children can access the opportunities of getting education and the training with the population of the non-disabled peers in the regular schools. In Integrated Education, the child is seen as a problem and not as a system. He is considered to be different from others and if he/she cannot

learn, it is his/her problem. It became less effective and does not require special infrastructure.

With the release of the Salamanca statement in 1994 (UNESCO), a large number of developing countries including India started reformulating their policies to promote inclusion of students with disabilities into mainstream schools [6].

## **V. Indian Policies and Legislations:**

There are various policies and legislations framed regarding Inclusive education that are [6],[5],[3] –

- In 1966, the Kothari commission had highlighted the importance of educating children with disabilities in regular schools.
- In 1947, the centrally sponsored scheme for Integrated Education for disabled children (IEDC) was introduced to provide equal opportunities to children with disabilities in general schools and facilitates their retention.
- The National Policy of Education 1986 stresses on integrating children with disability needs with other groups. It recommended that was “to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence”.
- In 1990, The World Declaration on Education for All was adopted and offered a boost to the country’s numerous activities.
- Programme of Action 1992 suggested a pragmatic principle for children with special needs. Children with special needs can be educated in general schools.
- Rehabilitation Council of India Act of 1992 established a training programme for professionals to cater to the requirements of disabled students.
- In 1994, Salamanca (UNESCO) statement released and a large number of developing countries started reformulating their policies to promote inclusion of student with disabilities into mainstream schools.
- Persons with Disabilities Act (PWD) 1995 states that free education for children with disabilities up to the age of 18 years must be provided in an appropriate environment. It particularly mentions seven disabilities such as blindness, low vision, hearing impairment, locomotors

disability, mental retardation, leprosy cured and mental illness. In chapter-5 (section 26) of the act which deals with educational facilities for inclusion.

- 10<sup>th</sup> February, 2006 National Policy for Persons with Disabilities was formed by the ministry of Social Empowerment. It reminds the privileges of equality and freedom of people in all spheres of life and ensures the belief that its violation is not possible of any cost.
- National Curriculum Framework 2005 design an excellent curriculum for inclusive education. This would allow zero rejection policy, education to children with special needs (CWSM).
- Constitutional provisions: Article 21A, Article 45 and Article 51A (K)
- The Mental Health Care Act 1987, revised 2017
- Right to Education Act 2009, revised in 2018, SSA including.
- The National Plan of Action for Children 2016.
- From the year 2018-19, Samagra Shiksha Lays emphasis on improving the quality of education for all students, including CWSM.
- National Education Policy 2020 envisages equitable and inclusive education for all, not only children and youth but especially girls.

## VI. Types of Inclusive Learners:

There are mainly three types of Inclusive learners groups that are [6]–

1. **Diverse Learner:** Children who have sensory motor, cognitive or learning disabilities, mental health or behavior issues and differences in native language, culture and background knowledge.
2. **Marginalized:** In this groups include woman, youth, and children.
3. **Learners with Disabilities:** Children who have face different learning disabilities.

## VII. Principles of Inclusive Education:

The following are important principles of Inclusive Education -

- Teaching all students.
- Choosing appropriate material.
- Exploring multiple identities.
- Teaching and learning about cultures.

- Adopting and integrating lessons properly.
- Promoting social justice.

### **VIII. Features of Inclusive Education:**

The following are important features of Inclusive Education –

- Prevention of disabilities and rehabilitation measures women with disabilities.
- Barrier free environment.
- Issue of disability certificate.
- Promotion of NGO.
- Valuing all students equal.
- Emphasis on the role of schools in community development.
- Flexible education system.
- Equality of education and developmental opportunities.
- Acknowledges the right of students to get an education from their locality.
- Effective educational environment provide.

### **IX. Barriers of Inclusive Education:**

There are large number of barriers exist in India to implement of Inclusive Education in education field. Some important barriers are –

- Attitudinal barrier
- Financial barrier
- Social barrier
- Physical barrier
- Policy barrier
- Curriculum barrier
- Untrained teacher's barrier
- Organization of the education system barrier.
- Constraints of resources barrier

### **X. Current status of Inclusive Education in India:**

Since independence, Government of India has undertaken a number of initiatives to provide education to disable children. However, it does not working still now.

Children with special needs still continue to be the more excluded and remains outside the school system. The current scenario of India is [6] –

- As per RTE, full inclusion of the child with disabilities which have remained narrow in execution and thinking.
- Infrastructures for all disabilities children have been narrowed down to the ramp and rail; transport service has not started yet, in most of the states.
- Basic facilities like toilets, drinking water, mid-day meals, etc. are not available all over the institutions.
- Curriculum has become whittled down to adaptations to be made for specific impairment groups.
- Teaching and learning materials have become limited to supply.
- For inclusive education implements support services are scarce and in adequate.
- Facilities such as lifts, directional cues, etc. are mostly not available in school.
- Implementation of policies is not adhered effectively.
- In 2013, The National Commission for the protection of child's rights organized a national level workshop on the rights of children with disabilities on education.
- In 2014, the UNECO and UNICEF organized national level consultation for using ICT in education field.

## **XI. Conclusion:**

The important of Inclusive Education cannot be neglected. The children with special needs hold an important category. Due to negative attitude and non-inclusive set up, special child are left out from school. Schools must be recognized as major arenas of social experience preparing young citizens of the world community. In this light, Inclusive education is an excellence solution for creating a more tolerant civilized and plural world community. Local community support is very necessary towards inclusive education. The diversity of learners is itself a rich resource for learning. Peer tutoring and peer collaboration are effective to prepare a good citizen. Institution, society and parents have to concern about inclusion and positive attitude toward them. To implement

inclusive education, the policy should be effectively communicated to all members of an educational community. It is critical to use diverse pedagogy into an inclusive classroom but it is need to overcome all critical situations by facilitating education to all children through inclusive education with positive attitude.

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## **ROLE OF DEVELOPING PERSONALITY THROUGH EMOTIONAL INTELLIGENCE AND TEACHING COMPETENCY OF LEARNING STUDENTS**

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### **ABSTRACT**

This paper examines the relationship between emotional intelligence and teacher competency. It focus on discussing how emotional intelligence is related to teacher competency and how it can be used to better understand the challenges that teachers face in the class room. It then reviews some of the research that has been conducted on how it has been used to improve teacher training and development in order to improve teacher effectiveness. The purpose of this paper is to analyze the role of emotional intelligence in bringing innovative teaching. The use of innovative methods of teaching has the potential not only to improve the quality of education of students but to bring rational thinking and knowledge ability. Further creativity can be developed which can lead to improved student outcome. Here emotional intelligence plays an important role as it has a positive impact on human performance leading to personal effectiveness and to over-all well-being. A teacher plays a major part as they are aware of the role played by their emotions in the overall development of their students in their daily effort. Social emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge skills and attitudes to develop healthy identities to manage emotions and achieve personal and collective goals feel and show empathy for others establish and maintain supportive relationships and make responsible and caring decisions. These are the skills and are also known as non-cognitive soft skills or life skills. It is an integral part of education and personality development. Besides cognitive abilities emotions are critical to learning through self-

awareness social awareness self-management relationship skills responsible for decision making. Person with SEL understands and respects the perspective of others and analyses the situation before taking any action. Many researches have indicated that well planned and well implemented SEL programming can positively affect a broad range of student's social health behaviour and academic outcomes. These kinds of skills must be developed in the students and the schools should provide an equitable learning environment which helps them to learn through teaching and practicing social emotional and cognitive skills. The research suggest that how it has been used to improve teacher training and development. Finally it provides some recommendations for further research that could help to better understand the relationship between emotional intelligence and teacher competency. Emotional intelligence has been identified as a key factor in determining a teacher's effectiveness in the classroom. Research that has indicated that emotional intelligent of teachers are better able to manage difficult situations foster positive relationships with students and create a supportive learning environment. Furthermore it has suggested that emotional intelligent of teachers are more likely to be effective in influencing student behaviour and academic performance.

**Key words:** Developing Personality, Emotional Intelligence, Teaching Competency.

## INTRODUCTION

Education is a light that shows the mankind in the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking knowledge ability and self-sufficiency. When there is a willingness to change there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers. Education is thus the starting point of every human activity. Education is the manifestation of perfection already in man. If education fails to inculcate self -discipline and commitment to achieve in the minds of student it is not their fault. We have to convert education into a sport and learning process has to generate interest in the students and motivate them to stay back in the institution than to run away from it. Education should become a fun and thrill to them rather than burden and boredom. It is an



integral part for their growth and helps them to become good citizens. Education is considered to be an engine for the growth and progress of any society. If not only adds knowledge skills and teaches values but is also responsible for building good inter-personal skills. Today information and knowledge proves to be a very important and critical input for growth and survival. Rather than looking at education simply as a means of getting Knowledge and achieving social up-liftment of the society must view teaching as one of the stressful occupations especially because it involves daily work based on social interaction where a teacher is responsible for making greater effort to regulate not only their emotion but also those of students' parents and colleagues etc. The term Emotional Intelligence can be defined as the ability of a person to command respect by building a good inter-personal relationship. Therefore managing emotions in the positive direction long with the human intellect brings proactive attitude towards all aspects of life. Such people have goal clarity achievement motivation and exhibit a good leadership quality. They are likely to grow and prosper as emotional intelligence is playing a vital role in teaching and the present study emphasizes to adopt emotional intelligence based teaching strategies which in turn influence teaching competence. Incorporating Emotional Intelligence programs can result in number of benefits outside and inside the academic stream. Further the study shows that colleges that utilize social and emotional learning programs report and increase in academic success improved quality relationships between teachers and students and a decrease in problem of behaviour. Teacher competency is an important measure of a teacher's effectiveness in the classroom. While there are a variety of factors that can influence a teacher's ability to be successful in the classroom as one factor that has been gaining attention in recent years is emotional intelligence. Emotional intelligence is defined as the ability to identify assesses and controls the emotions of one and others. This definition high lights the importance of being able to recognize and manage emotions in order to be successful in the class room. In recent years there has been growing body of research exploring the relationship between emotional intelligence and teacher competency. Research has shown that teachers who are more emotionally intelligent tend to be more effective in the class room and are better able to manage difficult situations. Furthermore research has indicated that emotional intelligence can be developed and improved through teacher training and development. The purpose of this paper is to review the current research on the relationship between emotional

intelligence and teacher competency. It begins by the concept of emotional intelligence and its relevance to teaching. Emotional intelligence (EI) refers to an individual's capacity to recognize and understand, manage and use emotions effectively in a variety of situations. It is a key factor in determining an individual's success in both their personal and professional life. In the educational environment (EI) is particularly important as it is essential to the success of teachers. Highly emotionally intelligent teachers are better able to recognize and respond appropriately to the emotional needs of their students, creating a positive and supportive learning environment. In addition, emotionally intelligent teachers are better able to manage their own emotions and behaviour, leading to a more productive and successful classroom. Holistic development of the personality of an individual is the aim of education. In order to achieve this aim, teaching and learning process plays a significant role by which mental, physical, spiritual, moral, emotional and social development can be carried out in a very effective manner. Learning is the modification of behaviour. According to Mahatma Gandhi, for overall development of a personality, there should be balance and co-ordination among Head, Heart and Hand (3H) of that person. Cognitive processes such as decision making are affected by emotions. Together, emotion and cognition contribute to attention, processes, decision making and learning. Children who are socially competent are better adjusted and able to accept diversity, change and new forms of learning. Young children who exhibit healthy social, emotional and behavioral adjustment are more likely to have good academic performance in elementary school. Therefore, socio-emotional learning plays an important role in student's personality development. This paper tries to find out different ways and suggestions are given to infuse Emotional Intelligence in the classroom for both the teachers and student. Finally, it provides some recommendations for further research that could help to better understand the relationship between emotional intelligence and teacher competency. Emotional Intelligence and teacher competency and emotional intelligence has been identified as a key factor in determining a teacher's effectiveness in the classroom. Research has indicated that emotionally intelligent teachers are better able to manage difficult situations to foster positive relationships with students and create a supportive learning environment. Furthermore, research has suggested that emotionally intelligent teachers are more likely to be effective in influencing student behavior and academic performance.

## EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) refers to the capacity to recognize understand manage and use emotions effectively in a variety of situations. It is a key factor in determining an individual's success in both their personal and professional life. The EI is often seen as a subset of general intelligence but is distinct from it. EI is composed of four main components self-awareness self-regulation empathy and social skill. Self-awareness is the ability to recognize and understand one's own emotions and how they may affect others. Self-regulation is the ability to control one's emotions and behavior while empathy is the ability to understand and recognize the emotions of others. Finally social skill is the ability to use emotions to interact effectively with others. Becoming an emotionally intelligent teacher is a journey and process not an arrival state or end result. Emotionally healthy behaviour is reflected in characteristic ways of thinking identifying managing and expressing feelings and choosing effective behaviours. Emotionally intelligent teachers are active in their orientation for students work and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong negative emotions. Extensive research and a growing culture of evidence support the inclusion of emotional intelligence into the curriculum to develop teachers and students. The role and importance of emotional intelligence to personal academic and career success are established. Transformative learning models are needed in schools colleges and universities. Everyone benefits when teachers and students learn and practice emotionally intelligent through behaviour. From time to time emotional intelligence workshop should be conducted for the teachers and emotional literacy programmes should be organized for the students so that they could understand the importance of emotional skills in practical life. This will definitely lead to advancement in the future for teachers as well as students. The term Emotional Intelligence can be defined as the ability of a person to command respect by building a good inter-personal relationship. Therefore managing emotions in the positive direction long with the human intellect brings proactive attitude towards all aspects of life. Such people have goal clarity achievement motivation and exhibit a good leadership quality. They are likely to grow and prosper. As emotional intelligence is playing a vital role in teaching the study emphasizes to adopt emotional intelligence based on teaching strategies which in turn influence by the teaching competency. Incorporating the programs can result in number of benefits outside and inside the academic

stream. Further the study shows those students that utilize social and emotional learning programs report and increase in academic success improved quality relationships between teachers and students and a decrease in problem of behaviour. There are different ways and suggestions are given to infuse Emotional Intelligence in the classroom for both the teachers and student.

### **SOCIAL EMOTIONAL LEARNING**

It is the person's ability to be aware of themselves and the feelings of others as well. SEL is the process of developing and using social and emotional skills. It is a set of social emotional behavioral and characters of skills that support success in school the workplace relationships and the community. According to CASEL (Collaborative for Academic Social and Emotional Learning) the SEL is the process through which children and adults identify and manage emotions set and achieve positive goals feel and show empathy for others to establish and maintain positive relationships and make responsible decisions. SEL makes students competent enough to be adaptive responsive to the situation in an appropriate manner and helps them to seek opportunity in their community or environment. Therefore social emotional skill is crucial for student's development. These skills affect academic learning they are often considered as soft skills or personal attributes. Collaborative for Academic, Social and Emotional Learning (CASEL) identified five core competencies of SEL i.e. the ability to understand one's own emotions thoughts and values and recognition of our own emotions and how they impact our behaviour acknowledging our strength and weaknesses to better gain confidence in our abilities. It includes identifying emotions accurate self-perception self-efficacy integration of personal and social identities.

### **SOCIAL AWARENESS**

The ability to view situations from another perspective respects the social and cultural norms of others and appreciates the diversity to act with empathy and in an ethical manner within our home school and community.

### **SELF MANAGEMENT**

It is the set of skills that includes self-motivation goal setting personal organization self-discipline impulse control and use of strategies for coping with stress. It helps us to take control and ownership of our thoughts emotions and actions in various situations as well as setting and working towards a goal.

**SKILLS RELATIONSHIP**

It is the ability to build and maintain healthy relationships with people from a diverse range of back grounds. This competency focuses on collaborating with others team work listening to and being able to communicate with others peacefully resolving conflict if arises.

**RESPONSIBLE FOR DECISION MAKING**

The ability to make choices that consider the well-being of one self and others by choosing how to act or respond to a situation based on learned behaviours. It includes self-reflection analyzing situations being responsible and problem solving. People with strong socio-emotional skills are better equipped to manage their emotions in a social setting build positive relationships make informed decisions able to cope with the everyday challenges and benefits academically through professionally society. Socio-emotional learning is on-going and foundational which aims to support the students to learn these skills to practice them in a safe environment and then to be able to apply them in different contexts across their life. SEL plays a fundamental role in developing the personality of students. This learning process is most effective when it begins early and continues through high school. These kinds of skills should be developed in the students by adopting different strategies or through SEL Programs in the school.

**DEVELOPMENT OF PERSONALITY**

Biological factors that affect personality are Physique and Endocrine glands. The way person behaves towards others and how others react towards him is to a large extent determined by his size strength and general appearance. An individual with an imposing body build and a healthy appearance definitely influences those around him. Even if he has not proved himself he gains recognition and status through his physical appearance. People look up to these persons as leaders in times. This serves to flatter his ego and to behave in such a way so as to keep up the image he has created. Contrary to this is the small lean person even if he has some merits these are over looked because of his physique. People are apt to judge him according to his appearance. He gains the sympathy of others which will lead to self-pity and gradual self-withdrawal. Family environment is the most important factor among the environmental factors. As discussed earlier the personality implies the behavior of the individual as well as the reaction of others towards him. The reaction of the family environment

towards an individual is very important in the moulding of personality. In the family the pattern is already set for the individual as to what is expected of him and what will be discouraged. The parents punish the child for disapproved behavior and reward him for approved behavior. Friendly and tolerant fathers help children to have greater emotional stability and self-confidence. The atmosphere in the family influences an individual greatly. A peaceful and loving atmosphere results in children being orderly peace loving and very affectionate. Whereas in a family where there are tensions constant quarrels and incompatibility among parents the child is likely to develop strong feelings of insecurity and inferiority. The child becomes emotionally confused and unstable. Every child has a unique position in the family such as the eldest, the second or the third. This position has a definite influence on personality. The eldest child is often over burdened with responsibility hence he grows up to be very independent while the youngest being the baby of the family is pampered and spoilt. At times the opposite is also true. The eldest may be given too much of affection while the youngest may be an unwanted child. The youngest may therefore try to excel him in some field in order to attract attention or he may develop feelings of insecurity and inferiority. Being the only child also affects personality formation in either direction.

### **SOCIO-EMOTIONAL LEARNING IN STUDENTS**

It is just as important as learning reading or math. This learning process is most effective when it begins early and continues through high school. The socio-emotional skills are important for success in school work and life. With SEL students learn to manage their own emotions and behaviours that have empathy for others and solve problems effectively to make responsible decisions and maintain healthy relationships. Students learn to recognize what's happening inside them and to be aware of their emotions which help them to deal with strong emotions and impulsive behaviours. It helps them think and analyze the situation before acting. Students learn to identify other's emotions and perspectives which help them to empathies and show compassion no matter who they are or what their back ground is. Students learn to solve their problems in peaceful ways and communicate assertively about what they need or want. This helps them to get along with other students. When students learn to make responsible decisions about their life and their future things can turn out better. Research shows that SEL makes a difference. Students who participate in SEL do better academically have improved attitude and behaviour and act in

delinquent or disruptive ways less often. Students who are socially and emotionally competent have more friends this means they are more likely to feel connected with school and do well and less likely to be left out. By participating in SEL students learn the skills to succeed in every face of school and the rest of their lives. The studied on socio-emotional skills as predictors of performance of students by the differences Gender and found that it has an important influence on the academic performance of students. Decision-making appeared to be the most important variable in student's academic performance. These findings indicate the importance of SEL which can be developed by implementing effective and research based SEL Programs.

### **EMOTIONAL INTELLIGENCE AND TEACHING COMPETENCY**

Teacher competency is an important measure of a teacher's effectiveness in the class room. While there are a variety of factors that can influence a teacher's ability to be successful in the classroom one factor that has been gaining attention in recent years is emotional intelligence. In the educational environment EI is particularly important as it is essential to the success of teachers. Highly emotionally intelligent teachers are better able to recognize and respond appropriately to the emotional needs of their students creating a positive and supportive learning environment. In addition emotionally intelligent teachers are better able to manage their own emotions and behaviour leading to more productive and successful in class room. This can be particularly beneficial for students who are struggling with their emotions as emotionally intelligent teachers can provide the necessary support and guidance. Furthermore emotionally intelligent teachers are better able to understand the needs of their students and are better equipped to provide the necessary support and guidance. They are also better to build positive relationships with their students and foster an environment of trust and respect. This is essential for student learning as it allows students to feel safe and comfortable in their learning environment which in turn enables them to be more open to learning. Finally emotionally intelligent teachers are better able to recognize and manage their own emotions enabling them to remain calm and professional under difficult circumstances. This allows them to remain focused on their teaching and effectively manage the class room environment. This is essential for teacher performance as it allows teachers to remain focused on their teaching objectives and ensure that all students reach their potential. Assessing and improving teacher performance on emotional intelligence can be used to assess and improve teacher performance. One way of

doing this is to measure teacher EI through the use of surveys and other assessment tools. These can be used to identify areas in which a teacher may need further development such as in the areas of self-awareness self-regulation empathy and social skill. Once these areas have been identified teachers can be provided with the necessary training and support to improve their EI and overall performance. Research shows that well-implemented evidence based socio-emotional learning programs are the most effective way to promote student's healthy socio-emotional development increase academic performance and support young people's success and well-being in school. It is found that the social and emotional learning programs also reduced aggression and emotional distress among students increased helping behaviour in school and improved positive attitude towards self and others. Meta-analysis of SEL Programs included school family and community interventions designed to promote social and emotional skills in children and adolescents between the ages of 5 and 18 which was divided into three main areas school based interventions after school programs and programs for families. The education that today focuses much on the cognitive aspect and we seldom give importance to the affective aspect. It has been accepted by all that education should help the individual to confidently meet the challenges of life and make successful adjustment in life. The purpose of education should not be simply providing food for the brain but it should replenish the heart as well. Swami Vivekananda had rightly pointed out, "It's the heart which takes one to the highest plane which intellect can never reach". So the emotional intelligent students can deal with emotional problems and also solve the learning problems. Parents and teachers focus always on the academic performance through nurturing and they give least importance to emotional intelligence. Emotional intelligence of a student can affect one's life in many ways. An emotionally less intelligent student cannot afford to move to a higher ladder when compared to an emotionally stronger counterpart. The future citizens are shaped within the four walls of a class room. So it is the teacher who shapes the destiny of the nation in the class room. The key to obtain success of learning is to give full attention and concentration during the process of teaching and learning. High level of emotional intelligence can help calm the mind and thus to increase the absorption of information received. As a result it will contribute to their academic achievement. It is recommended that students' academic achievement should be enhanced with the use of emotional intelligence training. The inclusion of emotional intelligence as part of the



curriculum could lead to a variety of positive personal social and societal outcomes. Increasing emotional intelligence may not only facilitate the learning process and improve career choice and lively hood of success but could also enhance the probability of better personal and social adaptation in general. The educational experience would be more balanced or holistic as it would focus on educating the whole person. There could also be beneficial effects for the institutions improving the environment in which the educational experience occurs. Students need the ability to appraise a situation correctly react appropriately in difficult circumstances and exercise stress tolerance or display impulse control when making judgments about academic decisions. Students need activities and advising sessions that help establish proactive patterns that increase awareness about emotional intelligence. The goal is to foster skills that lead to academic success.

## CONCLUSION

Schools that want to develop socio-emotional skills in their students should focus on not only what skills they are teaching but also how they are teaching them. Several well-designed studies have documented the positive effects of SEL programming on students of diverse backgrounds from pre-school to high school in urban suburban and rural settings. This research indicates that well-planned and well-implemented SEL programming can positively affect a broad range of student social health behavioral and academic out comes. Specific curriculum on socio-emotional learning can be used or teachers can integrate socio-emotional learning in to the learning environment side by side with academic curriculum. There are some strategies that can help the teachers to develop socio-emotional skills in their students during the teaching learning process. In conclusion emotional intelligence is essential for teacher competency. Highly emotionally intelligent teachers are better able to recognize and respond appropriately to the emotional needs of their students creating a positive and supportive learning environment. In addition emotionally intelligent teachers are better able to manage their own emotions and behavior in leading to more productive and successful class room. Furthermore emotionally intelligent teachers are better able to understand the needs of their students and foster a positive relationship. Finally emotionally intelligent teachers are better able to recognize and manage their own emotions enabling them to remain calm and professional under difficult circumstances. Emotional intelligence can be used to assess and improve teacher performance and it is essential for educators to

ensure that their teachers that are equipped with the necessary skills and support to be successful.

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## **CLIMATE CHANGE AND VOICES OF POOR URBAN COMMUNITIES: PERCEPTION OF IMPACT THROUGH GENDER PERSPECTIVE A STUDY OF TEN URBAN CENTERS IN BANGLADESH**

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### **ABSTRACT**

Climate change and the adverse impact of such is a pivotal issue in today's world. Also, as seen in every natural as well as human made disasters, vulnerable groups like women and children suffer the most. Under this backdrop, a consultation was conducted to capture voices of urban community people regarding their perceptions about impact of climate change induced hazards. This study also attempted to capture such perceptions through gender perspective. Being qualitative in nature, 10 cities across all over Bangladesh were selected from where, the primary data was collected through 10 FGDs and 10 KIIs. Serious impacts including loss of livelihood came which ensured lowering the life-standards of the respondents through diminishing standard of living, school dropout and early marriage of their kids and even displacement and migration too. While focusing through gender lens, concern about other issues like lack of protection due to migration & crime and health of family members were mentioned by the women respondents. Being alarming by nature, all such issues therefore demand immediate attention of concerned stakeholders as well as policy makers to take prompt action in this regard.

### **Background**

"Climate change" refers to an alteration of climate that is resulted directly or indirectly due to human activity which alters the structure of the world atmosphere and is in addition to natural climate variability observed over comparable time periods (UNITED NATIONS, 1992). Climate change could be defined as the long-term change in Earth's climate and weather patterns. Usually research and data of nearly 100 years is taken to let the vast majority of the

scientific community accept that human activity could alter the climate of our entire planet ("Climate Change History", 2022).

Everyone on the planet is impacted by climate change. The sea level is rising as the polar ice barriers melt. Extreme rainfall and weather events are growing more prevalent in some locations, while heat waves and droughts are becoming more severe in others ("Climate change consequences", 2021). No matter where we look, the earth is getting warmer. a rise of almost one degree Fahrenheit (or one degree Celsius) in average worldwide surface temperature has occurred since 1906, with the increase being significantly greater in the more sensitive polar regions. And the repercussions of rising temperatures aren't something that will happen in the distant future; they're already here. Melting glaciers and sea ice are just some of the effects of the rising temperatures, which are also affecting precipitation patterns and forcing wildlife to relocate ("Global Warming Effects", 2021). The impact of many types of climate change may now be seen on a broader scale and in more directions. Instead of focusing solely on physical and environmental consequences, climate change is now seen as a catalyst for social change as well (Ahsan, Kellett and Karuppannan, 2014). Many of the social ramifications caused by climate change are interconnected. drought can have a negative impact on food production and human health. Disease transmission and environmental and infrastructure destruction are both possible outcomes of flooding. Human health difficulties can raise mortality, have an impact on food supply, and decrease productivity in the workforce. We can witness the effects of climate change all across the world. ("Climate change impacts | National Oceanic and Atmospheric Administration", 2019).

People aren't all impacted the same way by natural disasters. When it comes down to the impact of natural disasters, an approach based on vulnerability would argue that certain groups of individuals are more vulnerable because of their exposure and sensitivity to risk as well as disparities in access to resources and capacities and opportunities. On average, natural disasters kill more women than males or kill women at a younger age than men. (Neumayer & Plümper, 2007).

Climate change could have an unfavorable effect on Bangladesh because of its vulnerability to natural disasters. There are just ten countries in the world that are more at risk than this one from the effects of global climate change. From 1999-2018, Bangladesh, a country with three major rivers converge, a country with low-lying flood plains, and the closeness towards the Bay of Bengal's

cyclones (bob); was placed 7th in the long-term climate risk index by the global climate risk index (CRI 2020) report. Major climatic disasters have been shown to be disastrous in the past. More than 130,000 people were murdered and 10 million people were displaced by cyclone gorky (1991), which was the deadliest storm ever recorded in the history of the Bangladesh. There are several other regional and sectoral implications, even though these are the most dramatic instances. This includes but is not limited to: increased flooding; increased storm and cyclone susceptibility; increasing droughts; decreasing availability of drinking water; extreme negative consequences on agriculture; health; forestry; and biodiversity; and so forth. The scientific community generally agrees that extreme weather events like these will become more often and severe in the future (Government of the People's Republic of Bangladesh, n.d.). In terms of climate change, Bangladesh is seen as a particularly vulnerable area. In the absence of urgent action, the repercussions of climate change are already having an impact on this country (Choi, Campbell, Aldridge and Eltahir, 2021). The urban population is particularly vulnerable to the effects of climate change due to its high density, poor infrastructure, and limited ability to adapt (Shahid et al., 2015).

Due to its low-lying deltaic landforms and closeness to the Bay of Bengal, Bangladesh is one of the world's most vulnerable countries to climate change. As a result, climate change and its effects pose a significant obstacle to the country's long-term socioeconomic development. Floods, droughts, sea level rise, cyclones and saline intrusion have become more common in Bangladesh as a result of climate change (Mojid, 2020).

Our society places women and children at the bottom of the social ladder. This sensitivity is exacerbated in times of crisis. As a result of the socially created role of women, they are the most susceptible during a natural disaster. When disasters occur, women are forced to stay at home and take care of the house because of the gendered division of labor. They do not have the freedom to migrate to find work after a disaster (World Bank 2005 cited in Islam, 2012).

In this backdrop, this study held dialogue with urban communities, local government representatives and other stakeholders in different climate hot spots around the country; synthesized their opinions and produced this paper. Key Rationale behind conduction of this study is given below:

- Contribution of urban community in the overall economic progress of Bangladesh in recent years is quite high. Apparently, urban community is actually playing the pivotal role in the development of Bangladesh through its contribution in national economy. Unfortunately, most of the studies here are taking place focusing over the most vulnerable rural people living in the climate vulnerable areas, such as the coastal belt spots of Bangladesh. But considering the contribution of urban over the national scenario, study is needed to analyse the urban situation appropriately.
- To understand the vulnerabilities of the local people against climate change induced disaster, it is of utmost importance to understand their perception about the adverse impacts of such climate change induced disaster. Also, such knowledge should be considered as an asset in determining interventions for development of the situation due to its role in determining/ clarifying the intervention points.
- As mentioned above, during both disaster as well as post disaster period, it is the vulnerable group of people who suffers the most. Belonging to this group, sufferings of the women of our country in this regard literally knows no bound. Even worse to this, the traditional household and other roles (imposed by the society culturally) amplifies the adversity of sufferings to multiple times. Considering the significance of the issue, studies like the present one should be conducted thoroughly.

**Overall Objective:** To understand and analyse the perceptions and voices of urban communities from gender perspective (including the most vulnerable ones) about the impact of climate change in their lives.

**Research Questions:** The study attempted to find answers of the below research questions:

- What impact of climate induced events are being experienced urban communities?
- What are these impact from the gender perspective?

#### **Urban Centres identified for Data Collection:**

While selecting the hotspots it was ensured that all the climate hot spots are represented. Urban centres located in the south-western part of Bangladesh (Barisal, Patukhali and Satkhira) face multiple hazards every year whereas cities



located in the eastern part of Bangladesh (Sylhet, Sunamganj) face regular flood and water logging in low lying areas. City of Rajshahi located in the western part of Bangladesh faces heat waves whereas the cities located in the southern tip of the country are vulnerable to cyclone and rising tidal waves. Dhaka being the capital and also the main destination for migration along with burgeoning city population and being one of the most polluted cities in the world was also selected for data collection.

The list of cities is selected for the collection of data are enumerated below

- Dhaka
- Sylhet
- Jamalpur
- Chattogram
- Cox's Bazar
- Barisal
- Patuakhali
- Rajshahi
- Sunamgonj
- Satkhira

### **Method:**

Exploratory research, often qualitative in nature, is often referred to as interpretive research or a grounded theory approach due to its flexible and open-ended nature ("A guide to exploratory research", 2022). As an exploratory and analytical study, the present problem was approached through a qualitative method: allowing in depth understanding and exploration of urban community people's perception about climate change induced hazards and along with their coping mechanisms against them.

**Tools:** To collect data through conversation in group (consisting of 10 members each) as well as individual level, Focus Group Discussion (FGD) and Key Informant Interview (KII) has been used as tools for collecting primary data collection in this study.

Focus Group Discussion (FGD): Qualitative primary data has been collected through conduction of Focus Group Discussion (FGDs). A total 10 group discussion covering around 100 individuals were conducted across 10 city corporations/ town municipalities.

Key Informant Interviews (KII): 10 KIIs were conducted with the representatives of local government, civil society members and Disaster management committee members. The guiding questions for the KIIS remained same as stated above.

Distribution of respondents across tools and area is given below:

Area\ Tool	FGD		KII
	Respondent Type	No. of Participants	Respondent Type
Dhaka	Community Male	10	Local Elite
Sylhet	Community Female	10	Local Elite
Jamalpur	Community Male	10	LGI Representative
Chattogram	Community Male	10	Local Elite
Cox's Bazar	Community Female	10	LGI Representative
Barisal	Community Male	10	Local Elite
Patuakhali	Community Male	10	LGI Representative
Rajshahi	Community Male	10	Local Elite
Sunamgonj	Community Male	10	LGI Representative
Satkhira	Community Male	10	LGI Representative

**Table 1: Tool-wise respondent distribution**

#### **Impact of hazards on Urban Community lives:**

Generally, across the cities where the FGDs were conducted urban communities profoundly feel the impact of urban hazards. There was an overwhelming sense across the respondents that the situation is not normal and something needs to be done. Loss of livelihoods/loss income and migration were reported as the two most critical impacts in their lives.

Cities /Urban Centre	Impact of hazards on Urban Community
<b>Barisal</b>	Loss of Livelihoods, poor yield, migration, education, child marriage /protection, child labour, heat wave
<b>Satkhira</b>	Lack of safe drinking water, migration, loss of livelihoods, migration, education, child marriage, child labour, protection of women, poverty
<b>Rajshahee</b>	Droughts leading to loss of crop, loss of livelihoods, loss in income, migration , education, protection, health
<b>Patuakhali</b>	Migration, loss of livelihoods, protection, school drop out
<b>Sylhet</b>	Loss of livelihoods, scarcity of drinking water, child marriage, child labour, increase in crime, protection, domestic violence, loss of cultivable land
<b>Chattrogram</b>	drinking water, health hazards, livelihoods loss, education, child labour, increase in crime, psychological stress
<b>Cox's bazaar</b>	Loss of livelihoods, migration, protection, unemployment

<b>Dhaka</b>	Health hazards, drinking water, poor habitat, sanitation, protection, violence, child labour and increase in crime, mental stress
<b>Jamalpur</b>	migration, loss of livelihoods, education, early marriage , child labour
<b>Sunamganj</b>	Migration, loss of livelihoods, education, human loss, early marriage, child labour

**Table 2: Impact of hazards on urban community**

Besides the above responses, all of the FGD as well as KII respondents were in particular asked about their perception against the below four impacts and against such, each and every one of the respondents have agreed 100% upon them. Such 4 impacts are:

- Lowered income of affected (marginalized) communities
- Climate induced migration
- Deterioration of health condition of affected community
- Possibility of increase of crime in the affected areas

### **The Gender Dimension**

Separate discussion with women groups unraveled some interesting dimensions in the study. While there was an overwhelming response about lack of livelihood opportunities and poor income, women across the urban centres shared their concern about ‘protection’. Constantly across all the Group discussion it was expressed by women that they feel more in-secure due to change in the habitat. They also worry about the safety of their daughters. Many of them, due to protection concerns, have married their daughters at an early age. Data collected also indicates that women are more concerned about the education of their children as many of their children have to discontinue their children due to economic hardship. 75% of women in the group discussion said that this is the 2nd most important concern for them. The Covid-19 pandemic has further exasperated some of the challenges they were facing due to climate induced migration.

Concern about losing social life and family bonding was highlighted as one of the key reasons for feeling unprotected in a new environment. Especially in big cities like Dhaka, Chattragram and Sylhet women feel that while their husbands are away for work, they feel insecure. Rise in crime due to high unemployment among urban youths which eventually leads to protection concern for their

families specially girls were reported a matter of concern by 90% women across cities. They miss the social bonding of their villages which was a great source of strength for them in the time of difficulty.

While 60% of women felt that due to climate change their overall income has reduced. They now have less opportunity to earn. Some of them who migrated to cities have lost their habitat due various hazards. A woman in mid 40s narrated her ordeal when she lost her land due to river bank erosion.

*‘Almost 10 years back I was forced to move to Dhaka with my husband and two daughters. I had three acres of land in Tazimuddin, Bhola. My land is now under water due to river bank erosion. I lost everything; my land, livelihoods, social life, family status. I am forced to stay in this slum in a rented room. Hygiene conditions are very bad here. My husband who used to pull a rickshaw now does not have enough strength to pull for the full day. Our earnings have gone down. I am worried about my daughters as they have grown up’*

Around 52% of women in the FGDs also highlighted their concern about the health condition of their family members. Due to poor hygiene and habitat they reported that instances of falling sick has increased. There is a significant rise

Impact in the life women	Percentage	Ranking
Protection concern due to migration and crime	90%	1
Loss of Education for their children	75%	2
Loss of livelihoods/income	60%	3
Health of their families	52%	4

**Table 3: Women perception about the impact of climate change on their lives**

in the weather induced diseases like; dengue fever which regularly take a toll on their finance situation. In addition to that, access to safe water for drinking and other household chores has also been a concern as they have to spend significant time in fetching or managing water.

Broadly the analysis of Focus Groups Discussion (FGDs) and KIIs conducted across ten urban centers indicated the following:

- Further lowering of income of the poor communities due to loss of livelihoods opportunities.
- Climate induced migration due to lack of capacity to cope up with the changes has increased urban distress.

- Deterioration of health condition of affected community especially due to pollution, poor sanitation and lack of safe drinking water.
- Possibilities of increase in crime and rising protection issues in the affected areas due to unemployment and economic distress.
- Overwhelming women have expressed concern about the safety and security of their families, particularly girls.
- Across the urban centres communities reported that the education of their children have got hampered due to an increased number of hazards. The Covid 19 pandemic has further exasperated their challenges.
- Women value their social lives and social capital they build around their families and communities. They feel strong when they are with their community and it gives them strength to fight any adversities. Climate induced hazards have forced them to leave their community and social relationship which is giving rise to growing protection concerns. Their resilience to fight adversities has also reduced.

## **Conclusion**

The rapid urbanization across the country is causing pressure on the city infrastructure. Cities are ill equipped to deal with the current challenges. There has been much discussed and written on the impact of climate change on the rural communities of Bangladesh. With growing population and aspiration of the middle class along with the pressure on rural communities especially those who are living in low lying areas, there is a need for greater focus on creating programmes and policies which are urban centric. As a cross-cutting issue, climate policy is dependent upon the formulation and implementation capability of national-level public bureaucracies. Such sectoral agencies heavily chase resources, political responsibility and power (Rahman and Giessen, 2016). The close linkages between climate change adaptation and development have led to calls for addressing the two issues in an integrated way. 'Mainstreaming' climate information, policies and measures into ongoing development planning and decision-making has been proposed as one solution, making a more sustainable, effective and efficient use of resources than designing and managing climate policies separately from ongoing activities (Ayers et al., 2014). However, it's evident that Climate Change is creating distress; though in many places urban communities are not at center, the impact on their lives are profound. Role of the international community to address the crisis has become even bigger.

Communities know that the crisis has been created by some else, they need proper financial compensation along with technological support.

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## **A REVIEW OF TEACHERS FREEZING IN RELATION TO ORGANIZATIONAL CLIMATE**

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### **ABSTRACT**

Teachers do not now have the social or financial status they need as a result of the current educational system. It seldom gives teachers the chance to engage in any kind of creative or artistic endeavors. It lacks the ideal procedures, value system, and orientation to carry out its responsibilities. As a result, teachers are losing interest in and concern for their obvious inability to innovate in the teaching and learning process. Teachers today seem to be stuck in place. Teacher freezing is a pessimistic mental perception that develops in educators as an outcome of or in reaction to the anxiety related to their line of work. It relates to the emotions felt by those whose jobs need constant exposure to emotionally intense social situations. So, organizational climate plays a vital role for teachers. In the Present Paper researcher tried to explore the Linkage between organizational climate & teachers freezing of school teachers based upon previously done studies. Conducted research proved many times that there is a fraternal propinquity amidst organizational climate and Teachers' Freezing.

**Kew words:** Teacher freezing, Organizational climate

### **INTRODUCTION**

People can reach a higher and better quality of life by becoming educated and empowered. A teacher has a unique and important position. Any educational institution's heart and soul are its teachers. Teachers have the ability to work



miracles that turn raw ingredients into finished products. Teachers must be aware of their duty to set an example by upholding, acting upon, and acting in a manner consistent with human values. In actuality, a career is a setting for work that is selected after carefully putting skills and education to use. Some of the important characteristics include a long-term career, resolve, public service, fulfilment, intellectual approaches, a code of ethics, and independent judgement connected to professional success. Growth and achievement may be at their highest echelons if the climate is conducive; otherwise, both may be prevented. So, for better adjustment, a successful organizational climate is vital. A person who is well-adjusted may adapt or acclimatize to new circumstances by making the required behavioural changes. Escorted by the review, a strive has been created.

This study aims to search for propinquity amidst organizational climate & teachers' freezing.

#### **(i) Teacher Freezing**

"Teacher freezing refers to a teacher's entire untapped, underutilized, and moral, social, intellectual, psychological, and physical potential. It can be described as a bad psychological experience that results from or is a response to stress at work. The sentiments that persons whose jobs involve continual exposure to emotionally sensitive social settings encounter are referred to as "teacher freezing".

#### **(ii) Organizational Climate**

"Organizational Climate is a structure for sightedness the issues & challenges of organizations. It is described as a set of perceptions which individuals have about different work aspects in the organization." (Evans, 1996). Organizational climate may mean inter-school climate or intra-school climate. It may mean the atmosphere prevailing in a cluster of schools in a particular locality or it may mean the atmosphere within a school.

### **REVIEW OF THE RELATIONSHIP BETWEEN TEACHERS' FREEZING AND ORGANIZATIONAL CLIMATE**

The freezing of teachers is predisposed by human factors and organizational factors. School organizational climate as an extrinsic set of res may cause teachers to freeze when it can't meet their work demands. In the present scenario, it is important organizational climate play a vital role for any institution. We all need a better environment for the survival of our life peacefully, in the same way, teachers can do their job peacefully and dedicatedly

only when the climate of the organization gives them better opportunities and positive vibration to perform their duties. So, here our study focused upon the relationship between the organizational climate & teacher's freezing. A number of researchers have ventured into the co-related organizational climate with other psychological variables, like personality, teaching- competency, Adjustment, self-concept and teacher's freezing.

If we talk about the present era, it is full of competition. Where the competition to get ahead of each other has filled every teacher's life with stress and freezing. The organizational climate also affects the teacher's working capability and work output of a teacher. In a secondary stage study on teacher freezing, the organizational environment of the school was revealed to be a major relationship. It is further found that instructors' effectiveness was strongly influenced by the school climate (Saikia and Goswami, 2010). (Zainab and Mohd, 2018) investigate the teacher freezing percentage of teachers. The conclusion of the study shows no discernible difference in the percentage of instructors who were frozen in their positions between male and female teachers. The facilities that teachers worked in (public vs. private) and the subjects they taught (arts vs. science) were found to be significantly correlated with their freezing rates. teacher freezing was found to be highest in remote institutions and lowest in private schools overall. Additionally, it was discovered that instructor freezing varied significantly across the six distinct organizational environment types. Teacher freezing was shown to be most prevalent in closed climate schools and least prevalent solely in autonomous climate facilities, according to mean scores, (Goswami, 2007) reported. (Taj, 1999) discovered that students' perceptions of teachers' levels of freezing are significantly influenced by gender. In addition, male students believe their lecturers to be a little more aloof than female students do. While the students at government training centers thought that their teachers were more frozen than their peers at private aided and unaided institutions. A significant relationship between organizational climate was found for teachers' effectiveness. There was no conclusive evidence linking organizational climate and teacher effectiveness. As senior secondary school teachers, men and women did not significantly differ from one another in the organizational climate of learning environments. Concerns about the organizational climate did not considerably differ between authorities and particular schools (Kaur, 2018). (Massoud et.al., 2018) indicate that the relationship between leadership style and job satisfaction is completely mediated

by the organisational climate and work environment. The finest leadership styles are those that blend well with the organisational culture and the work preferences of the workforce. Additionally, a positive workplace environment will boost job satisfaction. The leadership style can influence job satisfaction if the work preferences of the workforce are acknowledged and taken into consideration. (Pandey and Dwivedi, 2010) secondary school teachers' teacher freezing has been researched. The study's goal was to compare secondary school teachers in funded and unfunded schools' teacher freezing policies. The study's conclusions demonstrated that instructors in secondary schools in financially supported and non-financially supported institutions experienced almost the same levels of teacher freezing, but a larger percentage of teachers had lower scores and a smaller number had higher scores. The maximum percentage of teachers was discovered to be frozen.

Chabra, S. and Singh, S. (2013) correctly said, teachers are regarded as the foundation of the educational system, and teacher education is founded on the idea that "teachers are made, not born." The result shows a modest attempt to investigate the phenomenon of freezing among teacher educators. Here the researcher investigates that, freezing was not meant to refer to a teacher's lack of skill, but rather to all of his untapped potential, including his untapped ethical, social, psycho-physical, and intellectual abilities. The findings showed that teacher educators had mild freezing and that there were substantial differences among them according to their backgrounds. Saxena & Jain (2013) carried out research on teacher freezing in higher secondary schools. The effect of teaching medium on teacher freezing among higher secondary school instructors was the main subject of this study. Taj (1996) developed and standardized the teacher freezing scale. The findings showed that teachers' freezingness was highly influenced by the medium of instruction. organisational culture of various secondary schools' kinds and its impact on principals' leadership styles and teachers' job satisfaction. The main conclusions of the study were: (i) There was a positive association between principals' leadership style and teachers' work happiness, and (ii) A positive and welcoming school environment improved teachers' job satisfaction. Teachers' job satisfaction was harmed by the closed environment examined (Mishra, 2005). It is believed that teachers' job happiness is directly tied to their participation in curriculum change and the culture of their organizations Young (2005). The most crucial factor affecting a teacher's professional autonomy, burnout, and commitment is their level of job

satisfaction. Young (2005) also discovered that the organisational atmosphere influences teachers' professional dedication. More teacher involvement in curriculum change not only promotes autonomy but also lessens teacher burnout. Bandhu (2006) evaluated the impact of institutional climate on burnout among college teachers and found that a good climate (characterized by openness and autonomy) promotes job satisfaction by maintaining low levels of burnout, whereas a bad climate (characterized by paternalism and closure) results in higher levels of burnout and lower levels of effectiveness. (Maxwell Benjamin, 2012) Higher secondary students in Chennai, India, were researched to determine the effect of organizational climate on the prevalence of moral values. It was discovered that regardless of how the school and home environments are, whether it is high, moderate, or poor, the students had good moral values and average academic performance. The intellectual standing and moral standards of female students are higher than those of male pupils.

## **DISCUSSION**

In these literature reviews researchers found that organizational climate and teacher's freezing are significantly related to each other. According to the majority of studies, instructors were losing interest in their employment on a daily basis as a result of government regulations. It was demonstrated in the Huberman and Vandenberghe (1999) study as well as the Netherlands' central statistical office's report. Job satisfaction is correlated with the organisational climate of the school. According to the studies mentioned above, teacher freezing causes burnout. According to the results of studies on teacher burnout conducted in Turkey, Japan, and China, as well as findings from Wong's (1989) study on Chinese secondary school teachers, burnout may be reduced by focusing on the issues that teachers face. A teacher will do his profession full justice if he/she is happy with his employment. Kumari & Sharma (2013) focuses on the institutional culture of institutions that self-fund teacher education. The researcher came to the disappointing conclusion that the organizational environment of self-finance teacher education institutions is neither very high nor very low; rather, it exhibits an average climate for students.

## **CONCLUSION**

This study aimed to investigate the association between organizational climate and secondary school teachers' freezing. Additionally, the research trend demonstrates that the organizational climate of teachers has been examined alone

or in conjunction with other characteristics. There aren't many studies examining the connection between secondary school teachers' personalities and organizational atmosphere and teacher freezing. For those concerned with the field of education, including psychologists, principals, administrators, and policy-makers, the current study is genuinely crucial. An average teacher works seven hours a day in the classroom. He will not be explaining their lecture if he/she is unhappy and uncomfortable at work. In every school, a faculty committee can be established to keep an eye on the atmosphere there and to come up with ideas for fostering positive interactions between teachers and administrators as well as among themselves. Therefore, efforts should be made to establish a warm and welcoming workplace that will improve the organisational climate of the school. In order to provide reliable and appropriate counsel wherever it is needed, autonomous frameworks must be made available in schools. Teachers in secondary schools can sign up for orientation workshops and refresher courses. Teachers need to be motivated to use the initial step in developing orientation courses for the exchange of novel ideas. Teachers in secondary schools need to be motivated to attend seminars and conferences. Teachers need to be aware of the supporting literature as well as the scientific justifications for their teaching strategies. In addition to teacher freezing, other factors such as teacher effectiveness, teacher ineffectiveness, burnout, teacher innovation, professional ethics, teaching competency, etc., can also be taken into consideration.

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## **SOCIO-ECONOMIC STATUS AND TEACHING PERFORMANCE OF SOCIAL SCIENCE TEACHER EDUCATORS WORKING IN TEACHER EDUCATION INSTITUTES OF WEST BENGAL**

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### **ABSTRACT**

The importance of teaching cannot be over emphasized and this is because teaching plays a very crucial role in enabling a person to achieve practical efficiency and also plays a very important role in the life of students. Achievement of students depends upon teaching performance of teacher. The socio economic status plays an important role in determining a teacher's intellectual performance like teaching, planning and instruction. It is believed that achievement of students depends on teacher's teaching performance and performance of teaching influenced by the socio economic status of teacher which determines the student's achievement. Hence, the present paper aims to find out the relationship between teaching performance and job socio-economic status of Social science teacher educators working in teacher education institutes of North Bengal. Descriptive survey method has been employed for the investigation.

**Key Word:** Teaching performance, Socio-economic status, Teacher Educator, Social science

**1.0. Introduction:-** "Education is the only weapon we can use to change the world" (Nelson Mandela). Hence, today's educational policies aim at making education more effective and consequently, seeing teaching as a continuous process of learning can make education stronger. In this process teacher plays an important role; a teacher takes a role like teaching all the beauties, truth, goodness and other values, and uses technology for the happiness of humanity in a communicative and sensitive respect and affection. Teacher training is a



complex professional function that takes place in pre-service education, induction programme, in-service education and continuing education. This field has been accorded special emphasis in the face recent trends and growing rate of the dimension of knowledge.

Teacher training is not like that pedagogy or acquisition of a training qualification, but it refers to the totality of educational inputs which contribute to the preparation of a person for a teaching position in schools. Generally teacher training refers to the policies, procedures and provision designed to equip teachers with the knowledge ,attitudes, behaviours and skills they required to performed their tasks effectively in the classroom, school and wider community. The curriculum of teacher training course is uniform throughout the country and it was prepared by NCTE, where social science plays an important role for preparing the future teacher. Social science is the scientific study of human society and social relationship. It is a major category of academic disciplines, concerned with society. Social science generally refers to any division of science that deals with the social or cultural facets of human behaviour.

Socio Economic Status means financial security, educational attainment and subject perception of social status and social class. It referred quality of life attributes as well as the opportunities and privileges afforded to people within society

The importance of teaching cannot be over emphasized and this is because teaching plays a very crucial role in enabling a person to achieve practical efficiency and also plays a very important role in the life of students. Achievement of students depends upon teaching performance of teacher. The socio economic status plays an important role in determining a teacher's intellectual performance like teaching. It is believed that achievement of students depends on teacher's performance of teaching influenced by factors like socio economic status of teacher which determines the student's achievement.

### **1.1. Objectives of the study:-**

1. To find out the significant difference between performances of male and female social science teacher educators.
2. To find out the significant difference between the socio-economic status of male and female social science teacher educators.
3. To find out the significant difference between performance of rural and urban science teacher educators.

4. To find out the significant difference between socio-economic status of rural and urban social science teacher educators.
5. To find out the relationship between Performance and Socio-economic status of social science teacher educators working in teacher education institutions.

### **1.2. Hypothesis of the study:-**

**Ho<sub>1</sub>:** There is no significant difference between male and female Social science teacher educators of teacher education institution of West Bengal with respect to their teaching performance.

**Ho<sub>2</sub>:** There is no significant difference between male and female Social science teacher educators of teacher education institution of West Bengal with respect to their socio- economic status.

**Ho<sub>3</sub>:** There is no significant difference between rural and urban Social science teacher educators of teacher education institution of West Bengal with respect to their teaching performance.

**Ho<sub>4</sub>:** There is no significant difference between rural and urban Social science teacher educators of teacher education institution of West Bengal with respect to their socio-economic status.

**Ho<sub>5</sub>:** There is no significant relationship between Performance and Socio-economic status of Social science teacher educators working in Teacher Education Institutions of West Bengal.

### **1.3. Methodology:-**

Each and Every investigation work needs to select an appropriate research methodology and scientific procedures. The present study used descriptive survey method of research to study the performance and socio economic status of social science teacher educators.

The present study used co-relational study of descriptive design to study the relationship of socio-economic status factors of teacher educators on teaching performance. The study was a co-relational study of descriptive design as it helped the investigator to find the performance and socio-economic status of social science teacher educators of teacher education Institute. The present study was conducted on 360 social science teacher educators from 70 teacher education institutes of North Bengal were included in the sample. Random sampling technique was used for the present study.

Teacher Rating scale (TRS) standardize by Dr. R. C. Deva and Prof. Ashok. K. Kalia and Mr. Sudhir Sahu's Socio-Economic Status Scale (SESS) were used as tools for data collection. t-test and Co-efficient of correlation (r) technique was employed to find out the relationship between Teaching performance and Socio-economic status.

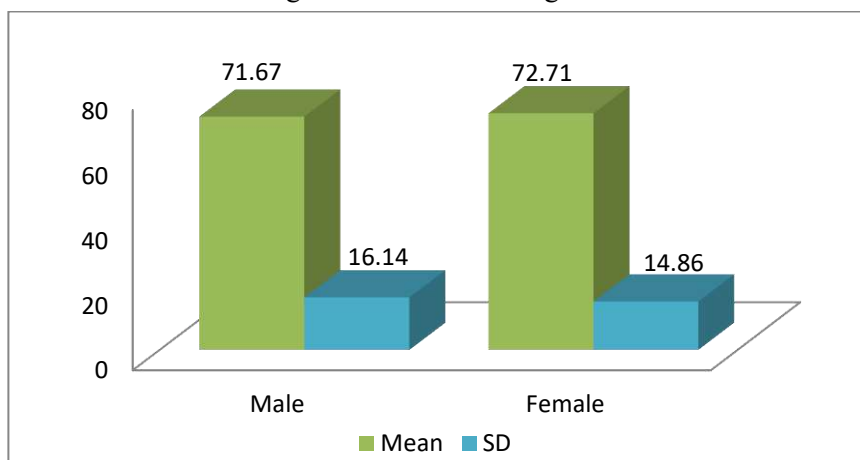
#### 1.4. Analysis and Interpretation:-

**Table: 1-**Showing Mean and SD of teaching performance scores of social science teacher educators working in TEIs of West Bengal by gender.

Summary	Male	Female	Total
N	180	180	360
Mean	71.67	72.71	72.3
SD	16.14	14.86	15.3

The above table 4.2.1 represents the Mean and SD of Teaching performance scores of social science teacher educators working in TEIs of West Bengal by gender. The total Performance score of Social science teacher educators is  $72.3 \pm 15.3$ , in which the female social science teacher educators ( $72.71 \pm 14.86$ ) of Teacher education Institution have higher performance scores as compared to male social science teacher educators ( $71.67 \pm 16.14$ ) of teacher education institution of West Bengal. The mean and SD sores are also presented in the following figure.

**Figure.1-** Comparison of mean performance scores of male and female teacher educators working in TEIs in West Bengal.

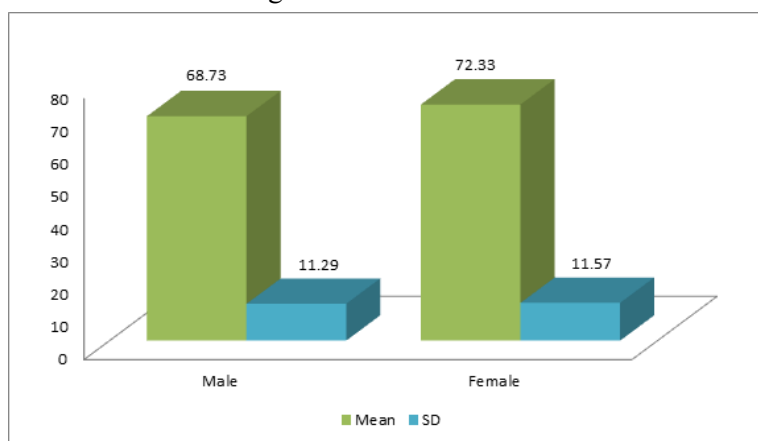


**Figure:1**

**Table.2:** Mean and SD of Socio-economic status scores of social science teacher educators working in TEIs of West Bengal by gender.

Summary	Male	Female	Total
n	180	180	360
Mean	68.73	72.33	72.1
SD	11.29	11.57	11

The above table 4.2.2 represents the Mean and SD of Socio-economic status scores of social science teacher educators working in TEIs of West Bengal by gender. The total SES score of social science teacher educators is  $72.1 \pm 11$ , in which the female social science teacher educators ( $72.33 \pm 11.57$ ) of Teacher education Institution have higher SES scores as compared to male social science teacher educators ( $68.73 \pm 11.29$ ) working in teacher education institution of West Bengal. The mean and SD scores are also presented in the following figure.

**Figure.2:** Comparison of mean SES scores of male and female teacher educators of TEIs in West Bengal**Figure: 2****Table 3:** - showing Results of t test between male and female Social science teacher educators of teacher education institution of West Bengal with respect to their teaching performance.

Gender	Mean	SD	SE	t-value	P-value	Signi.
Male	71.67	16.14	1.20	0.6360	0.5252	<0.05, not significant
Female	72.71	14.86	1.10			

From the results of the above table, it clearly showed that, the male and female social science teacher educators of teacher education institutions of West Bengal do not differ significantly with respect to teaching performance scores ( $t=-0.6360$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. The male and female social science teacher educators of teacher education institution of West Bengal have similar teaching performance scores.

**Table: 4-** showing Results of t test between male and female Social science teacher educators of teacher education institution of West Bengal with respect to their socio-economic status.

Gender	Mean	SD	SE	t-value	P-value	Signi.
Male	68.73	11.29	0.841	2.9878	0.0030	<0.05, significant
Female	72.33	11.57	0.862			

From the results of the above table, it clearly showed that, the male and female social science teacher educators of teacher education institutions of West Bengal differ significantly with respect to socio-economic status score ( $t=2.9878$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted.

**Table: 5-** showing Results of t test between rural and urban Social science teacher educators of teacher education institution of West Bengal with respect to their teaching performance.

Location	Mean	SD	SE	t-value	P-value	Signi.
Rural	72.90	15.92	1.186	0.5165	0.6058	<0.05, not significant
Urban	72.06	14.92	1.112			

From the results of the above table, it clearly showed that, the rural and urban social science teacher educators of teacher education institutions of West Bengal do not differ significantly with respect to performance scores ( $t=-0.5165$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected.

The rural and urban social science teacher educators of teacher education institutions of West Bengal have similar performance scores.

**Table: 6-**showing Results of t test between rural and urban Social science teacher educators of teacher education institution of West Bengal with respect to their socio-economic status.

Location	Mean	SD	SE	t-value	P-value	Signi.
Rural	71.08	11.69	0.871	0.8470	0.3975	<0.05, not significant
Urban	70.05	11.38	0.848			

From the results of the above table, it clearly showed that, the rural and urban social science teacher educators of teacher education institutions of West Bengal do not differ significantly with respect socio-economic status scores ( $t=-0.8470$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. The rural and urban social science teacher educators of teacher education institutions of West Bengal have similar socio-economic status scores.

**Table: 7-** showing Results of correlation coefficient between the performance and socio-economic status scores of social science teacher educators of teacher education institution of West Bengal.

Sl. No.	Variables	N	Mean	r Cal.	df	r table		Inference
						Level	Value	
1.	Performance	360	72.3	- 0.019	358	0.01	0.148	Negligible negative correlation
2.	Socio-economic status		72.1			0.05	0.113	

From the table it is clear that calculated value of 'r' between performance and socio-economic status of social science teacher educators working in teacher education institution of West Bengal is -0.019 and the table value of r for 358 degrees of freedom at 0.01 level is 0.148 and at 0.05 level is 0.113. Since calculated value of 'r' is less than the table value of 'r', so there is no significant relationship between performance and socio-economic status of social science teacher educators working in teacher education institutions at 0.01 and 0.05 level of significance. Therefore, null hypothesis is accepted. From the magnitude of the correlation coefficient, it is concluded that teaching performance of social science teacher educators is negligible negatively correlated with the socio-economic status.

### 1.5. Suggestion:-

1. Teacher educators should balance their socio-economic and professional life for outstanding performance.

2. Teacher educator's social environment should be well maintained for creative thinking.
3. The family members of teacher educators should be supportive.
4. Teacher educators should be dedicated towards the profession.
5. Work condition and salary should be attractive for the teacher educators.
6. Each and every Teacher education institution should give respect to the teacher educators.
7. Orientation course, workshop seminar and webinar should be arranged for the teacher educators to up to date them.
8. Teacher needs to be catering positive attitudes towards profession.

### **1.6. Conclusion:-**

In the field of teacher education satisfactory performance of teacher educators is necessary because teacher education prepared future teacher for teaching profession. It is cleared that socio-economic status of teacher educators more or less influencing the performance of teacher.

Socio-economic status of social science teacher educators has ignorable negative impact on performance. Socio-economic status of urban social science teacher educators has minor negative impact on performance beside this socio-economic status of rural social science teacher educators has positive impact on performance. Socio-economic status of rural male and female social science teacher educators has positive impact on performance. The male and female social science teacher educator has similar performance on teaching. The female social science teacher educators have significant higher socio-economic status scores as compare to male social science teacher educators working in teacher education institutions of North Bengal.

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## **A STUDY ON RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND STUDY HABITS: IMPORTANCE FOR 21<sup>ST</sup>-CENTURY TEACHERS**

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### **ABSTRACT**

Education is the most effective tool for a nation's overall growth on all fronts. A child's thoughts, habits, and attitudes are heavily influenced by the educational environment and teachers. In the modern technological age, there has been a big change in the role of teachers in the classroom. The process of learning and teaching is considered an emotional exercise. 21<sup>st</sup>-century teachers should have emotional skills to understand the situations of the students so that they can develop emotional intelligence and good study habits in the students at all educational levels i.e., primary, secondary, and higher level. Good study habits and emotional intelligence are the foundation of student success and are important for 21<sup>st</sup>-century teachers. In this present study researcher aimed to know the relation between emotional intelligence and the study habits of senior secondary class students. Senior secondary class students' sample was collected through the stratified random sampling technique. Correctional, descriptive, and differential methods of research were employed in this study. Standardized tools were used to collect the data. The results of the investigation revealed no relation (low degree negative correlation) between emotional intelligence and study habits among senior secondary class students. t-test showed that there is no remarkable difference in emotional intelligence between boy and girl students of government and private senior

secondary schools. Similarly, the study also revealed that there is no significant difference in study habits of male and female students of government and private senior secondary schools. It is found that teachers who are emotionally savvy were able to effectively manage the feeling of their adolescent students in developing good study habits.

**Keywords:** Emotional Intelligence, Study Habits, Senior Secondary Student, 21<sup>st</sup>-century teacher

### Introduction

Education is the most important invention of mankind. The educational world is like a diamond that appears to be of different colours when seen from different angles. The concept of education is dynamic as it has passed through many ages and stages in the progress of evaluation and at every stage it has had a different meaning to the existing social conditions. Education tells the person how to play the game of life wisely and well on three playground senses, skills and the soul.

A person's open behaviour and self-observation can only be inferred from his verbal behaviour because no one can directly convey their feelings to others. In general, tend to view the feelings of others as suspicious. The assessment of emotions depends on their evaluation i.e., Emotions arising in the human mind are more dependent on their evaluation rather than on the events happening in human life.

Emotions and intelligence are correlated because where emotions help us make the right decisions, intellect helps promote our emotions. That's why emotion and intelligence are considered as two sides of the same coin as M.S. (1997) defined that at present, adjustment is a serious problem among students. Emotional Intelligence (EI) plays an important role in the adjustment of the students. EI helps students to happily adjust from one cover to another as Hettich (2000) explained.

Rapid globalization is creating many challenges in front of the youth of today. In such a situation, the youth are facing many problems emotionally. So, they need emotional support in such an environment. This emotional support is received by the students in the classroom only by the teacher. The teacher is the centre of educational success. The teacher simultaneously teaches individually different students in the classroom who are emotionally dissimilar also there is a complete difference in their study habits. In such a situation, the responsibility of teachers

increases more, so it is expected from the teachers of the 21<sup>st</sup> century that they should have such skills so that they can shape the emotional states of the students. Children who are emotionally weak are unable to cope with even the smallest major problem in life. On the other hand, children who are emotionally capable are able to cope with the challenges of the educational environment and learn with great confidence.

Emotional Intelligence (EI) plays an important role in developing study habits. EI has a positive effect on study habits as Parker defined. In study habits, there are so many variables that affect students learning like reading habits, hours spent in studies, note making etc. as V.K. and K. Chandrasekhar (2004) stated while Tiwari (1982) observed that examination marks are affected by study habits. Good study habits score positively on the other hand, bad study habits affected annual examination marks poorly. B.K. Sen (1992) also observed that study habit scores and annual marks positively and significantly correlated. Kusum Bhadoriya (2018) in her research has considered emotional intelligence as a factor that is essential in building good study habits. Emphasizing time management and concentration, she has said that students can control their emotions if they plan with time management and concentration.

Thus, by making better strategies, students could develop good study habits and control their emotions. In this study, the researcher tried to examine the relationship between emotional intelligence and the study habits of senior secondary class students.

### **Statement of the Problem**

Emotional Intelligence correlates better with students' study habits. A student with emotional intelligence is able to better understand problems and find solutions. Senior secondary students who remain emotionally intelligent become healthier and better employable as well as have good study habits. High emotional intelligence shows that students have good study habits and low emotional intelligence shows bad study habits of the students.

So, the problem for the present research was undertaken as- **“A Study on Relationship between Emotional Intelligence and Study Habits: Importance for 21<sup>st</sup>-century teachers.”**

### **Operational Definitions**

**Emotional Intelligence (EI)-** EI is seen like a firm of skills within an individual, by which a person exchanges his and others' feelings, inspires others, and by which one can accurately assess the feelings of others.

**Study Habits-** Study Habits are those habitual actions through which the students learn their subject matter these habits include activities such as patronage of time, alertness in the classroom, writing notes, and doing home assignments regularly before going to class.

**Senior Secondary Class Students-** Here senior secondary class students means those students who are currently studying in their 11<sup>th</sup> and 12<sup>th</sup> classes in the school.

**21<sup>st</sup>-century Teachers-** A teacher of the twenty-first century is one who provides emotional security to students, improves their academic performance by developing good study habits in them, maintains a positive school and classroom environment, and takes into account student interests while realizing their responsibilities towards society.

### **Objectives**

The following objectives were determined for the present research work.

1. To determine the link between emotional intelligence and senior secondary class students' study habits.
2. To compare the emotional intelligence of male and female students of the senior secondary class.
3. To compare the study habits of male and female students of the senior secondary class.
4. To compare the emotional intelligence of government and private senior secondary class students.
5. To compare the study habits of government and private senior secondary class students.

### **Hypotheses**

The following hypotheses were formulated for the study.

**H<sub>0</sub>1:** There is no significant association between emotional intelligence and the study habits of senior secondary class students.

**H<sub>02</sub>:** Emotional Intelligence scores do not differ significantly between male and female senior secondary class students.

**H<sub>03</sub>:** There is no significant difference in the study habits of male and female senior secondary class students.

**H<sub>04</sub>:** There is no significant difference in the emotional intelligence of government and private senior secondary class students.

**H<sub>05</sub>:** There is no significant difference in the study habits of government and private senior secondary class students.

### Method of Research

The researcher applied the descriptive survey method for collecting the data.

In order to measure Emotional Intelligence (EI) 'Emotional Intelligence Inventory' developed by Dr. SK Mangal and Mrs. Shubhra Mangal (2014) and to study the Study Habits 'Study Habits Scale' developed by Dimple Rani and Dr. ML Jaidka (2014) tools were used.

A sample of 200 senior secondary class students i.e., 100 students from government senior secondary schools (50 male, 50 female) and 100 students from private senior secondary schools (50 male, 50 female) was taken.

For the analysis of the data following statistical techniques were used. For descriptive analysis- Mean, and standard deviation, for co-relational analysis- Pearson's product-moment correlation method, and for differential analysis- t-value were used.

### Analysis and Interpretation of Data

**Table 1: Relationship between Emotional Intelligence and Study Habits of Senior Secondary Class Students**

SN	Variable	N	Mean	df	r	Significance
1	Emotional Intelligence	100	13.26	198	-0.1478	Not Significant
2	Study Habits	100	45.56			

The coefficient of association calculated for emotional intelligence and study habits of senior secondary class students found of low degree of -0.1478 as shown in Table 1. It shows that there is a low degree of negative link between emotional intelligence and study habits, which is negligible even at a confidence level of 0.05. As a result, hypothesis H<sub>01</sub>, "There is no significant association between emotional intelligence and the study habits of senior secondary class

students” is accepted. This shows that there is no significant association between emotional intelligence and the study habits of senior secondary class students.

**Table 2: Emotional Intelligence of Male and Female Senior Secondary Class Students**

SN	Category	N	MEAN	SD	t	Significance
1	Male	50	15	2.19	0.16387	Not Significant
2	Female	50	12			

Table 2 shows that the t-value of the two groups is 0.16387, which is not significant at the 0.05 confidence level. As a result, null hypothesis  $H_0$ 2 is accepted. This states that there is no significant difference in the emotional intelligence of male and female senior secondary class learners. It demonstrates that there is no difference in emotional intelligence between the two groups, indicating that male and female senior secondary students have the same sort of emotional intelligence.

**Table 3: Study Habits of Male and Female Senior Secondary Class Students**

SN	Category	N	MEAN	SD	t	Significance
1	Male	50	48.22	3.488	0.1420	Not Significant
2	Female	50	43.287			

In Table- 3 calculated t-value 0.1420 is not significant even at a 0.05 level of significance. As a result, hypothesis  $H_0$ 3, “There is no significant difference in the study habits of male and female senior secondary class students” is accepted. This shows that there is no significant difference in study habits between male and female senior secondary class students.

**Table 4: Emotional Intelligence of Government and Private Senior Secondary Class Students**

SN	Category	N	MEAN	SD	t	Significance
1	Govt School Students	50	13	0.165608	0.770497	Not Significant
2	Private Schools Students	50	13			

In Table- 4, the t-value between both categories calculated was 0.7704, which is not significant at the 0.05 level of confidence. The emotional intelligence of government and private senior secondary class students is the same as both have the same mean and very low SD. This demonstrates that there is no significant

difference in study habits between government and private senior secondary class students. As a result, Hypothesis  $H_04$  is accepted.

**Table 5: Study Habits of Government and Private Senior Secondary Class Students**

SN	Category	N	MEAN	SD	t	Significance
1	Govt School Students	50	46.8431	1.305349	0.4917	Not Significant
2	Private Schools Students	50	44.9971			

Table 5 shows that the t-value is 0.4917, which is not significant at the 0.05 level of confidence. This indicates that there is no significant difference in study habits between government and private senior secondary class students. As a result of this hypothesis,  $H_05$  is accepted.

### Conclusion

In the study, there was no significant difference found between the emotional intelligence and the study habits of government and private senior secondary class students in general and between male and female students in specific. Based on the findings of the research, it could be suggested that senior secondary school administrators are required to incorporate emotional intelligence as a theme in the curriculum to enhance the competence of students and teachers.

Although the present study shows that there is no significant difference between the emotional intelligence and study habits of the students, often we see and experience that students who are emotionally intelligent also have good study habits. In the classroom, the teacher teaches individually different children, in such a situation, a teacher can never say that if the child is emotionally weak then his study habits will also be bad or if the child has good study habits, he/she is emotionally strong because in the formation of both other factors also play an important role. Emotional intelligence and study habits affect each other. Parents and teachers have a very important role in increasing emotional intelligence and improving the study habits of students. Parents can make a positive impact on emotional intelligence in children's study habits by keeping the home environment clean, and peaceful and providing spiritual support in the daily problems of life.

In order to improve the study habits and emotional intelligence of the students, many competitions like essay writing, debate, group discussion etc. can be organized in schools from time to time. The issues to be included in the competitions should be related to the everyday problems faced in student life and their solutions.

Today in the world of competition status of a person depends on their better performance, improved performance is the main factor in the progress of social life in an individual by which he/she is assessed in society. Those students able to deal intelligently with emotions have better techniques of good study habits.

Studies show that teachers play an important role in creating the behavior of students. It is important for teachers to have patience and compassion towards adolescents while they are expressing their feelings. It is important for him/her to avoid being harsh since it may result in suppression and inhibition, which would then lead to disputes, which could potentially cause neurotic and psychotic problems in the children. The emotional development of the student would go in the appropriate direction if it were taught using scientific techniques, and extracurricular activities would be organized scientifically. To improve emotional intelligence and study habits school administrators and teachers should take the necessary steps together; subjects like yoga and meditation should be included in the school curriculum. Healthy competitions should be organized by taking the major day-to-day problems faced in student's life as the main topic like debate; quizzes, essay writing etc.

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## **PERFORMANCE AND JOB SATISFACTION OF SOCIAL SCIENCE TEACHER EDUCATORS WORKING IN TEACHER EDUCATION INSTITUTES OF NORTH BENGAL**

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### **ABSTRACT**

The importance of teaching cannot be over emphasized and this is because teaching plays a very crucial role in enabling a person to achieve practical efficiency and also plays a very important role in the life of students. Achievement of students depends upon teaching performance of teacher. The job satisfaction plays an important role in determining a teacher's overall performance like teaching, instructions etc. It is believed that achievement of students depends on teacher's teaching performance and performance of teaching influenced by various factors like job satisfaction. Teachers with high level of job satisfaction are generally self-motivated in their work and can do better performance in the teaching learning process. Similarly, teachers with low level of satisfaction may not perform well in their job. Hence, the present paper aims to find out the relationship between teaching performance and job satisfaction of Social science teacher educators working in teacher education institutes of North Bengal. Descriptive survey method has been employed for the investigation.

**Key Word:** Teaching performance, Job Satisfaction and Social Science, Teacher Educators.

**1.0. Introduction:-** "Education is the only weapon we can use to change the world" (Nelson Mandela). Hence, today's educational policies aim at making education more effective and consequently, seeing teaching as a continuous process of learning can make education stronger. In this process teacher plays an

important role; a teacher takes a role like teaching all the beauties, truth, goodness and other values, and uses technology for the happiness of humanity in a communicative and sensitive respect and affection. Teacher training is a complex professional function that takes place in pre-service education, induction programme, in-service education and continuing education. The Goal of teacher education basically depends on national goals of development set for the country. This field has been accorded special emphasis in the face recent trends and growing rate of the dimension of knowledge.

Teacher training is not like that pedagogy or acquisition of a training qualification, but it refers to the totality of educational inputs which contribute to the preparation of a person for a teaching position in schools. Generally teacher training refers to the policies, procedures and provision designed to equip teachers with the knowledge ,attitudes, behaviours and skills they required to performed their tasks effectively in the classroom, school and wider community. The curriculum of teacher training course is uniform throughout the country and it was prepared by NCTE, where social science plays an important role for preparing the future teacher. Social science is the scientific study of human society and social relationship. It is a major category of academic disciplines, concerned with society. Social science generally refers to any division of science that deals with the social or cultural facets of human behaviour.

The term Job satisfaction refers to the perceived feelings of an employee towards his job. It is psychological feeling and has both rational and emotional elements.

The importance of teaching cannot be over emphasized and this is because teaching plays a very crucial role in enabling a person to achieve practical efficiency and also plays a very important role in the life of students. Achievement of students depends upon teaching performance of teacher. The job satisfaction plays an important role in determining a teacher's intellectual performance like teaching. It is believed that achievement of students depends on teacher's performance of teaching influenced by factors like job of teacher determines the student's achievement.

### **1.1. Objectives of the study:-**

1. To find out the significant difference between performance of male and female social science teacher educators.
2. To find out the significant difference between job satisfactions of male and female Social science teacher educators.

3. To find out the significant difference between performance of rural and urban social science teacher educators.
4. To find out the significant difference between job satisfactions of rural and urban social science teacher educators.
5. To find out the relationship between performance and job satisfaction of Social Science teacher educators.

### **1.2. Hypothesis of the study:-**

**Ho<sub>1</sub>:** There is no significant difference between male and female Social science teacher educators of teacher education institution of West Bengal with respect to their teaching performance.

**Ho<sub>2</sub>:** There is no significant difference between male and female Social science teacher educators of teacher education institution of West Bengal with respect to their job satisfaction.

**Ho<sub>3</sub>:** There is no significant difference between rural and urban Social science teacher educators of teacher education institution of West Bengal with respect to their teaching performance.

**Ho<sub>4</sub>:** There is no significant difference between rural and urban Social science teacher educators of teacher education institution of West Bengal with respect to their job satisfaction.

**Ho<sub>5</sub>:** There is no significant relationship between Performance and job satisfactions of Social science teacher educators working in Teacher education institutions of West Bengal.

### **1.3. Methodology:-**

Each and Every investigation work needs to select an appropriate research methodology and scientific procedures. The present study used descriptive survey method of research to study the performance and job satisfaction of social science teacher educators.

The present study used co-relational study of descriptive design to study the relationship between job satisfaction of teacher educators on teaching performance. The study was a co-relational study of descriptive design as it helped the investigator to find the performance and job satisfaction of social science teacher educators of teacher education Institute. The present study was conducted on 360 social science teacher educators from 70 teacher education

institutes of North Bengal were included in the sample. Random sampling technique was used for the present study.

Teacher Rating scale (TRS) standardize by Dr. R. C. Deva and Teacher Job Satisfaction Scale (TJSS) by Y. Mudgil, I.S. Mubar and P. Bhatia were used as a tool for data collection.

't' test and Co-efficient of correlation (r) technique was employed to find out the relationship between Teaching performance and job satisfaction.

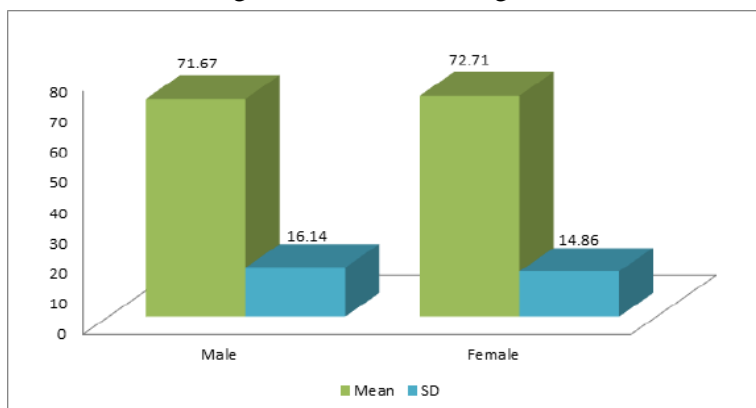
#### 1.4. Analysis and Interpretation:-

**Table: 1-**Showing Mean and SD of teaching performance scores of social science teacher educators working in TEIs of West Bengal by gender.

Summary	Male	Female	Total
N	180	180	360
Mean	71.67	72.71	72.3
SD	16.14	14.86	15.3

The above table 4.2.1 represents the Mean and SD of Teaching performance scores of social science teacher educators working in TEIs of West Bengal by gender. The total Performance score of Social science teacher educators is  $72.3 \pm 15.3$ , in which the female social science teacher educators ( $72.71 \pm 14.86$ ) of Teacher education Institution have higher performance scores as compared to male social science teacher educators ( $71.67 \pm 16.14$ ) of teacher education institution of West Bengal. The mean and SD sores are also presented in the following figure.

**Figure.1-** Comparison of mean performance scores of male and female teacher educators working in TEIs in West Bengal.

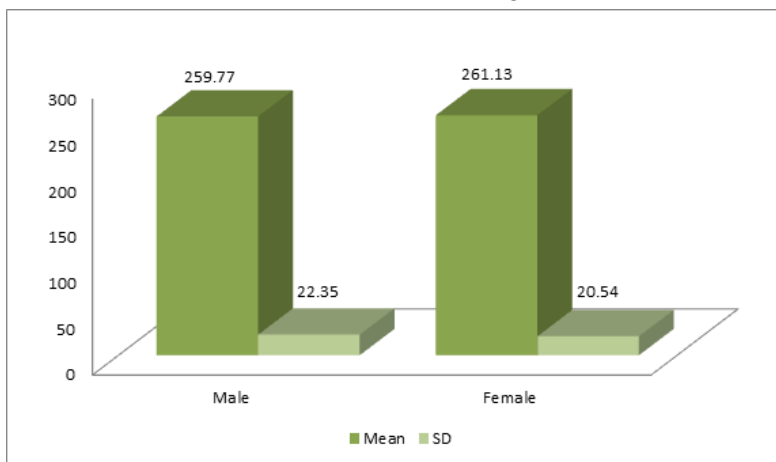


**Figure: 1**

**Table.2-** showing Mean and SD of Job satisfaction score scores of Social science teacher educators in West Bengal by gender.

Summary	Male	Female	Total
N	180	180	360
Mean	259.7	260.3	260.06
SD	20.88	19.92	21.24

The above table 4.2.3.represents the Mean and SD of Job satisfaction of social science teacher educators working in TEIs of West Bengal by gender. The total Job Satisfaction score of social science teacher educators is  $260.06 \pm 21.24$ , in which the female teacher educators ( $260.3 \pm 19.92$ ) of Teacher education Institution have higher Job satisfaction scores as compared to male teacher educators ( $259.7 \pm 20.88$ ) working in teacher education institutions of West Bengal. The mean and SD sores are also presented in the following figure.

**Figure.2:** Comparison of mean Job satisfaction scores of male and female teacher educators of TEIs in West Bengal.**Figure: 2**

**Hypothesis.1:** There is no significant difference between male and female Social science teacher educators of teacher education institution of West Bengal with respect to their teaching performance.

To attain this hypothesis, the unpaired t test was applied and the results are presented in the following table.

**Table: 3-** showing Results of t test between male and female Social science teacher educators of teacher education institution of West Bengal with respect to their teaching performance.

Gender	Mean	SD	SE	t-value	P-value	Signi.
Male	71.67	16.14	1.20	0.6360	0.5252	<0.05, not significant
Female	72.71	14.86	1.10			

From the results of the above table, it clearly showed that, the male and female social science teacher educators of teacher education institutions of West Bengal do not differ significantly with respect to teaching performance scores ( $t=0.6360$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected.

The male and female social science teacher educators of teacher education institution of West Bengal have similar teaching performance scores.

**Hypothesis.2:** There is no significant difference between male and female Social science teacher educators of teacher education institution of West Bengal with respect to their job satisfaction.

**Table: 4-** showing Results of t test between male and female Social science teacher educators of teacher education institution of West Bengal with respect to their job satisfaction.

Gender	Mean	SD	SE	t-value	P-value	Signi.
Male	259.77	22.35	1.665	0.6011	0.5482	<0.05, not significant
Female	261.13	20.54	1.531			

From the results of the above table, it clearly showed that, the male and female social science teacher educators of teacher education institutions of West Bengal do not differ significantly with respect to job satisfaction scores ( $t=0.6011$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected.

The male and female social science teacher educators of teacher education institution of West Bengal have similar job satisfaction scores.

**Hypothesis.3:** There is no significant difference between rural and urban Social science teacher educators of teacher education institution of West Bengal with respect to their teaching performance.

**Table: 5-** showing Results of t test between rural and urban Social science teacher educators of teacher education institution of West Bengal with respect to their teaching performance.

Location	Mean	SD	SE	t-value	P-value	Signi.
Rural	72.90	15.92	1.186	0.5165	0.6058	<0.05, not significant
Urban	72.06	14.92	1.112			

From the results of the above table, it clearly showed that, the rural and urban social science teacher educators of teacher education institutions of West Bengal do not differ significantly with respect to performance scores ( $t=-0.5165$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected.

The rural and urban social science teacher educators of teacher education institutions of West Bengal have similar performance scores.

**Hypothesis.4:** There is no significant difference between rural and urban Social science teacher educators of teacher education institution of West Bengal with respect to their job satisfaction.

**Table: 6-** showing Results of t test between rural and urban Social science teacher educators of teacher education institution of West Bengal with respect to their job satisfaction.

Location	Mean	SD	SE	t-value	P-value	Signi.
Rural	260.03	21.00	1.565	0.4155	0.6780	<0.05, not significant
Urban	260.97	21.91	1.633			

From the results of the above table, it clearly showed that, the rural and urban social science teacher educators of teacher education institutions of West Bengal do not differ significantly with respect job satisfaction scores ( $t=-0.8470$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. The rural and urban social science teacher educators of teacher education institutions of West Bengal have similar job satisfaction scores.

**Hypothesis 5:** There is no significant relationship between Performance and job satisfactions of Social science teacher educators working in Teacher education institutions of West Bengal.



**Table: 7-** showing Results of correlation coefficient between the performance and job satisfaction scores of social science teacher educators of teacher education institution of West Bengal.

Sl. No.	Variables	N	Mean	r Cal.	df	'r' Table		Inference
						Level	Value	
1.	Performance	360	72.3	0.094	358	0.01	0.148	Negligible positive correlation
2.	Job satisfaction		260.06			0.05	0.113	

From the table it is clear that calculated value of 'r' between performance and job satisfaction of social science teacher educators working in teacher education institution of West Bengal is 0.094 and the table value of r for 358 degrees of freedom at 0.01 level is 0.148 and at 0.05 level is 0.113. Since calculated value of 'r' is less than the table value of 'r', so there is no significant relationship between performance and job satisfaction of social science teacher educators working in teacher education institutions at 0.01 and 0.05 level of significance. Therefore, null hypothesis is accepted. From the magnitude of the correlation coefficient, it is concluded that teaching performance of social science teacher educators is negligible positively correlated with the job satisfaction.

### 1.5. Suggestion:-

1. Teacher educators should be dedicated towards the profession.
2. The work of teacher must be recognizing without any partiality and favours special function should be organize for this purpose.
3. Work environment of teacher educators should be calm and enthusiastic.
4. As performance is found to be affected by job satisfaction, therefore teacher educators should be guided and encouraged by the institution for satisfaction.
5. Security of the job is most important for satisfaction of job. Institution should assure them, they are not retain whatever circumstances will faced. It gives teacher Educators self- assurance.
6. Work condition and salary should be attractive for the teacher educators.
7. Each and every Teacher education institution should give respect to the teacher educators

**1.6. Conclusion:** - In the field of teacher education satisfactory performance of teacher educators is necessary because teacher education prepared future teacher for teaching profession. It is cleared that job satisfaction of teacher educators more or less influencing the performance of teacher.

Job satisfaction of social science teacher educators has positive influence on performance of teacher educators. Job satisfaction of social science teacher educators in location wise has ignorable positive influence on performance of teacher educators. Job satisfaction of urban male and female social science teacher educators has minimum positive influence on performance of teacher educators. Job satisfaction of rural male and female social science teacher educators has positive influence on performance of teacher educators.

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## **EXPLORING IMMERSIVE VR AS A TOOL FOR ADDRESSING MARINE ENVIRONMENTAL ISSUES**

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### **ABSTRACT**

The protection and sustainable development of the marine environment are vital for environmental suitability. However, since the marine ecosystem's knowledge is complex and hard to understand for teenagers, educators should develop new approaches that fully utilize interactivity and connectivity technologies to enhance learning and teaching. Virtual Reality (VR) provides an immersive experience related to the ocean environment, taking advantages of perspective-taking, visualization, and active learning engagement, and ultimately raising our awareness of the marine environmental issues. This paper examines the feasibility of using VR technology in marine education for adolescents (aged 12-18 years) and designs a VR game that integrates immersive VR experience and game-based learning to help adolescents explore the marine environment, educate them, and motivate positive actions. This paper demonstrates the process of designing a VR intervention for Marine educational games, and provides some ideas for the application of virtual reality and game-based learning in addressing social issues in future research.

**Keywords:** Virtual Reality (VR), Marine Education, Environmental Awareness, Game-based Learning

## 1. Introduction

The protection and sustainable development of the marine environment is an important aspect of environmental suitability. The ocean is a significant influence on Earth's weather and climate. It directly impacts the weather and climate, oxygen servage, and feeds much of the human population. However, ocean has been disproportionately impacted by increasing carbon dioxide (CO<sub>2</sub>) and other greenhouse gas emissions (GHG) from human activities in recent years. Marine environmental problems will directly impact the ecosystem and human life, including changing water temperature, rising sea level, increasing extreme weather, and even threatening the physical, economic and food security of local communities. Therefore, it is essential to be aware of the marine environment issues and protect the marine ecosystems.

However, the problem is that people's understanding of the marine ecosystems is not necessarily enough to encourage their positive changes in behaviors. According to the research, the public possesses only a very basic understanding of the oceans, their functions and connections to human survival (Johnson and Potts, 2004). Specifically, teenagers have a very low level of understanding of basic concepts and principles related to marine environments (Ballantyne, 2004). For example, some young children mistakenly believe that "the ocean is shaped like a bowl and the bottom is sandy rock" or "tides are caused by the action of the wind". Since the marine ecosystem's knowledge is complex and hard to understand for teenagers, educators should develop new approaches that fully utilize interactivity and connectivity technologies to enhance learning and teaching. The more people know, the more they are willing to support policies to keep the ocean healthy (Steel et al., 2005). It is now an opportunity to advance adolescents' engagement and actions on marine environmental issues.

Virtual Reality (VR) is an immersive three-dimensional technology, known for its intensity, interactivity, immersion, illustrative capabilities, and intuitive nature. This technology creates an environment that fully absorbs students, ushering them into an immersive realm of learning. In the simulating underwater

ecosystems, VR creates a simulated world with realistic and vivid dynamic models, which substantially enhances students' immersion and learning experiences, thereby amplifying motivation and nurturing creativity among learners. To galvanize public consciousness toward marine conservation, this study harnesses the power of VR to design a marine-themed game, so that users can better immerse themselves and understand marine related knowledge, thus increasing awareness of marine ecology protection.

The purpose of the study is to apply VR technology in the learning environment to improve adolescents' (12 -18 years old) ocean literacy, increase their awareness of marine environmental issues, and encourage positive changes in their behaviors. By fully examining the advantages of VR technology, ocean literacy principles, and characteristics of target users, we intend to design a VR game that integrates immersive VR experience and game-based learning to help adolescents explore the marine environment, educate them, and motivate positive actions.

## **2. Literature Review**

### *2.1 VR for Marine Environment*

Environmental sustainability is a broad and complex concept. On the contrary, the human impact on the environment is enormous. Greenhouse gases are increasing, tropical forests are disappearing, oceans are being polluted, waste is being generated and so on. The issue of sustainable development is one of the major issues of our time and encompasses a complex set of interrelated environmental, social and economic issues. It also requires a significant reduction in resource use and the availability of resources to the world's population. This fundamental change dictates the need to educate, raise awareness and ultimately support behavioral change of citizens and professionals to achieve more sustainable choices and consumption habits (Scurati et al., 2021). Although behavior change design focused on sustainability goals is of interest to many industries and organizations, designers currently lack the relevant education and tools to do so. Specifically, when it comes to virtual reality,

designers lack guidelines, tools, and models that can be used to create compelling virtual reality experiences.

Scurati et al. (2021) pointed out that VR has been explored as a tool to achieve different goals related to sustainable development. VR experiences and applications can be developed for various factors that influence people's behavior towards the environment. VR can visualize climate issues, allowing people to see what's really going on. VR can simulate environmental experiences, helping users view the adverse effects of climate change. VR games are presented to the player in an engaging visual way. This allows the player to better remember the knowledge in the scene. In terms of learning about the ocean, VR can create an immersive learning environment for learners: from "teaching" by teachers to "learning" by students, from rote memorization to active exploration, and bringing the joy of learning into the classroom. VR can also directly minimize environmental degradation by reducing greenhouse gas emissions. For example, in 2019, almost half of Americans went to the cinema. Emissions from transport during entertainment events contribute significantly to air pollution.

## *2.2 Marine Education and Marine Literacy for K-12*

From the perspective of environmental protection, education promotes sustainable development and enhances people's ability to address environmental and developmental issues. Education is also the key to maintaining the progress and development of human society. Teachers are key to the successful advancement of ocean education, and in particular, how teachers translate the ocean education curriculum into instructional implementation strategies is a determining factor in the effectiveness of ocean education implementation (Lin et al., 2020). In addition, reports indicate that U.S. students and citizens have little knowledge of the oceans, ocean concepts, aquatic species, and humanistic cultural topics. Moreover, the U.S. public has little knowledge of the mechanisms by which climate interacts with the ocean.

The American Association for the Advancement of Science survey on youth and

environmental literacy shows that youth have a greater awareness of the ocean, attitudes and ethics toward the marine environment, and understanding of ocean-related social issues. Knowledge of the ocean is higher among those with personal experience with the ocean. Surveys of sources of ocean knowledge show that students acquire ocean knowledge primarily through visiting museums and watching ocean TV programs. Lin et al.(2020) study shows that there is no significant difference in ocean literacy whether students' families work in the ocean industry or not.

Ocean literacy (OL) is a relatively new concept that links the human dimension to the ocean and aims to promote positive changes in human behavior. It is defined as understanding the ocean's impact on us and our impact on the ocean. An ocean literate person understands the importance of the ocean to humanity, is able to communicate about the ocean in an understandable way and make informed and responsible decisions about the ocean and its resources. With support from NOAA, the National Marine Educators Association (NMEA) developed a broad framework for ocean literacy, including an ocean literacy guide, a manual for improving ocean literacy, a K-12 ocean literacy scope and sequence, and alignment of ocean literacy with the Next Generation Science Standards (NGSS). The framework presents a vision of an ocean literate society and the knowledge needed to be considered ocean literate.

For the current ocean knowledge science education is single, flat and fixed, and not strong infection, the effect of substitution is not good and other shortcomings, the ocean knowledge into the VR game, to help young students correctly understand the ocean and disseminate marine science knowledge, in order to enhance students' scientific literacy, innovative thinking, sense of historical mission and social responsibility.

### *2.3 Practice in VR for Marine*

The complexity and urgency of marine environmental issues has promoted educators to develop more innovative and promising ways to address the problem. The positive effect of VR has directly contributed towards its



importance. Fauville et al. (2021) adopted a socioscientific framework to explore how a blended lesson using VR can help students experience and perceive how marine scientists work and understand the science and social implications of Ocean Acidification. The results indicate that VR has three advantages in perspective-taking, empowerment and visualization, which can be utilized to mitigate the challenges to teaching related knowledge. Calil et al's (2021) study on VR for addressing sea level rise and community engagement issues supports that virtual reality simulations can enable users to learn key principles related to climate change in an immersive, interactive, and safe learning environment, especially in encouraging understanding, emotions, and behaviors.

In addition to applying VR in addressing real-world environmental problems, educators also bring them to marine education in school settings, especially for primary and middle school students. The World's Ocean - Google Earth is a virtual scuba diving that has the potential to be used by elementary school students with the advantage of being able to display marine biodiversity in Indonesia and incorporating the essential principles of ocean literacy (Cahyadi et al., 2021). Students use Virtual Scuba Diving applications under the guidance of teachers, and their learning effectiveness can be measured through a series of materials, pre-post tests and surveys.

The combination of game mechanism and VR technology is proven to better engage users and could provide long-term learning and behavioral benefits. CGF (Cascade Game Foundry) developed a serious game that provides promise for immersing a global audience in exploring marine and freshwater environments (Lakshman et al., 2016). The game integrates game-based virtual immersion, storytelling, and real-world interaction to motivate users to explore. The game also has task challenges that spark students' curiosity, help them ask questions, and conduct scientific investigations. This attempt supports the effectiveness of serious games in guiding users actively learning and inspiring their conservation action.

### 3. Design

#### 3.1 Learning Goals and Objectives

The game's learning overall goals are:

- 1) Help learners understand ocean literacy principles.
- 2) Help learners understand daily behaviors in connection with the marine ecosystem.
- 3) Motivate learners to comply with sustainable actions to protect the marine ecosystem.

The objectives are specified using the KSA (knowledge, skills, attitudes) model by Quinones and Ehrenstein. Knowledge refers to the condition of being aware of something (facts and concepts), skills are the abilities to perform intended tasks, and attitudes refer to the feelings, beliefs or values about something (Quinones and Ehrenstein, 1997).

Table 1. Learning objectives specified by KSA model

Knowledge	#1 Understand ocean literacy principles
	#2 Understand ocean organisms and biodiversity
	#3 Understand ocean pollution and the adverse impacts
Skills	#4 Recognize the marine organism and its habits
	#5 Practice sustainable behaviors to protect the marine ecosystem
	#6 Be able to correct and negotiate with others' unsustainable behaviors
Attitudes	#7 Be aware of marine environmental issues and the importance of addressing the problem
	#8 Pay attention to unsustainable daily behaviors

#### 3.2 Content Description

The VR game "Ocean Explorer" integrates immersive VR experience, game-based learning, and storytelling to engage players in exploring the ocean

environment, improving their marine ecosystem knowledge and empowering positive actions. “Ocean Explorer” should be connected with head-mounted displays such as HTC Vive, Oculus Rift to provide a better learning experience. The game adds life intelligence and real environment contour modeling algorithms to the design of undersea creatures and undersea environments to build realistic game scenes, so that players have a strong sense of reality and immersion in the game.

The “Ocean Explorer” consists of three phases: an Ocean Exploration Phase that enables players to virtually explore the ocean features and understand ocean biodiversity, an Deep Learning Phase in which players are able to know the connection between marine environment with biodiversity, climate change, and human life through storytelling, an Save the Ocean Phase that empowers players to make decision to protect the marine environment.

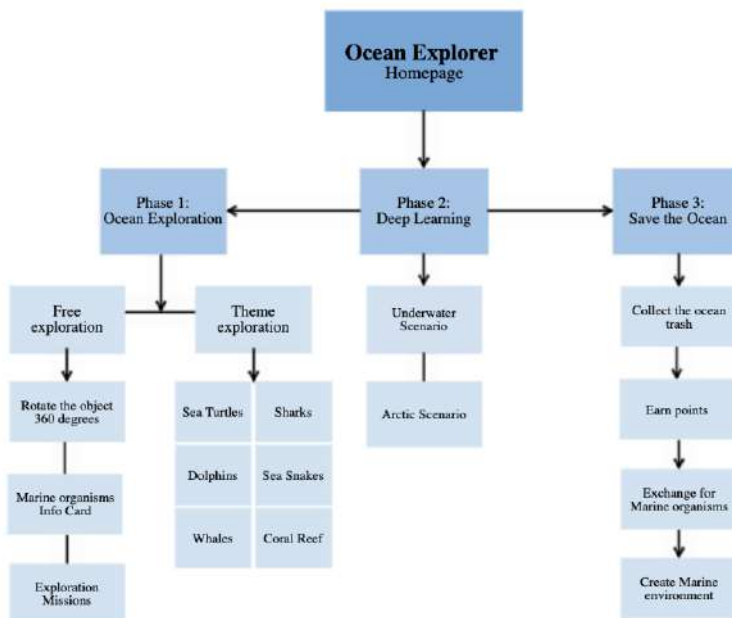


Fig.1. Flow Chart of Ocean Explorer



Fig. 2. Homepage and three phases

### Phase 1: Ocean Exploration

In the “Ocean Exploration” phase, players will be immersed in a virtual reality experience of the ocean environment, and closely observe, interact, and understand a great diversity of life and features in the ocean. This phase consists of two modes: Free exploration and Theme exploration. Players can choose any one based on their interests and goals of learning.

*Free Exploration:* Players can freely explore the ocean environment in 360 degrees by controlling the VR equipment. During the exploration, players can have a close observation on the diverse features, a great diversity of life and ecosystems. The marine environment will change with the depth of dive, players can interact with marine creatures through the control handle, and click on each marine creature to get relevant information (creature names, habits, characteristics, eating habits, etc.).

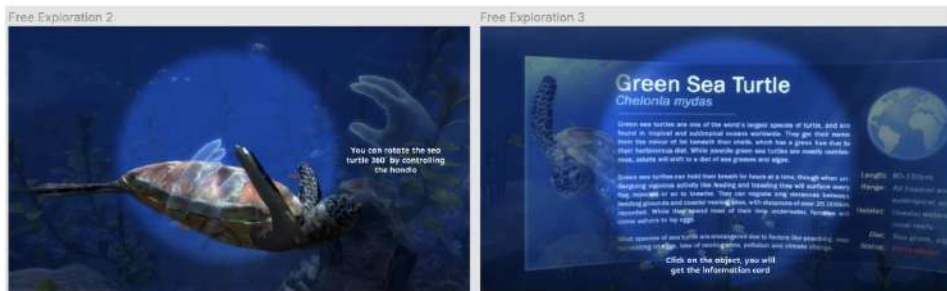


Fig.3. Free exploration

*Theme Exploration:* This mode provides players with the opportunity to learn marine knowledge on a specific topic. After players select a theme, they will enter the virtual marine environment where only the creatures under the theme exist. Players have different exploration themes to choose from, including Sea Turtles, Sharks, Whales, Dolphins, Sea Snakes, Octopus, Coral Reef, etc.

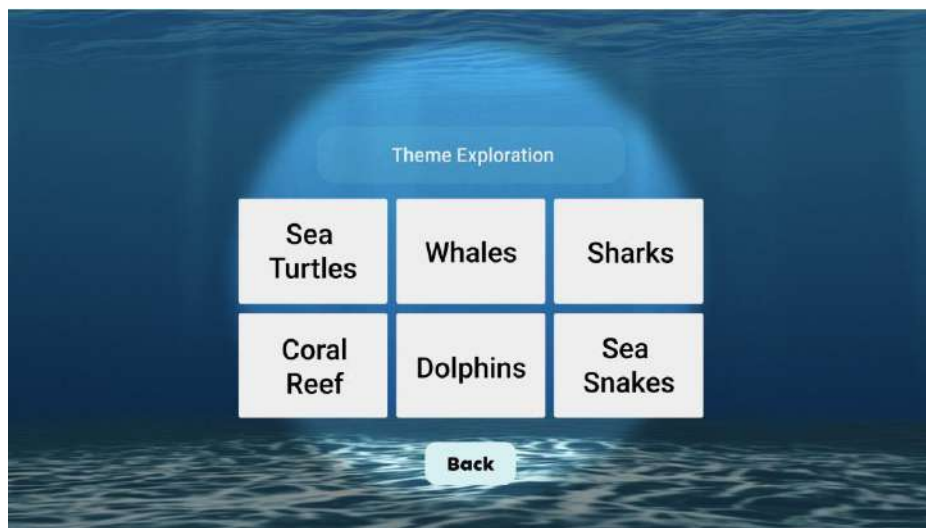


Fig.4. Theme exploration

During the free exploration, players will be randomly provided with exploration tasks. Players need to guess the specific marine creature according to the task description (living environment, habitat, etc.), and successfully finding the marine creature described in the task through free exploration

*Example:* I am one of the world's largest species of turtle, my length is about

*80-150 cm. I can be found in tropical and subtropical oceans worldwide. I like to live near coastal waters and coral reefs and eat seagrass and algae. Try to find me!*

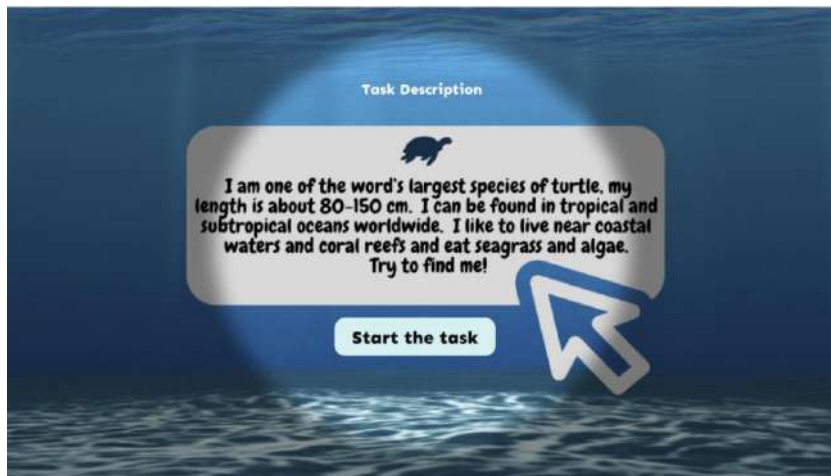


Fig.5. Task description demo

## Phase 2: Deep Learning

The “Deep Learning” phase adopts game mechanisms of story-telling, aiming to engage players in experiencing the interconnection between the ocean, biodiversity, and human life, so as to raise people's awareness of the marine environmental issue. Players can choose any one of the two scenarios and follow the protagonist to experience how changes in the marine environment bring about adverse effects, such as the damage to biological diversity, increase of extreme weather, and threats to human living environments. The game begins with storytelling, empowering players identities and use UI instruction and audio to guide players to virtually experience the whole story.

Table 2. Scenario Design Samples

Topic	Protagonist	Content Design
Marine Plastic Pollution	Tommy, a five-year old whale living	Tommy is a baby whale living in the polluted Gulf of Mexico. There is a lot of colored plastic pollution accumulated under the sea.

and Biological Diversity	in the Gulf of Mexico	These plastics stay in the sea for a long time and have been covered by algae or small animals, which makes it smells like tasty food. Tommy didn't know the dangers of plastic and often ate them by mistake. Gradually, Tommy found that he had a skin disease and his stomach couldn't digest any food because of being filling with plastics. Ultimately, Tommy was found dead on the shore with 30 plastic bags in his stomach.
Sea Level Rise and Living Environment	Chirs, an Inuit who lives in the Arctic of North America	Chris is an Inuit who lives in the Arctic region of North America. In recent years, Chris has witnessed how the ocean environment is changing. Due to global warming, local sea levels are rising, which affected Chris and his parents' transportation and living conditions. The ocean pollution damaged large areas of food resources that they survived on. The adverse effects of marine environmental issues are beyond the control of local residents.

### Phase 3: Save the Ocean

The “Save the Ocean” phase aims at encouraging players to change their attitudes and take positive actions to protect the ocean environment. Players will be notified to collect trash in the ocean, they will accumulate 10 point for each trash they pick up. The points can be exchanged for marine resources, including different types of marine animals, coral reefs, seagrass, mangroves, etc. Players will realize the importance of cleaning the ocean, and make decisions to create a balanced and sustainable marine ecosystem based on their understanding of ocean literacy.

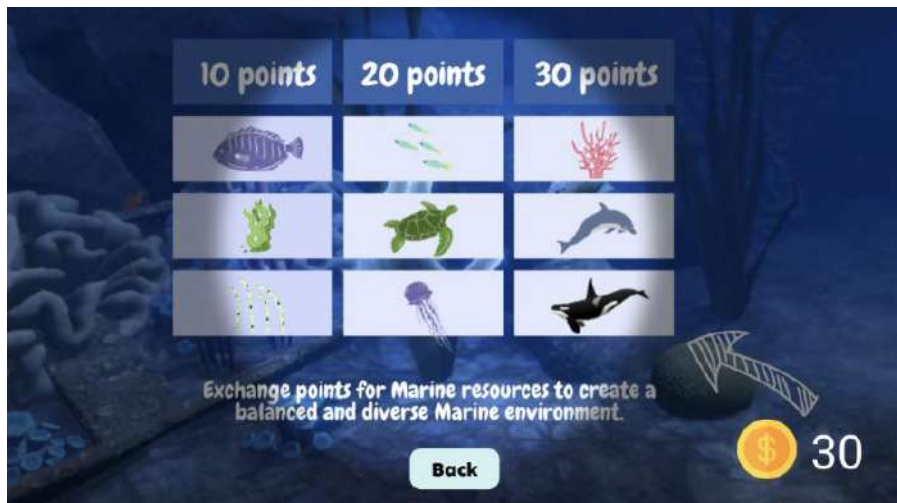


Fig.6. Exchange points for marine resources and create diverse marine environment

#### 4. Conclusion

This paper addressed the emergency of increasing adolescents' marine environmental protection awareness and highlighted the effectiveness of VR in marine education. Through a review of the previous VR practices and the analysis of target audience characteristics, the paper designed a novel VR game that integrates immersive VR experience and game-based learning, effectively aiding adolescents in exploring the marine environment, delivering educational content, and motivating positive actions. The VR game "Ocean Explorer" enables players to virtually explore the ocean features, and use game mechanisms to improve their marine ecosystem knowledge and empower positive actions. However, limitations of this game should be noted. The side effects of VR on some individuals may be unpleasant. People can feel Nausea, dizziness, vision problems, and even epilepsy. VR developers should consider in-game interactions to ensure maximum comfort of users as different tasks can produce widely varying levels of sensory conflict (Marinho, Terton & Jones, 2022). Many people will soon feel sick when they try virtual reality headphones. Technological progress in the past few years has alleviated this phenomenon, but



many sensitive people are still suffering its consequences.

In future, we will center on augmenting the game's accessibility by seamlessly integrating the gaming experience with classroom instruction. Additionally, we intend to formulate a comprehensive VR evaluation framework, encompassing aspects such as game design protocols, empirical testing, data analysis, participants' immersive engagement, and performance metrics. We strongly urge researchers and practitioners to work in research involving the application of VR technologies to tackle marine environmental concerns and other pertinent societal issues.

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## **A STUDY ON THE INFLUENCE OF ONLINE DIAGNOSTIC ASSESSMENT TOOLS ON IN-SERVICE MIDDLE SCHOOL LANGUAGE TEACHERS' ASSESSMENT LITERACY**

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### **ABSTRACT**

The multiple case study was designed to investigate the impact of online diagnostic assessment tool on the assessment literacy of nine in-service secondary English teachers. Based on the findings of previous studies, five types of the impact of the assessment tool on assessment literacy were generated by analysing the interview data, i.e. increasing new knowledge about assessment; revitalising existing knowledge about assessment; drawing on pre-existing knowledge about assessment; transforming teachers' misconceptions of assessment knowledge into scientific concepts; and transforming teachers' theoretical knowledge about assessment into practical knowledge. The study also identified the principles of action that generated these impacts, which were explained by the four-layer contradictions of activity theory.

**Keywords:** online diagnostic assessment tool; assessment literacy; language teachers; impact; multiple case study

### **1. Introduction**

In recent years, the professional development of foreign language teachers has become an important issue at both home and abroad, in which the assessment literacy of foreign language teachers has received more and more attention. In domestic and international research on language assessment literacy, it can be divided into four categories according to the research topics, namely, exploring the theoretical framework of language assessment literacy, researching the level

and training of language assessment literacy of testers, the development path of language assessment literacy, and researching the influencing factors of language assessment literacy (Gan & Pan, 2022). The impact of online diagnostic assessment tools on language assessment literacy is not a common research perspective in the study of factors influencing language assessment literacy. Since the epidemic, "online assessment" has become increasingly important for teaching and students' learning, as it can break through the limitations of time and space, provide convenient assessment services, and provide timely feedback and suggestions. Currently, there are many empirical studies on the impact of diagnostic online assessment tools on students (Wang et al., 2021; Kang, 2020; Liang, 2021; Taghizadeh et al., 2014), but there are very few studies on the impact on the development of language teachers' assessment literacy. Therefore, the purpose of this paper is to examine the topic of "the impact of online diagnostic assessment tools on the development of language teachers' assessment literacy" to find out what the impact is and what factors contribute to this impact.

## **2 Literature Review**

### **2.1 Definition of language teacher assessment literacy and related research**

There is no single definition of the concept of 'language assessment literacy', which Malone (2013) defined as a language teacher's ability to explain the test and apply this knowledge to classroom practice, particularly in relation to language assessment issues. Scarino (2013) argued from the perspective of sociocultural theory that language teachers need to be able not only to understand the conceptual core of the assessment methods, but also to implement them in the particular social situations. Scholar Lin (2019) defined language assessment literacy as "a teacher who has a more comprehensive and deeper understanding of the language being taught and language learning, who has the basic knowledge, skills, and abilities to design, develop, or evaluate language classroom assessment, who is familiar with the process of language assessment, and who is aware of the principles and concepts behind the practice of language

assessment.... ". In addition to such more holistic explanations, other scholars had also conceptualized language assessment literacy. Brindley (2001) first deconstructed it into the social context in which assessment took place, the definition and description of language proficiency, the development and evaluation of language test materials, assessment in the language curriculum, and the practice of assessment. Inbar-Lourie (2008) constructed a three-dimensional assessment framework of why, what, and how. Davies (2008) deconstructed language assessment literacy into skills, knowledge, and principles from the aspect of instructional materials. Taylor (2013) synthesised the conceptualizations of previous scholars and deconstructed language assessment literacy from eight dimensions: theoretical knowledge of language assessment, professional skills, concepts of principles, language pedagogy, socio-cultural values, local customs, personal beliefs or attitudes, scoring, and decision making.

Study abroad on the language assessment literacy focused on the theoretical framework of assessment literacy, the level of language assessment literacy and the training of those involved in testing, the pathways of language assessment literacy development, and the factors influencing language assessment literacy (Gan & Pan, 2022). In the empirical study of the theoretical framework, Fulcher (2012) constructed a three-level hierarchical model of language assessment literacy through an internet survey and factor analysis of the results, thus expanding the theoretical framework of language assessment literacy. In a study on "the level of language assessment literacy", Gan and Jiang (2020), Pu and Xu (2021), Crusan et al. (2016), Impara et al. (1991) and other scholars found that teachers were ambiguous about the real purpose of language assessment, insufficient to score and communicate assessment results, and also insufficient to design and develop assessment results. In a study on "ways to develop language assessment literacy", Gan and Pan (2022) pointed out that language assessment courses for pre-service teachers and workshop training for in-service teachers

were two important ways to develop language assessment literacy. Related empirical studies involved Xu and Hao (2017), Ölmezer Öztürk (2021), Hatipoğlu (2015), Jin and Jie (2017). In terms of "factors influencing language assessment literacy", Jiang (2019) found that the type of university, age of teaching, and academic qualifications had a greater impact on teachers' assessment literacy; Yan et al (2018) found that the testing environment, stock of knowledge about assessment, and experience of assessment also had an impact; and scholars such as Babaii and Asadnia (2019) found that language assessment knowledge and reflection on assessment practices also affect the development of language assessment literacy.

The above scholars defined and conceptualized 'language assessment literacy' from different perspectives, while this study adopts Lin (2019)'s definition as it is considered to be more reflective of the nature and context of language assessment and language teachers' work.

## 2.2 The use of online diagnostic assessment tools and related research

Diagnostic language assessment is an application of the New generation testing theory in the field of language testing, which aims to enable learners to improve their learning methods, optimize their learning strategies and improve their learning outcomes through the provision of refined feedback and remediation (Alderson, 2005). The diagnostic assessment tool is therefore one of the tool to implement the theory in the field of language testing. As far as its function is concerned, the diagnostic assessment tool can diagnose students' learning difficulties and the causes of the difficulties (Linn & Gronlund, 2003), and at the same time, teachers can design more targeted learning activities based on the diagnostic results to help students choose courses and learn the contents (Wu, 2017). At present, after exploring the application of diagnostic language tests at home and abroad, several diagnostic testing systems have emerged. Among them, the most popular ones in use are DIALANG, DELTA (Diagnostic English Language Tracking Assessment) and DELNA (Diagnostic English Language

Needs Assessment) (Jin & Yu, 2019 ). "Udig" is a domestic online English diagnostic assessment system, which can help students and teachers identify weaknesses through the mode of "conducting diagnosis - identifying problems - making suggestions - implementing remedies - and continuous improvement". It can help students and teachers identify weak English micro-skills and provide specific feedback reports, which can help them improve English learning and adjust teaching decisions as well (Wu, 2017; Qiu, 2022).

There have also been some relevant studies on the use of diagnostic assessment tools, both domestically and internationally. For example, Baglantzi (2012) investigated the potential of DIALANG to replace teachers' order of placement test questions, and through the study found that DIALANG could be used as an effective placement tool, but it was limited to the assessment of listening, writing, and reading; Huhta (2010) investigated the usefulness of DIALANG and found that the feedback function of the system received positive responses from users; Taghizadeh et al (2014) investigated the self-assessment function and found it to be practical and effective. Among the domestic studies on diagnostic assessment tools, Qiu (2022) conducted action research on the evaluation of listening ability by adopting the five-step diagnostic model of the "Udig" platform to confirm the true level of students' listening; Cao (2019) found that the "Udig" platform was a good tool for evaluating students' listening ability through repeated action research. The "Udig" Learning platform is an effective tool for identifying problems, developing action plans, improving classroom teaching, and improving the quality of teaching.

It can be seen that these online diagnostic assessment tools have become practical and effective tools for assessing students' English proficiency, which can help learners to find out their linguistic weaknesses and strengths, and also help teachers to understand the real level of students' English proficiency and adjust their teaching accordingly.

### 2.3 Research on online diagnostic assessment tools and language teachers' assessment skills

Jopp and Cohen (2020) pointed out that most of the current empirical studies of this kind explore the impact of online assessment tools on learning from the students' perspective, and few of them deal with the impact of teachers in the process of using online assessment tools (Xu & Qiu, 2022). Wang et al (2021) adopted an action research method to diagnose students' English reading skills through the use of "Udig", and found in their study that the "Udig" platform could help teachers analyse students' reading comprehension problems, thus further improving teachers' language assessment literacy. Cao (2019) found that the detailed, systematic and targeted feedback provided by "Udig" was conducive to improving teachers' language assessment literacy, and Kektsidou and Tzagari (2019) found that teachers could obtain specific information about students' language weaknesses when using DIALANG, thus identifying students' language weaknesses and improving their reading skills. Based on the above discussion about online diagnostic assessment tools, it can be seen that with the characteristics of diagnosis, analysis and evaluation, online assessment tools primarily makes a great difference in the students' performance (Linn & Gronlund, 2003). But according to Levi and Inbar-Lourie (2020), by exploring and analyzing assessment tools, it can also offer a glimpse into the influence of them on the language teachers (Levi & Inbar-Lourie, 2020).

As for teachers' language assessment literacy, some studies have shown that it still need to be improved. Xu and Qiu (2022) found that teachers' online assessment literacy was unsatisfactory and their ability to provide feedback to facilitate learning was inadequate. Pu and Xu (2021) found that teachers went through a process from ignoring assessment to overdoing it, indicating that teachers did not naturally integrate online assessment into their teaching and did not understand it as an integral part of the curriculum.



This suggests that practically, although online diagnostic assessment tools have a positive impact on teachers' language assessment literacy, teachers do not internalize them in their assessment behaviour. Theoretically, the research on the impact of online assessment tools on development of language teachers' 'assessment literacy' is still less and therefore needs further investigation.

### **3. Research Methodology**

#### **3.1 Research questions**

- (1) What are the influences of online diagnostic assessment tool on language teachers' assessment literacy?
- (2) How are these influences produced?

#### **3.2 Research paradigm**

The paper adopts the qualitative approach informed by the philosophical position of constructivism. From the perspective of constructivism, it emphasizes that our understanding for this world is inevitably constructed by us, rather than a purely objective perception of reality (Maxwell, 2013). And what we think is reality is also constructed by our life experience and interaction with context (Creswell, 2013). Qualitative research is used to understand how people experience the world through interaction with the participants to construct meaning, which plays a role of exploring social phenomenon, illustrating meaning and probing into socio-cultural structure (Chen, 2000). A multiple case study is a method to shift the focus from comprehending a single case to the differences and similarities between cases (Hunziker & Blankenagel, 2021). This paper will adopt a multi-case study as the research method to provide detailed and authentic understanding of the research questions.

#### **3.3 Theoretical framework**

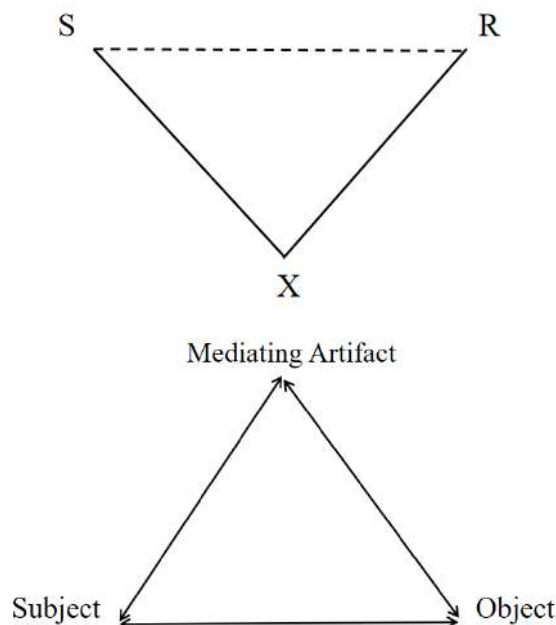
Activity theory is a theory which studies human activities in a specific social, cultural and historical context. It provides an analytical framework, which contributes to describing activity in a structural way, analyzing the components and interactive mechanism in activity, and finally revealing the complex human activities (Yamagata-Lynch, 2010). In order to explore the mechanism of action

of the influence, “the third generation of activity theory” and its derivative “the theory of expansive learning” will be employed as analytical framework in this research.

### 3.3.1 The Development of Activity Theory

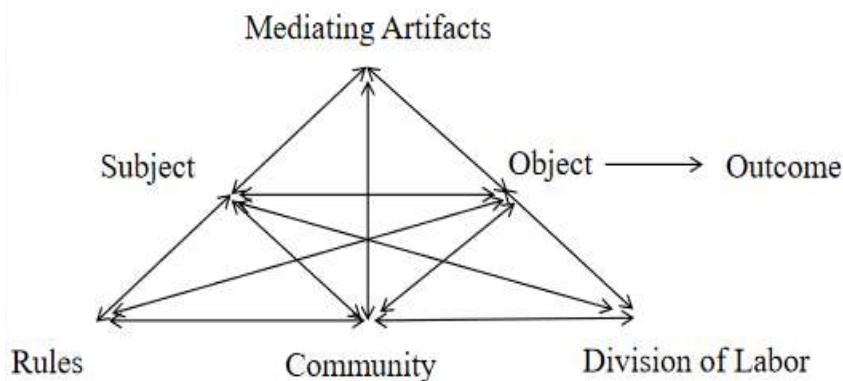
Activity theory was proposed by Engeström in 1987, and its development has gone through three stages (Engeström, 2001).

The first generation of activity theory was created by Vygotsky (1978) based on the theory of knowledge of dialectical materialism, and the idea was “mediation”. In Vygotsky’s triangular model, “the conditioned direct connection between stimulus (S) and response (R) was transcended by ‘a complex, mediated act’” (Engeström, 2001, p. 134), and the mediation of actions was suggested by subject, object and mediating artifact. The models are depicted in Figure 1. Although the first generation of activity theory proposed the important idea “mediation”, a tool that makes interaction between subject and object achieve a desired outcome, it neither formulated a systematic theory nor had a collective activity focus (Yan & Yang, 2017; Lu et al., 2007).



### Figure 1 The first generation of activity theory (Vygotsky, 1978)

The second generation was developed by Leont'ev (1981) who explained the essential difference between an individual action and a collective activity and incorporated rules, community and division of labor into the activity theory. Rules, community and division of labor are indispensable, because when subject takes action to achieve the goal, it is also constrained or influenced by these three elements (Yan & Yang, 2017). What is more, with the idea that "internal contradictions are the driving force of change and development in activity systems" (Engeström, 2001, p. 135), Leont'ev proposed the hierarchical structure of activity, namely activity, action and operation. He began to pay attention to the complex relationships between individual and community and reckoned that there existed certain differences. Although he did not expand the model of first generation of activity theory graphically, he made activity theory established from then on. Such a model is shown in Figure 2.

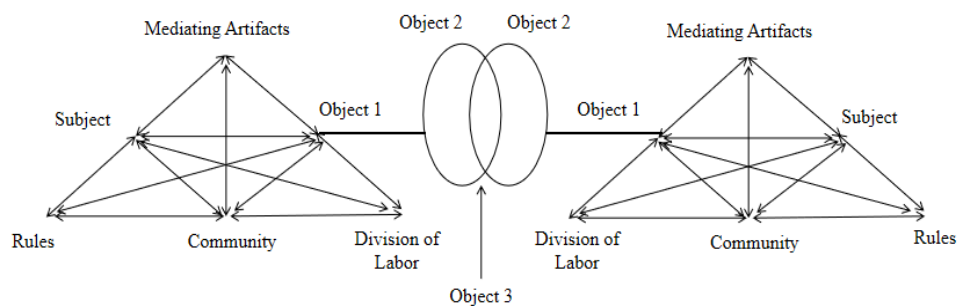


### Figure 2 The second generation of activity theory (Engeström, 1987)

In Figure 2, subject refers to individual or organization in an activity system. Object is a dynamic target, which is operated by subject and converted into outcome. Mediating artifacts refer to the material or spiritual tools that transform object into the desired outcome. Community is several individuals and organizations that share the object. Rules are the regulations, norms,

relationships of the community members, and so forth, which constrain the subject. Division of labor is the distribution of tasks and the distribution of status.

With the idea of “internal contradictions as the driving force of change and development in activity systems” gradually becoming the guiding principle of empiricism, Engeström (1987) explored and created the third generation of activity theory. It put activity systems into the whole social background and emphasized interactions among these multiple activity systems so as to reveal the diverse social contexts (Yan & Yang, 2017). What is more, the development of activity is regarded as a extended learning process in which learners acquire the things produced in practice in the drive of internal contradictions. The model of third generation of activity theory is shown in Figure 3. At least two interacting activity systems are included in the model of activity theory.



**Figure 3 The third generation of activity theory (Engeström, 2001, p. 136)**

The third generation of activity theory highlighted the participation and interaction of activity, which atoned for the neglect of multi-voicedness, discrepancy, and so forth. It could be summarized with the help of five basic principles (Engeström, 2001). The first principle is that activity system is a collective, tools-mediated and object-oriented system in which any individual or group action is an independent unit that can be interpreted only in the activity system. The second principle is the multi-voicedness of the activity system. In this system, there exists multiple perspectives, traditions and interests, and the

division of labor also creates different positions or status. The third principle is historicity, which is regarded as local history of activity and its object. By learning about the history, problems and potentials of the activity system can be sought. The fourth principle is contradictions as sources of change and development. The contradictions refers to the structural tensions accumulated historically among the activity systems. They were divided into four levels by Engeström (1987), shown in Table 1.

**Table 1 Four-layer contradictions in human activity system**

Primary contradiction	The principal contradiction, existing in each element of central activity
Secondary contradiction	The contradictions between elements of central activity, occurring when a new element enters the activity system
Tertiary contradiction	The contradiction between central activity and higher central activity, occurring when the higher cultural object is introduced in the activity system
Quarternary contradiction	The contradiction between central activity and adjacent activity

The fifth principle is the expansive transformation in activity. When the individual or groups question and deviate from the current norms, a collective change may begin; when the object and motive have been redefined to involve the wider range of possibilities, the expansive transformation is achieved. This is related to the theory of expansive learning, developed by (Engeström, 2001).

### 3.4 Research objects

This research takes Udig as the assessment tool, which is a developed in China by Foreign Language Teaching and Research Press (FLTRP) and employed in both middle schools and universities. Compared with the traditional online assessment systems, Udig is equipped with a powerful diagnostic and feedback system, detecting weak mini-skills and providing targeted suggestions to both teacher and students. Through going through the procedure of “implementing

diagnosis, examining problems, giving suggestions, implementing remedies and improving ability”, learners can be clear about their shortages of language skills and think of ways to improve them (Qiu, 2022).

For participants, nine in-service middle school teachers from Beijing will be selected purposefully to participate in this research. All the participants have one-year experience of using Udig as assessment tool to give assessment, and most of them have experienced setting questions in Udig. In this study, all the participants will participate in an in-depth semi-structure interview so as to make researchers learn about the issues about research questions. The information of the 9 interview participants is shown in Table 2.

**Table 2 Information of interview participants**

Name	Gender	Age	Years of teaching	Site	Assessed skills
Mr Fu	Male	44	19	Senior school 1	Listening, reading and writing
Mrs Xu	Female	43	18	Junior school 1	Speaking
Mrs Jiang	Female	35	11	Junior school 2	Reading
Mrs Si	Female	36	12	Junior school 3	Reading
Mrs Liu	Female	43	19	Junior school 4	Language use
Mrs Zhu	Female	40	16	Junior school 5	Reading
Mrs Fan	Female	39	16	Senior school 2	Listening
Mr Zhang	Male	40	17	Junior school 6	Speaking
Mrs Wen	Female	40	16	Junior school 7	Language use

### 3.5 Data collection

In this research, semi-structure interview is used to collect qualitative data of research question 1 and research question 2. Interview is a common but effective tool to collect data through oral communication and interaction. It can realize an in-depth understanding between interviewer and interviewee in the case study and reshape the event in the real life (Wu, 2010). Thus, in order to conduct a deep investigation on the use of online diagnostic assessment tools among

in-service teachers, interview is used to undertake this task in the study.

### 3.6 Data Analysis

After interviewing the nine in-service middle school English teachers, researcher collated and summarized interview data in Excel document. Following the principles of the grounded theory (Chen, 2001), the researcher first coded the data at level one (open coding), then at level two (associative coding), and next at level three (core coding). Finally, based on the three levels of coding, the researcher constructed five influences of on Udig on teachers' language assessment literacy, which will be presented in detailed in the “findings and discussion” section below.

In the process of analyzing research data, researcher temporarily suspended her own preconceptions and value judgments in order to make herself focus on the original data; after the repeated readings of the data, researcher coded and recorded the data, searched for local concepts and further categorized data for the preparation of in-depth analysis.

## 4. Findings and Discussion

### 4.1 Five influences on language teachers' language assessment literacy

#### 4.1.1 Increase the new assessment knowledge

In the interview, when researcher asked Mrs Xu to talk about her feelings of first using Udig for assessment, Mrs Xu mentioned her initial feelings and experiences with language assessment.

*Mrs Xu: “The question items involves reading aloud and human-computer interaction. It provides a context. Students can interact with the human-computer according to this context, and they have to answer some questions in the process ..... The human-computer interaction enables students to achieve communicative purposes, which means that students are required to communicate and interact in the specific situation, and this ability to interact is very important in speaking .....*

Mrs Xu has increased her knowledge of speaking assessment by using Udig for speaking assessment. She learned that teachers need to assess students' oral communication skills in a context so that students' oral expressions will be trained more natural and authentic, and the assessment will be also more accurate and effective.

In addition to the above oral assessment, Mr Fu also had new feelings and experiences in the reading assessment and obtained new assessment knowledge:

*Mr Fu: I found that an article has a main idea, main ideas and details, which is what I think that all of us need to pay attention to because we used to think that an article only had a main idea, but now there is a "main ideas". Logically, the main idea has a widest range, followed by the main ideas, and finally the minor details .....*

By using the Udig to give assess, Mr Fu realized that both main idea and main ideas in a text need to be paid attention to. Thus, through this assessment experience he figured out the real difference between main idea and main ideas, which increased his knowledge about assessment, enhanced the awareness of the assessment of reading micro-skills and transformed it into the assessment behaviour in classroom. This finding is consistent with the findings in earlier research that have been mentioned in “section 2 literature review”. The research concluded that Udig, as an assessment tool, can provide teachers with detailed and systematic information to help them know more assessment knowledge, reflect on their teaching and assessment, and improve their assessment literacy (Wang et al., 2021; Cao, 2019)

#### 4.1.2 Activate the previous assessment knowledge

During the interview, when researcher asked Mr Wen to talk about the issues that had not been paid attention to before but now had been a focus in the process of using Udig, Mr Wen paused for a moment and said:

*Mrs Wen: ..... after using Udig to give assessment, now I realize that in the*



*process of teaching and assessing language skills, it is really necessary to integrate the formal meaning and usage into teaching and assessment. We should teach them in discourse rather than separating them out. ....*

From Mrs Wen's description, we can see that she had the idea of combining form, meaning and usage but did not put it into practice. When she used Udig, the external information entered into the brain and stimulated the corresponding schema, which made the mechanism react and interpret the situation (Cui, 2012). Thus, the existing assessment knowledge of testing language use in discourse in Mrs Wen's brain was activated and now become the knowledge that could be used. This change of Mrs Wen's assessment knowledge will make a difference in her teaching and assessment in the future.

#### 4.1.3 Draw on the existing assessment knowledge

When researcher asked how the feedback reports provided by Udig can help teachers, several teachers being interviewed were enthusiastic about this question and talked about their gains in using Udig to give assessment. Mrs Jiang said:

*Mrs Jiang: One of the micro-skills that students have in reading is that the comprehension of detailed information is not good enough, and we didn't pay much attention to it before. But now, after using Udig, I know that students should understand the text first, so I ask them to fill in the table while they're reading in order to help them to understand the text. For example, why did it go on to make the invention? What was the reason? .....*

*By the way, one more thing I found in the use of Udig is that the meaning and usage of vocabulary also need to be examined in the real context or situation. So when I set questions, I increase the numbers of questions with context to train our students .....*

In Mrs Jiang's speech, she mentioned the way to assess the understanding of detailed information in reading and the way to assess the words in Udig. She also

suggested the corresponding solutions to assess weak micro-skills she adopted, such as “assessing detailed information in the process of filling in the table while reading” and “adding the question about inferring the meaning of words in context to assessment the comprehension of vocabulary”. It is clear from Mrs Jiang’s statements that after using Udig she was able to draw on her existing assessment knowledge and apply it to her future assessment and teaching. This invocation of assessment knowledge at the behavioral level reflects a change in teachers’ assessment awareness and behaviour in the process of using the assessment tool. It indicates that teachers have improved their basic knowledge, skills and abilities in language assessment to some extent and have become more familiar with this assessment process (Lin, 2019).

#### 4.1.4 Transform misconceptions in assessment knowledge into scientific conceptions

In response to the second interview question, Mrs Wen gave a different answer after her reflection:

*Mrs Wen: ..... I've found that if a student does well in the multiple choice questions, it doesn't mean that he has already completely understood that language knowledge and can apply that language to communicate with others..... So I think that the exercise of sentence completion or multiple choice questions more intends to test whether students know this knowledge, so it is more likely to let the students just stay in a situation of knowing. Students can do call exercises correctly not because they have mastered the knowledge, but because they can use some techniques to help them do them right, even without reading questions. For example, when students see the word “now” in the questions, they will choose “is” or “are” as answers, but they don't know why it is used here or how to use it in another situation.....*

We can see from Mrs Wen’s description, she used to assess the use of language more in the multiple choice questions, which gave students no opportunities to understand language in the context in order to know its real usage and have a

deep comprehension. But after she used Udig, she started to have the awareness that this way of testing language can not assess the real level of students. The better way is to test language in the situation in which students can try to figure out the usage of language. Therefore, with the use of Udig, the misconceptions of language assessment gradually shifted to the scientific conceptions that could assess students' real language levels and render teacher clear about the ways to adjust teaching. In the interview, Mrs Wen said:

*Mrs Wen: yes, after using Udig to give assessment, I realized that the assessment and teaching of grammar and vocabulary cannot be left out of the discourse. It can not be achieved by a multiple choice question or by translating a sentence because we still don't know the students' real situations in the comprehension of this knowledge although they can get it right. ....*

After reflecting the use of Udig, Mrs Wen understood that the assessment of language knowledge should be based on the discourse, and the mastery of single linguistic form can not be an indicator that students can use the language. Therefore, this change in teachers' perceptions of assessment can reflect Lin (2019)'s definition of teachers' assessment literacy of "being able to understand the principles and concepts behind the practice of language assessment", which indicates that teachers' assessment literacy has improved.

#### 4.1.5 Put theoretical knowledge about assessment into practice

During the interviews, many teachers mentioned the changes in their understanding and behaviour after using Udig, which mainly embodied in the ability to use the theoretical knowledge they gained in their next assessment practice. Mr Fu suggested that:

*Mr Fu: now I am devoting myself to the work of differentiating the meaning of main idea and main ideas and put my understanding into the real practice in the class. For example, when I was teaching sport and health, I introduced the sport first and then I let students read the passage to find out which sports the writer*

*mentioned and from which aspects the sports were introduced. I think that by getting the students to focus on which sports are introduced, I'm probably focusing on the main idea, and getting them to focus on ,from which aspects the writer introduces it, I'm probably focusing on the main ideas, and then I will getting them to focus on what the specific information is .....*

Mr Zhang also mentioned in the interview:

*Mr Zhang: ..... I think integrating the core competencies in the question items is very important which I have not paid attention to before. I have neglected the cultivation of core competencies in setting questions and selecting questions, but now it seems that whether it is assessment or teaching, it is still necessary to promote the development of core competencies and regard it as the ultimate goal. Therefore it is necessary to implement it. ....*

From the above statements, we can see that the assessment knowledge of “main ideas” and “core competencies” of the two teachers did not remain at the level of “knowing”, but became more concrete after using the assessment tools. The previous research shows that although teachers lack theoretical knowledge of assessment and the opportunity to apply it (Gan & Jiang, 2020), the use of assessment tools can provide teachers with the opportunity to practice their theoretical knowledge and, at the same time, fill the gaps in their theoretical knowledge and familiarize themselves with the process of language assessment. Because language assessment literacy involves both theoretical knowledge and practical skills (Malone, 2013; Scarino, 2013), the transformation of theoretical knowledge into practical knowledge plays an important role in improving teachers' language assessment literacy.

In summary, among the five influences of the use of assessment tool on teachers' assessment literacy, the influence of “increasing new assessment knowledge” was shared by all nine pre-service middle school English teachers, followed by the influence of “transforming teachers' theoretical knowledge of assessment into practical knowledge” and “transforming misconceptions in assessment

knowledge into scientific conceptions". Although the five categories of influences above have different degrees of impact, they all reflect the changes in teachers' assessment literacy, suggesting that the use of assessment tools can make a big difference in teachers' assessment literacy.

#### 4.2 The mechanism of the influence of Udig on teachers' assessment literacy

Activity theory states that "the internal contradictions are the driving force for the change and development in an activity system", so the four main contradictions in human activities can be used to explain the reasons for the influence of Udig on teachers' language assessment literacy (see Table 1).

##### 4.2.1 Primary contradiction: teachers' original assessment experience and new assessment experience

Primary contradiction exists within the elements of the activity system. At the beginning of the activity in the teacher-students community, Mrs Wen, as the subject of the activity, was first confused about the evaluation of the ability to use language knowledge. She thought that the assessment of language use was a test-oriented assessment of syntax and lexis, and although the knowledge of language use had been clearly explained in class, the results of each assessment were still unsatisfactory, which caused her to question it.

*Mrs Wen: I also wondered what the ability to use language knowledge was. I had the impression that it could be influenced by the test and that it was the knowledge of grammar or word formation. I felt that this part of the lesson was taught really clearly, but from the point of view of the students' results it was still very weak. I thought to myself that for students, this part of knowledge had been learned for more than three years, so I was quite shocked by their learning results.....*

With the doubts about her original assessment experience, Mrs Wen came into the contact with Udig. In her diagnosis of her students and her ongoing reflection, Mrs Wen changed her original concept of assessment:

*Mrs Wen: I have just begun to think that I have to consider the students' learning situation before assessment, which cannot be based on a general experience without data, but should be analyzed one by one through the diagnostic report provided by assessment tools in order to explore what are the reasons behind the phenomena ..... Secondly, the assessment of the use of language knowledge cannot be taught separated from the discourse, and students need to understand how it is used in this context and why it is used in this way. In fact, in my previous assessment and teaching, I did not make much use of grammatical knowledge in the discourse.*

The above shows that Mrs Wen's original concept of assessment of syntax and lexis is in conflict with the advanced concept of assessment based on the learning context and relying on discourse, which drives her to explore the most appropriate way to assess students language use.

#### 4.2.2 Secondary contradiction: the use of assessment tools and the improvement of language assessment literacy

Secondary contradiction exists between the old and the new elements of activity after the new elements are introduced into the activity system. In teacher's assessment activities in this study, the new element (Udig) was introduced into the activity system and changed the order of the activities. Teachers were not aware of the operational procedures and specific functions of Udig in assessment, so this created a contradiction between the desire to improve language assessment skills and the use of Udig as an assessment tool. In order to resolve this contradiction, teachers take some measures like literature readings, participation in professional training and guidance, and so on. Mrs Liu mentioned:

*Mrs Liu: ..... I also read the literature to explore the ways to set questions in Udig. The literature can actually help me understand why Udig use this way to set questions and what are the principles behind it.*

*At the beginning of participating in the work of setting questions in Udig, we first read the curriculum standards, textbooks and so on in order to learn about the requirement of the knowledge that we will set questions about, and then we have a 4-day intensive training of setting questions with the guidance of a UK expert .....*

By actively seeking outside help and actively participating in related activities, Mrs Liu understood and experienced the process of setting questions in Udig and, in the process, she improved her language assessment literacy. From this above, we can see that appropriate supplementation with external resources can help teachers to resolve the conflicts between the mediating tool (Udig) and the object (improving language assessment literacy), and promote the realization of the goals.

#### 4.2.3 Tertiary contradiction: experts' advanced assessment concepts and teachers' inherent assessment knowledge

Tertiary contradiction is the contradiction between the advanced forms of activities and the old forms of activities. The improvement of teachers' assessment activities do not achieved overnight, so the development of teachers' assessment literacy is a continuous and gradual process. In teachers' assessment activities, they are influenced by the advanced experience of experts. For example, in the process of communicating with experts and sharing evaluation experiences, teachers' original assessment concept are influenced, which provides teachers with a new vision and perspective of assessment and promotes the transformation of their assessment concepts. Mrs Liu said at the end of the interview:

*Mrs Liu: I think the best thing about this topic is that there is support from experts, for example, after we finish the evaluation, there will be an exchange with the experts who will make comments on our evaluation and then discuss and exchange the experiences with us. Actually the collision brought about by this kind of exchange and sharing of comments can enlighten us a lot, which give*

*us motivation and confidence to make bigger progress ..... Although the experts may not be able to give you certain kind of specific support, they can make you grow in the expertise and skills in assessment.*

It can be seen that the communication and discussion between teachers and experts can promote the improvement of teachers' assessment literacy, in which the contradiction between teachers' inherent knowledge of assessment and experts' advanced concepts is gradually resolved, thus promoting the development of teachers' assessment literacy to a higher level.

#### 4.2.4 Quarternary contradiction: teaching system and assessment system

Quarternary contradiction refers to the contradiction between the central activity and its adjacent activity. In this study, teachers, who are the subjects of the assessment system, are confronted with the tension between teaching and assessment activities on a daily basis. However, teaching and assessment are not the separate activities or systems; instead, they interact and influence each other. The results of Sun and Xiong (2020)'s study also show that the practice of designing assessment questions and giving assessment can bring about the promotion of teachers' teaching, which is conducive to achieving the goal of "assessment promotes teaching". In this study, Mr Zhang, through the use of Udig for assessment, found that the concepts of designing assessment questions were contradictory to his teaching, and after reflecting on this, she improved his teaching, which facilitated the further development of his teaching and assessment. He mentioned

*Mr Zhang: ..... I first learned about the question items of this part of language knowledge in Udig platform, and I found that they were all related to the core competencies, and then I also noticed that there was a situational dialogue, which is more often used in the exercise of reading a short text reading aloud, but in my usual teaching I usually just let the students read the passage separate from the situation ..... Through this, I feel that I need to pay attention to the "authenticity" of communication in teaching, for example, I need to let students*



*read the situational dialogue, because it can provide them with a scene and a kind of authenticity.....*

It can be seen that with Mr Zhang's observation, practice and reflection, the advanced concepts in the evaluation activities made a difference in his teaching activities, which made Mr Zhang start to adjust his teaching practice, and the contradiction was gradually resolved.

## 5. Conclusion

This study found that the influences of the assessment tool on teachers' language assessment literacy can be divided into the following five types: (1) increasing the new assessment knowledge; (2) activating the previous assessment knowledge; (3) drawing on the existing assessment knowledge; (4) transforming misconceptions in assessment knowledge into scientific conceptions; (5) transforming teachers' theoretical knowledge of assessment into practical knowledge. In the process of using Udig, all nine in-service middle school English teachers increased the new assessment knowledge, while a small number of teachers activate the previous assessment knowledge in the use of Udig, which caused by the situation that many teachers lacked the accumulation of assessment knowledge and thus have a need to expand their assessment knowledge and put it into the practice of using assessment tools. The four types of contradictions in teachers' assessment activities can interpret the mechanism of the influence of assessment tool on language assessment literacy, because the contradictions drive the change and development of the activity system.

This study enriches the local research on the impact of online assessment tools on teachers' assessment literacy, which helped secondary school English teachers to improve their assessment awareness and assessment behaviour, and to some extent contributed to the development of their teaching levels. However, this study had a single data collection tool, which is interview. In addition to interview, reflective journals can be an alternative way to collect data in order to make it more comprehensive. what is more, only one round of interviews was

conducted in this study, so in future research, the number of rounds of interviews can be increased so that the exploration of the research questions can be deeper and further.

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## **‘KANYASHREE PRAKALPA’ IN THE WELFARE OF GIRL STUDENTS IN WEST BENGAL: AN ATTITUDE STUDY**

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### **Introduction**

The scheme entitled “Kanyashree Prakalpa” was launched by the Honorable C.M. of West Bengal in October, 2013. The scheme of Kanyashree was introduced in order to prevent the early marriage of girl children who belong to the families that are socio-economically backward and who have a family income of Rs. 120000 per annum. The scheme was initiated so that girls who come from families which are underprivileged and have financial constraints can also pursue education and not get married at a tender age. Under the scheme, the girl students in the age of 13-18 years get Rs.500 per years, and the unmarried girl students in the age of 18-19 get Rs.25000. As child marriage has a grossly negative impact on the lives of children, adolescents and young women, this scheme is expected to bring about improved outcomes in terms of the educational status, health, especially facilitating the prevention of infant and maternal mortality, and contribution towards the empowerment of the girls in the state, bringing immeasurable benefits for the larger society.

### **Concept of Kanyashree Prakalpa**

The Kanyashree core objectives are simple and focused. They aim to ensure that girls stay in schools and delay their marriage at least up to age of 18. The Kanyashree approach is also simple. It uses a social safety mechanism that has shown a high degree of success in transforming lives of children. The scheme has two cash transfer components as already mentioned. However, the general objectives of the scheme are: -

- To reduce the percentage of child marriage.
- To improve the maternal mortality rate.
- To know how many of the girls under this scheme complete their education at secondary level.

- To know the reduction in the percentage of drop-out students.
- To know the reduction of the child mortality rate.
- To know the improvement of the attitudes of the parents towards the early child marriage.
- To know how to overcome the nutrition problem of both child and mother.

### **Review Related Literature**

Mr. Sen (2016) studied the empowerment of adolescent girls in the slum area. He identified the trends of drop-out rate of girl students from post elementary education in the study area and the inter-relationship among drop-out rates of girl students, poverty and child marriage in the study area. His findings showed that drop-out of girl students, poverty and child marriage were interrelated in the slum area; drop-out of girl students had been reduced from post elementary education in the study area due to Kanyashree project. This project played a vital role in the development of post elementary education of slum girls as well as decreasing of child marriage. In the last two years child marriage and drop-out problem had been decreased.

Mukherjee and Paul (2017) wanted to reduce the drop-out number amongst girls from poor families who are not covered by the scholarship, and to ensure compliance with the legal provisions pertaining to the minimum age at marriage. They concluded that the scheme had positive impact on preventing trafficking of girls and preventing early child marriage. Not only that, it had created a positive social perception and ambience so that the girl children could lead a meaningful life.

Bandyopadhyay (2019) tried to address the research question whether there is any variation in the performance of the different districts in West Bengal over the years under the study. The state of association of relative performance of the districts over the year under his study, and whether there are any regional disparities in terms of variation in performance and relative performance of the districts during the period of the study were taken into consideration. His study confirms that the scheme has lot potentials to achieve sustainable development goal. The scheme aimed to eliminate feminization of poverty, inequality between boys and girls from various circle of ill health arising out of pre mature marriage.



Bandyapadhyay (2020) studied an inter-district performance analysis on Kanyashree Prakalpa in West Bengal. His objectives were to know the state performance of different districts in West Bengal in the matter of implementation of the scheme and to know whether there are any regional disparities in the performance of the same. He concluded that in spite of importance of the scheme in terms of ensuring an equal and sustainable socio-economic environment, the implementation of the scheme in the state is yet to be reached at its desired situation.

Biswas and Deb (2020) studied Kanyashree Prakalpa in women empowerment in Murshidabad district of West Bengal, role and contribution of teachers, gram panchayet, and librarians to that end. Their objectives were to reveal the meaning of women empowerment, and to discuss the role of teachers towards the effectiveness of “Kanyashree Prakalpa” in women empowerment.

### **Objectives**

The new objective of the study was to assess of the implementation of the Kanyashree Prakalpa in West Bengal in relation to child marriage. It was also an effort to reach out and understand perceptions of existing and potential beneficiaries on child marriage after the introduction of this project. The core objectives of the study were-----

- (i) To know the difference in attitude between rural girl students and urban girl students towards Kanyashree Prakalpa,
- (ii) To know the difference in attitude between rural girl students and all girl students towards Kanyashree Prakalpa,
- (iii) To know the difference in attitude between urban girl students and all girl students towards Kanyashree Prakalpa,
- (iv) To know the difference in attitude between rural girl students and all respective guardians towards Kanyashree Prakalpa,
- (v) To know the difference in attitude between urban girl students and all respective guardians towards Kanyashree Prakalpa, and
- (vi) To know the difference in attitude between all girl students and all respective guardians towards Kanyashree Prakalpa

### **Hypotheses**

**OH<sub>1</sub>:** There is no significant difference in attitude between rural girl students and urban girl students towards Kanyashree Prakalpa,

**OH<sub>2</sub>:** - There is no significant difference in attitude between rural girl students and all girl students towards Kanyashree Prakalpa,

**OH<sub>3</sub>:** There is no significant difference in attitude between urban girl students and all girl students towards Kanyashree Prakalpa,

**OH<sub>4</sub>:** There is no significant difference in attitude between rural girl students and all respective guardians towards Kanyashree Prakalpa,

**OH<sub>5</sub>:** - There is no significant difference in attitude between urban girl students and all respective guardians towards Kanyashree Prakalpa,.

**OH<sub>6</sub>:** - There is no significant difference in attitude between all girl students and all respective guardians towards Kanyashree Prakalpa.

### **Population & Sample**

All the girl students of the District of Malda in West Bengal at in the age-group of 13-19 under WBBSE & WBCHSE during the study year formed the population of the study; and 200 girl students of Old Malda Block as well as 100 respective guardians formed the sample of the present study.

### **Sampling Technique**

The researchers selected a special sampling technique for carrying out the study. In this regard the researcher applied judgmental or purposive sampling technique as a non-probability sampling technique. The researcher purposefully selected one secondary school for tools construction and standardization. Similarly, three secondary schools (one school from urban area and two schools from rural areas) had been selected for the final study.

### **Tool used**

For measuring the attitude of girl students and guardians, the researchers developed a questionnaire in mother tongue. The scale had been standardized by computing different standardized techniques for assessing the validity, reliability, objectivity, norms, etc. The scale was framed in 3-point scale.

### **Development of tool**

After proper analysis of the background associated with the different aspects of the society, the researchers specified the area of the study. On the basis of that area specification, a review work had been done, then different fundamental dimensions of each scale had been specified properly; after that, items had been developed, and the initial criterion for standardization tested. Pilot testing had

been done also determining the essential properties of a standard data collection instrument like reliability, validity, objectivity, norms, and usability respectively.

### **Administration of tool**

Through data identification, the researchers planned a sampling technique to collect the representative sample for carrying out the present study. In the case of tool administration, the researchers had visited the institutions themselves. Different criteria had been determined for administering the corresponding tools for collecting representative data against the present study.

### **Collection and scoring of data**

After having completed the administration of the final test, the researchers evaluated all the response sheets of the students against a scoring key. The scoring criterion was 3-2-1 for positive items and 1-2-3 for negative items.

### **Analysis and interpretation of data**

The researchers administered different types of descriptive statistics for each frequency distribution in each stratum; they also applied the inferential technique like t-test for computing the mean difference. As per analyzed result of each numerical data set, the researchers carefully interpreted and concluded one by one. In this way, the whole study was completed.

### **Descriptive statistics of data**

<b>Sample Groups</b>	<b>Number</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>SD</b>
All Girl Students	200	57.07	54.00	72.00	14.104
Rural Girl Students	100	57.81	63.00	72.00	14.530
Urban Girl Students	100	56.33	52.00	72.00	13.700
All Guardians	100	72.00	72.50	76.00	06.700

### **Testing of Hypotheses**

All the null hypotheses were tested in the following way-----

**OH<sub>1</sub>:** - There is no significant difference in attitude between rural girl students and urban girl students towards Kanyashree Prakalpa.

<b>Sample Category</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>t</b>	<b>S/NS</b>
<b>Rural Girl Students</b>	100	57.81	14.530	198	0.468	Not Significant
<b>Urban Girl Students</b>	100	56.33	13.700			

The table value of 't' at 0.05 level is 1.97, and the table value of 't' at 0.01 level is 2.60. Here the computed "t" value is 0.468. The computed value is smaller than the table value.

**OH<sub>2</sub>:** - There is no significant difference in attitude between rural girl students and all girl students towards Kanyashree Prakalpa.

Sample Category	N	Mean	SD	df	t	S/NS
Rural Girl Students	100	57.81	14.530	298	0.456	Not Significant
All Girl Students	200	57.07	14.104			

The table value of 't' at 0.05 level is 1.97, and the table value of 't' at 0.01 level is 2.59. Here the computed "t" is 0.456. The computed value is smaller than the table value.

**OH<sub>3</sub>:** - There is no significant difference in attitude between urban girl students and all respective girl students towards Kanyashree Prakalpa.

Sample Category	N	Mean	SD	df	t	S/NS
Urban Girl Students	100	56.33	13.700	198	0.013	Not Significant
All Girl Students	100	57.07	14.104			

The table value of 't' at 0.05 level is 1.97, and the table value of 't' at 0.01 level is 2.60. Here the computed "t" value is 0.013. The computed value is smaller than the table value.

**OH<sub>4</sub>:** - There is no significant difference in attitude between rural girl students and all respective guardians towards Kanyashree Prakalpa.

Sample Category	N	Mean	SD	df	t	S/NS
Rural Girl Students	100	57.81	14.530	198	7.689	Significant
All Respective Guardians	100	72.00	06.701			

The table value of 't' at 0.05 level is 1.97, and the table value of 't' at 0.01 level is 2.60. Here the computed "t" value is 7.689. The computed value is greater than the table value.

**OH<sub>5</sub>:** - There is no significant difference in attitude between urban girl students and all respective guardians towards Kanyashree Prakalpa.

Sample Category	N	Mean	SD	df	t	S/NS
Urban Girl Students	100	56.33	13.700	198	1.709	Not Significant
All Respective Guardians	100	72.00	06.701			

The table value of 't' at 0.05 level is 1.97, and the table value of 't' at 0.01 level is 2.60. Here the computed "t" is 1.709. The computed value is smaller than the table value.

**OH<sub>6</sub>:** - There is no significant difference attitude between all girl students and all respective guardians towards Kanyashree Prakashalpa.

Sample Category	N	Mean	SD	df	t	S/NS
All Girl Students	200	57.07	14.104	298	5.364	Significant
All Respective Guardians	100	72.00	6.701			

The table value of "t" at 0.05 level is 1.97, and the table value of "t" at 0.01 level is 2.59. Here the computed "t" is 5.364. The computed value is greater than the table value.

### Findings of the Study

The findings of the present study are presented below-----

- No significant difference in attitude was found between rural girl students and urban girl students towards Kanyashree Prakashalpa,
- No significant difference in attitude was found between rural girl students and all girl students towards Kanyashree Prakashalpa,
- No significant difference in attitude was found between urban girl students and all girl students towards Kanyashree Prakashalpa,
- Significant difference in attitude was found between rural girl students and all respective guardians towards Kanyashree Prakashalpa,
- No significant difference in attitude was found between urban girl students and all respective guardians towards Kanyashree Prakashalpa,.
- Significant difference in attitude was found between all girl students and all respective guardians towards Kanyashree Prakashalpa.

### Conclusion

There were many projects launched by the government for the welfare of common people; Kanyashree is one of them. This project was launched to

recognize the benefit of women and to combat early marriage, drop-out, maternal mortality, socio-economic status, good health, and trafficking of women. The project result was very positive in all the dimensions. This project has good impact on women education. The Kanyashree Project changes guardians' mentality in positive way. Many guardians understand that girl child is also important. They give their child right education for better future. Lastly, we should say that Kanyashree Project is a successful project for socio-economic background of the poor people of West Bengal. Now the number of girl students in university and college is increasing. In the case of child death and maternal mortality, the result is positive. The number of early child marriage has become fewer.

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## **IMPACT OF SAVITRIBAI PHULE'S THOUGHT ON WOMEN EMPOWERMENT AND SOCIAL RECONSTRUCTION THROUGH EDUCATION**

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### **ABSTRACT**

*In the field of women education, women empowerment, social reconstruction the contribution of Savitribai Phule was immense in India. Her thought is very much contemporary and progressive as she believed the main purpose education system is to bring about massive changes in people's lives and minds and emphasized spread of education especially among the women. She established first women school in Pune in 1848. Savitribai Phule can be proudly mentioned as a constructive force that shapes the female life of Maharashtra. She took many bold steps and fought rigorously to transform the society. The basic aim of this study is to know the pioneering contribution of feminist Savitribai Phule in the context of women education and women empowerment and its relevance in the 21<sup>st</sup> century. Her basic aim of life was to enhance and uplift the life situation of the downtrodden women in the society. The present study is based on qualitative approach in general and historical method in particular.*

**Key words:** women empowerment, social reconstruction, gender discrimination, emancipation

### **INTRODUCTION**

In the late nineteenth century, just as the state of social change in India had almost stabilized, some people appeared in the socio-political context of the country who, through their direct action, gave a new dimension to the lost and stagnant social context of the country. One such person is Savitribai Phule of



Maharashtra; who has also made an outstanding contribution to the social context of Maharashtra through the direct and indirect collaboration of her husband Jyotirao Phule; especially in improving the quality of women's education and the social status of the women.

Savitribai Phule was born on 3 January 1831 in a farmer's house in Naigaon, a short distance from Pune. At the age of 9, she got married to Jyotiba Phule; therefore, it was not possible for her to receive formal education before marriage. But after marriage, she was educated under the supervision of her husband and it was mainly through her husband's efforts that she was later able to become a teacher.

Savitribai Phule thought that education is not only literacy; the main purpose of the education system is to bring about a massive change in people's lives and minds. They believed that education could improve, change and expand the society. So they emphasize the spread of education. For this reason, they were keen to make arrangement so that even the lower strata of the society could participate in the study.

This majestic woman has made an outstanding contribution even at the time of her death. She died in 1897; that year the plague became a major epidemic in the country. At that time there was a government effort and she also served many people through her personal efforts. She knew she should die if she came in contact with it, but she did not back down and then she herself infected by the disease and that is how the story of the birangana ended, she died in 1897.

### ***Rationale of the Study***

Savitribai's educational work is an era promoter. Savitribai Phule can be proudly mentioned as a constructive force that shapes the female life of Maharashtra. It is safe to say that Savitribai gave prestige to the woman because of her noble and revolutionary spectator of her personality and deeds. This light of innovation is an inspiration for women who have worked in many fields and proved their mettle. Savitribai's work was challenging the adversity of the times. Because Savitribai thought and worked for the liberation of all women and the Shudratishudra society in the world of slavery in the then orthodox society of the nineteenth century. Krantijyoti Savitribai Phule's position as a champion of the downtrodden and a supporter of training is inevitable in the wake of India's first teacher women's liberation movement. Phenomenal Education is a tool for social transformation. She wanted to create awareness in the society through education.

Savitribai Phule was one of the great educators of India who laid down the basic idea of education for humanity about 175 years ago. Savitribai Phule's social and educational work is extraordinary and phenomenal. At the same time, Savitribai also produced literature. Her literature was socially enlightening. Her entire literature was on social awareness. All literature was for the welfare of the people. Researcher for that reason his research topic chose "Impact of Savitribai Phule's thoughts on women empowerment and social reconstruction through education".

### **Review related literature:**

After reviewing the ample of research studies on Savitribai Phule's contributions to the society the researcher found that most of the research works were based on her contribution towards women education, empowerment, on class caste segregation, liberation of women such as **Ghosh, A. (2021)** in his article on "Foraging the Nationalist Movement through Women's Education: Decoding Savitribai Phule and the Cultural-reformist Critique of Caste" discussed on the contribution of Savitribai Phule as her passionate and devoted struggle for gender discrimination and women empowerment how she tried to emancipate the rigidities of the patriarchal structure of the society. **Biswas, P.C. (2020)** "Pioneer of Women Empowerment: Savitribai Phule" also dedicated his research paper to the pioneering efforts of Savitribai Phule along with her husband Jyotirao Phule social reconstruction, women liberation, eradication of gender discrimination and spread of education among the women and so on.

**Katke, S.M. (2019)** in his research work "*Savitribai Phule Contribution towards Indian Social Elements – A Study*" discussed about the contribution of Savitribai Phule towards women education, social reconstruction, women empowerment through the significant efforts towards the eradication of Sati Pratha, child marriage, class caste discrimination in the society as well as advocated for widow marriage and so on.

**Pandey. R.(2019)** in her research paper "*Locating Savitribai Phule's Feminism In The Trajectory of Global Feminist Thought*" try to endeavor the salient features of points in the feminist ideology of Savitribai Phule as the pioneer for gender justice and place her ideology on feminism in the overall trajectory of global thoughts on feminism.

### **Operational Definition of the Key Terms Used**

**Women Empowerment-** Women Empowerment refers to the activities

undertaken to improve the social, economic and political status of women in the world. The female gender has faced subjugation and systematic oppression throughout history and the situations call for improvement in their condition in society.

**Social Reconstruction-** Social reconstruction defines a philosophy that promotes peaceful coexistence and unity within a population using nonviolent ways to settle disputes. It aims to address past abuses through reconciliation and strengthen the appreciation of differences among people in a community.

**Education-** People live out their lives within a context of social relationships. Education serves to create, reproduce, transform and disrupt these social relationships. The possibilities, frustrations and even the very meanings of education for an impoverished Dalit girl studying in a village school would be very different from those for the son of a rich industrialist in a big metropolis. An understanding of the differences would be an important component of our efforts at rethinking what kind of education is most suitable to contemporary India.

### **Objectives of the Study**

1. To study the contribution of Savitribai Phule on women education and women Empowerment.
2. To find out the impact of Savitribai Phule's thought on Social Reconstruction through education.
3. To find out the relevance of Savitribai Phule's thought in recent educational and social context.

### **Research Questions**

1. What are the contributions of Savitribai Phule's thought on women education and women empowerment?
2. What are the impacts of Savitribai Phule's thought on social reconstruction through education?
3. What are the relevance of Savitribai Phule's thought in recent educational and social context?

### **Methodology of the Study**

The present study is based on qualitative approach and embedded in historical research method.

**Primary Sources-** Here the researcher had taken the help of Savitribai Phule's autobiography, various books written by her as well as letters, essays, novels and

books written by her eye witness considered as the primary source of this study.

**Secondary Sources-** The researcher here studied and analyzed the content of various books, articles, journals etc. written indirectly as secondary information for her to do research.

### **Analysis and Interpretation of Data**

With the help of content analysis documentary survey the researcher analyses, interpret and discuss the findings according to the objectives of the study.

#### **I. Women Education and Women Empowerment**

The first objective is regarding the thought of Savitribai Phule on women education and empowerment the following aspects are revealed from different books, research articles and autobiography.

##### **i. As a Pioneer of Women Education**

Women's education was not the only thing Phule wanted Indians to take up. She also fought against social injustices of the time like Sati, child marriage and the still prevalent caste system and was also one of the first advocates for women's rights in the country. She opened a well for 'untouchables' at her residence in a defiant act against the caste system and started a care centre for pregnant rape victims called 'Balhatya Pratibandhak Griha'. Phule also set up a 'Mahila Seva Mandal' where women would gather and she would raise awareness about women's rights. Apart from being a pioneer of Indian feminism, Phule was a plague warrior. She helped several people when the bubonic plague hit the world, opening up a clinic with her son, Yashwant, in 1897 to help patients. The plague ended up being the reason of her demise as she passed away on March 10, 1897. A crusader for women empowerment, Savitribai Phule's contribution in the field of women education has left an evergreen mark on India's historical pages. At a time when India was plagued with women's outraged modesty, she acted as a messiah for all those women who were living a life of servitude. Savitribai Phule exhorted women and people from the backward castes to get education to break free from the shackles of socially constructed discriminatory practices. The introduction of widow remarriage was the next crucial step to fight against caste oppression. This had many important consequences. For one it brought the ideals of women's emancipation and liberation into public life. The ideals of equality and oneness were instigated as a moral dictum, and to empower women Savitribai vehemently advocated widow remarriage and even got a home built for housing upper caste widows in 1854. Savitribai's motherly voice touched the

heart of the masses as she repeatedly requested people all the time to send their children in schools he opened for downtrodden and women. The home facilitated widow remarriage and heavily opposed child marriage. The plight of the widows in India at that time was deplorable. Many of them were young and could only dream of leading a life of the orthodox Hindu widow. Some of them even resorted to abortion and left their illegitimate child on the streets to decide their own fate. Thus, realizing the dangers of a widow giving birth to a child conceived in unfortunate circumstances after her husband's death, Savitribai and her husband opened a home for newborn infants in 1863 to prevent infanticides and suicides". The Satyasodhak Samaj introduced a system of conducting marriage ceremonies without the presence of a Brahmin priest. Such a system of performing marriages quickly spread to the villages. For example, it has been said that a barber's wedding was performed in Talegaon village by socially boycotting the Brahmins of the villages and it eventually created a rift between the Barber and the Brahmin community.

#### ii. *As a Fighter Woman Liberator*

Savitribai Phule was the first Indian woman who fought against the oppression of women, dalits and religious minorities. She strongly believed that education could liberate women from oppressive patriarchal structures. To make the people aware of her devoted work towards society. Mountain Peak Publishers published a book in 2008 by the name 'Forgotten Liberator -- The Life and Struggle of Savitribai Phule'. She declared war against Brahminic dominance of social cultural hegemony.

#### iii. *Contribution to Women's Rights in India*

A leading social reformer Savitribai Phule is hailed for her contribution in the field of education. Savitribai was a crusader for women's empowerment as she broke all stereotypes and spent her life promoting the noble cause of women's education. She first modern Indian feminist who stood up for the rights of women and also fought against widow shaving their heads. Savitribai Phule has made education the biggest weapon of freedom from slavery.

#### iv. *Established the First Women's School*

After completing her studies, Savitribai Phule opened her first school in Bhide Wada at Pune for girls on 1 January 1848 and was the youngest female school teacher of modern India, at the age of 17 years. Savitribai began handling the school administration as a headmistress. If these documents are to be given

consideration, Savitribai Phule may well have been the first Indian woman teacher and headmistress. Her stepping across the threshold of the home to teach marks the beginning of the 'public life of the modern Indian woman. Initially, nine girls of different castes were enrolled as students. The school was open to girls from all sections of society. Girls from different religions, castes, and socio-economic backgrounds would come to study. However, the school was temporarily closed due to a shortage of funds.

#### **v. *Role of Women Empowerment in Society***

Savitribai Phule was the first women social reformer who fought against the social evils and rigidities and for basic human rights of women in India during the British rule. She acted as the savior of those women who were living a life of slavery. She ignited them with the spark of education and equality. At that time it was very difficult and next to impossible as our society was too rigid and there was no place of women education.

During 1852 Savitribai Phule established a school for women especially for those women who belonged to the untouchable category. The distinct social evils such as child marriage, sati pratha, gender discrimination, untouchability, caste discrimination were strongly opposed by Savitribai Phule and she fought against the oppression of women through discrimination in all spheres of their living.

Savitribai Phule was the first Indian female teacher and dare to express her strong views on women oppression and tried to emancipate them from all sorts of rigidities and social boundaries imposed upon them. She had enough courage to establish a school for untouchable women and took remarkable steps towards women empowerment.

## **II. Social Reconstruction Through Education**

Both Savitribai and Jyotirao Phule criticized the policy of the British Government regarding education of the rural masses. The hegemony of Brahmins systematically affected the moral and intellectual foundation of education that prohibited upward mobility of the lower castes. The process of recruitment of teachers in school administration was a derogatory outcome of this practice. The majority of the schools that existed at that time were meant for upper caste Brahmins who reaped the benefits of better education and excluded the lower castes from the opportunities of better employment. In order to free the Shudras from the traditional bondages of caste oppression Savitribai and Jyotibai suggested several policy implementations which would trigger a change in which

certain professions were tagged into the practice of the varna. Therefore, the only means to resolve such a problem is to allow the Shudras to take control over educational and development initiatives through a bottom-up approach rather than a trickle-down approach. Such a resolution should be carried to the rural sector where the majority of the laboring population is engaged in physical labor of low status. The social mechanism of democracy demands that it should always acknowledge the interests of the lower castes and they should therefore be readily allowed to take educational initiatives at the highest level. The institutional hegemony of the traditional Brahminical system of production and representation of knowledge of the untouchable castes should be removed. In traditional Rural India, Shudras, Ati-Shudras, peasants and artisans suffered tremendous exploitation in the hands of the Bhatji (priest) and Shetjis (money lenders) and they should be successfully mobilized through a system of rural education to get rid of this oppression.

### ***Savitribai Phule; a Social Reformer:***

As a social transformer Savitribai Phule along with her husband spearheaded many revolutionary movements like she had started Mahila Seva Mandal in 1852 for the awareness of the women's rights in the society and advocated widow remarriage. Moreover she had also spoke against infanticides and opened a rehabilitation centre for the children who were not been recognized by the then society. Savitribai Phule also organized a barber's strike in Pune to oppose the inhuman practice of shaving widows head. Phule couple opened an infanticide prohibition home for the unwed mothers and their children in the year of 1863. Even when the people avoid the shadow of the untouchables as they believed that they were impure then the Phule couple opened a well in their house for the use of thirsty untouchables during 1868.

### **III. Relevance of Savitribai Phule's thought on Recent Educational and Social Context**

India was still in shackles. People like Gandhi and Ambedkar were not born yet. The ruling class was unstable, and society had forgotten about being self-critical. There were a few social reformers, mostly from Bengal and the northern part of the country, who had acquired English education; they had begun to talk about the inequality in the social and cultural structures of the Indian society. They were vocal in their protest against social ills like child marriage and sati.

The government is running many schemes regarding the education and health of

women in India, due to which women have become aware. But the campaign to educate women and make them stand on their own feet was started by Savitribai Phule was social worker and teacher, who not only defeated the evils of society by taking education but also worked to open the doors of education for girls in India. Savitribai Phule stood firm in her struggle to educate women without grit and self-confidence, overcoming many obstacles and achieved success. Savitribai Phule along with her husband Jyoti Rao fought against the evils of women's rights, education, sati, child marriage, and widow- marriage also spread superstition spread in society in the 19th century. Savitribai Phule and her husband Jyoti Rao Phule laid the foundation of women's education in India. The two first opened the country's first modern women's school in Pune in 1848. Savitribai Phule and Jyoti Rao Phule also fought against the cast system and gender discrimination. Savitribai was born in a wealthy farmer family; in 1940 at the age of 9, she married 12-year-old Jyoti Rao Phule. Savitribai and Jyoti Rao had no children, they adopted Yashwant Rao. Savitribai was taught to read and write by her husband; they both opened a women's school in Pune and started working as a teacher in it. Later Savitribai also opened a school for the untouchables.

Savitribai took up the responsibility of educating other women as well and together with Jyoti Rao founded the Girl's school in Pune in 1848, in which a total of 9 girls enrolled and Savitribai became the headmistress of this school. After this the path became easy and she also fought to get the right to education and other fundamental rights to the girls and women in India as well. Before independence, Pune was in the Bombay presidency; the British rulers helped the Phule couple to run programs of social reform. Child marriage was prevalent among Hindus in the 19th century; many girls became child widows due to the high mortality rate. Widow girls could not get married again due to social customs and traditions. The Phule couple also launched a reform movement against child marriage. Savitribai Phule is also credited as the woman in modern India who raised her voice and advocated for women's rights at a time when women were being oppressed and living in a sub-human existence.

## CONCLUSION

This paper analyses of Savitribai Phule's thoughts and contribution in Indian education. Savitribai Phule is a different character in different fields of education. Although married at a very young age, she did not live in the darkness of illiteracy. She was a signatory as well as showing the direction of literacy of the society. Her husband gave her courage behind all her actions. She and her



husband were jointly involved in the spread of social work and education. A review of her various activities shows that she was involved in the spread of education for almost her entire life. Philosophical ideology is a significant feature of any great person. Savitribai Phule has been called an Indian feminist in the light of her philosophical thinking. She was vocal about women's freedom, women's socio-economic status, access to education, right to education, etc. Her contribution to various aspects of general education at that time and in the present time as well as in the 21st century can be seen. She has contributed to the elimination of gender inequality in education, equal rights, and the modernization of education, from the establishment of schools. The way she jumped into the spread of education despite being a married and worldly wife is truly incomparable. The Women's Education movement and the spread of women's education are the main part of her activities. That is why she has been called an Indian feminist. From the establishment of the first women's school to women's liberation, women's education, women's socio-economic status in all fields, her contribution is noteworthy. As a result of her women's education movement, a long change can be noticed in society. As a result, the rate of female education in the present society is increasing rapidly. Therefore, judging from all aspects, it can be said that not only the society and education system of that time, but also the present education system and her contribution in the 21st century is relevant. Therefore, various aspects related to her education need to be included in the curriculum. She is still revered and remembered today for her educational contributions.

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## **A CRITICAL REVIEW OF MINDFULNESS PRACTICES TO CURB INCIVILITY IN EDUCATION**

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### **ABSTRACT**

The rise of incivility in the educational system is a growing aspect for every person. This is a global problem that affects both individuals and the environment as a whole. It plays a role as a hurdle in effective teaching and learning. The intricacy of the social environments that have integrated uncivil conduct into the workplace must be understood, not disregarded. In order for education to be successful, the environment needs to be conducive to learning. So, it is important to address and deal with incivility in academics to encourage positive teaching and learning. On the other side, mindfulness is the most popular practice in today's world to relieve stress and improve awareness about peace of mind and calmness. Therefore, this study enhances the learning of the mindfulness concept to develop civility. The study's goal is to investigate the existing knowledge of the role of mindfulness towards acts of incivility. The study critically reviews the literature based on search terms, including mindfulness, incivility, uncivil acts, and mindful meditation. However, the study is useful for the work environment where individuals encounter acts of incivility regularly.

### **INTRODUCTION**

Today, incivility is more common in educational places. It undermines the value of education in society. Although the issues of incivility are spread worldwide including workplaces, online platforms, and learning settings. It has an adversely negative effect on others. Incivility is described in the form of disrespectful attitudes and behaviour. Incivility describes rudeness, condescension, and ostracism at work, it also refers to acts of disrespect that appear mundane, but in fact, violate workplace expectations. "Incivility is defined as low-intensity deviant workplace behaviour with an ambiguous intent to harm", (Andersson & Pearson, 1999, p. 457). Some instances of uncivil behaviour are making derogatory remarks, failing to listen to others, belittling, assaults, etc. In education, incivility is characterized as conduct and deeds exhibited by pupils

and teachers that have a detrimental effect on the atmosphere of education. Clark (2008a) defines incivility in higher education as behavior “demonstrated by students or faculty... [that] violates the norms of mutual respect in the teaching–learning environment” (p. E38). Academic incivility in learning places is described as any statement or behaviour that embarrasses learners or professors, damages relationships, or obstructs the process of learning and teaching (Clark & Kenaley, 2011). In general, uncivil behaviour takes various ways used in an educational setting that are constantly cited, such as arriving late or departing early, utilizing a mobile device while learning (text message, making phone calls ring), packing the books prior to the class ending, interjecting lessons with conversations with one another peers, eating/drinking, and more (Bjorklund & Rehling, 2009; and Cahyadi et al., 2020). Therefore, the values are ignored by the committed uncivil behavioral acts, which may hinder any workplace and learning environment. It makes the environment a source of stress, resulting in depression, anxiety, illness, etc. Also, it is frequently known by a number of names, including "misconduct," "impoliteness," "disruptive behaviour," "rudeness," etc. Therefore, it is important to understand mindfulness practices to make the environment healthy and develop individuals and institutions.

The goal of the study is to present a description of the phases of educational incivility and the influence of mindfulness in strengthening the positive attitude toward teaching and learning. Incivility in education is a challenging phenomenon. So, the study used the technique of critical review of literature based on mindfulness and incivility in academics. The study explores the role of mindfulness and how mindfulness is helpful in developing civility in educational places. The study discusses the current view on mindfulness to enrich the knowledge of the phenomenon.

### **What is mindfulness?**

The term mindfulness dates back to ancient times. It has its roots in the Buddhist teaching philosophy. Mindfulness is an English term that is said to be an easily understood representation of Sati (Pali term), which is a concept of Buddhist teaching. In Buddhist philosophy, mindfulness (Sati) is considered the first step towards enlightenment. Sati is related to the awareness of present happenings. The component of mindfulness is known as Sati, which has a constant awareness of the present moment. For instance, sati occurs when we are conscious of our position, mood, and whether or not our mind is active or passive. It indicates a

condition of attentiveness during which individuals are focused on the present moment. Practicing this kind of mindfulness makes us conscious of our feelings, thoughts, and bodily sensations. There are three core aspects of mindfulness state: attitude, intent, and attention (Shapiro et al., 2006). Both Practitioners and researchers interested in mindfulness do not view these elements as distinct states but rather as interconnected stages that occur simultaneously. The intention is defined as assisting people in determining what is feasible and can indicate why someone has decided to execute mindfulness. (Shapiro et al., 2006). It is stated that paying attention entails concentrating on both internal and exterior sensations at any one time. Also, the practice of openness, adoption, and friendliness falls under the category of attitude. This simply means remembering, being aware, and paying attention. However, the secular practice of mindfulness was just lately made available in the West. It was first covered by Kabat-Zinn in the 1970s in terms of education and medicine. As a means of stress reduction, he offered mindfulness training. He established the University of Massachusetts Medical School's Centre for Mindfulness. Since then, numerous institutions have started incorporating mindfulness practices. For instance, hospitals, wellness centers, sports teams, and educational institutions. The majority of them fall under the categories of yoga, awareness training, and secular meditation. Additionally, the NEP 2020 is now emphasizing mindfulness training.

There are some of the definitions given by the researchers.

Boorstein (1997) said that the act of accepting the current moment with awareness and balance is known as mindfulness. Beyond that, there is no further complexity. It involves letting go of attachment to or rejecting the current moment, whether good or unfavourable, just the way it is.

According to Merriam-Webster's definition, the term "mindfulness" is used to describe the characteristic or condition that makes one mindful and sustaining an unbiased attitude of enhanced or total awareness of one's feelings, thoughts, or actions at every moment of the day.

Kabat-Zinn (2003), The most prominent practitioner in the healthcare use of mindfulness, describes it as the consciousness that arises from focusing ideas on the objective in the actual period and without judgment of the developing piece of a moment.

Therefore, in easy terms, mindfulness is a practice toward the awareness of oneself. It is a high-value practice to attain the characteristics of a good human being.

### **ROLE OF MINDFULNESS**

There are some kinds of literature to comprehend the function of mindfulness. These are as follows.

Hülshager, U. R., Alberts, H. J., Feinholdt, A., and Lang, J. W. (2012). Their study employs a sample comprising 64 individuals from a field of experimental investigation. The study found that compared to members of the non-intervention group, those participating in the mindful training category reported much-reduced feelings of emotional exhaustion and higher work satisfaction. Also, Surface acting served as a mediator between the causal impact of self-taught mindfulness on emotional tiredness.

Chandana, S., Sharma, P., Moosath, H. (2022). The study assesses and contrasts how self-efficacy and self-esteem interact with mindfulness. The study comprises 146 participants. The study's findings revealed that compared to men, women scored much higher on the mindful practices of paying attention and behaving with awareness. Only the non-judging of internal sensations factor was considerably greater in middle adults than in early adults. Also, the Western world has recognized the value of mindfulness in enhancing one's self-concept. The present study illustrates the likely positive effects of mindful-enhancing practices on people's self-esteem, self-efficacy, and, consequently, their standard of life by examining the link between mindfulness and self-variables across the Indian population.

Brown., Warren, K., Richard, R. (2003). examined the function of mindfulness in promoting psychological health from both a theoretical and an empirical standpoint. The study indicates that the quality of awareness known as mindfulness has long been thought to enhance well-being. According to the study, mindfulness is a trait that can be reliably as well as validly evaluated and is important for many different areas of mental health.

Alberts, H., Thewissen, R. (2011). studied how mindful awareness affected memory for stimuli with positive and negative valence. Before taking a verbal memory test, respondents who had received some mindfulness exercise remembered substantially fewer negative words than control respondents on a postponed recall activity. The proportion of recalled positive words did not

change between the two groups; this impact was only shown for negative stimuli. The study also reveals that there were no variations in mood across the groups, throwing away another possibility that mindfulness may have improved mood and produced emotion-congruent memory benefits. In conclusion, the research shows that being observant of one's surroundings decreases memory for unpleasant rather than pleasant stimuli.

Keng, S., Smoski, M., Robins, C. (2011). They examined empirical literature across multiple methodologies. The study found a strong link between mindfulness and psychological wellness and suggested that practicing mindfulness can have psychologically advantageous results. These benefits varied from enhanced behaviour management to decreased mental health signs and reactive behaviour and improved individual happiness.

Kosal, E. F. (2021). Their study used two portions of an intermediate biology course given by a similar teacher to assess the results of mindful practices on college students' attitudes and academic comprehension. The study results revealed no discernible changes between the two groups' quiz and test marks, but the students taking the mindfulness portion valued the techniques both within and outside of the educational setting. Students indicated a change in their mindset regarding the importance of mindfulness exercises and using them, and they also reported less anxiety. The students noted the benefits of mindfulness exercises as improved concentration, calmness, and relaxation. At the conclusion of that semester, more than 90% of students believed that mindful practices have a beneficial role in college classrooms.

Jung, M., Lee, M. (2021). Examined how the brain activity of university students affect by a mindful educational program., autonomic nervous system (ANS), and mindfulness. The study is experimental and quantitative, using a single-group pre-post methodology. The study determined the benefits of instruction focused on mindfulness for college students. According to the results, this program may assist students in developing a mindfulness state under stressful situations, which may help them succeed in their academic careers. The results of this research can serve as the foundation for quality enhancement and the long-term sustainability of mindfulness-based educational programs for college students.

Rix, G., Bernay, R. (2014). Their study looked at the results regarding an eight-week mindful course implemented in 5 primary New Zealand educational institutions. The responders included 126 students. Findings imply that the



course may promote serenity, lower stress levels, and enhance concentration and attention. Results also showed enhanced awareness of oneself and the growth of wholesome connections. The learners and instructors showed a number of these results. These results show that mindfulness is important for the growth of the core competencies taught in the New Zealand curricula. Thinking requires improved concentration and attention, and regulating oneself requires self-calm capacity. However, the ability to interact with others is influenced by successful methods for resolving disputes and the capacity for constructive interpersonal relationships.

Nair, N., Kumar, D. (2021). Examined the elements of mindfulness in Indian education settings, the possibilities it opens up for the educational system, and the difficulties in putting it into practice through review, analysis, and hands-on training in mindfulness. The findings of the study described the positive benefits that mindfulness techniques have on learners, educators, and their reflections on society. It has been noted that pupils' attention, focus, self-control, and emotional control improve as their emotional, cognitive, and behavioural abilities grow. This will affect students' ability to foster enhanced interactions and connections with society and their ability to do effectively in the classroom. Also, a less stressful campus with more innovative and team-based classes has been beneficial to teachers as well.

Parrish, K. (2020). investigated the impact of mindfulness on learners' educational performance as well as their emotional and physical behaviours. This applies to both disabled and physically capable pupils. Student coping mechanisms for stressors and their emotional and social needs can be taught using mindfulness treatments. These techniques involve paying more attention to their body, planning rather than reacting instinctively, and keeping a mind of curiosity while witnessing various scenarios. By enhancing students' focus, academic participation in school behaviour, and general wellness, mindfulness therapies further assist students in achieving more extraordinary academic achievement. These results indicate that it would be advantageous for instructors to include mindfulness treatment in their classes. It would improve how students act and academic participation, enabling instructors to deliver lessons more effectively. Studies have indicated that mindfulness treatments are advantageous for students and educators.

The research on mindfulness, particularly among students and school teachers, is currently in its beginning. It is becoming increasingly clear that it can positively affect these factors as well as others. The potential advantages of mindfulness techniques for learners and teachers, physical wellness, psychological health, social abilities, academic performance, and other areas have been demonstrated in a growing number of research. However, the studies showed the positive effect of mindfulness in educational settings and made the environment stress-free and healthy for both the students and teachers.

### **DISCUSSION RELATED TO MINDFULNESS AND INCIVILITY**

As of now, there have been few studies on mindfulness as a technique for overcoming incivility. Accordingly, this study gives a glimpse into understanding that incivility is the most commonly observed behaviour in today's society. There is a need to combat the negative effects of incivility to make the environment respectful. Therefore, it is essential to be aware of mindfulness practices in order to create a more positive and civil atmosphere in the workplace. The following are some studies to understand how mindfulness practices are helpful in an incivility environment.

Hülshager et al. (2020). The study employs a five-day sample period of experience data. The study found that those with a high level of mindfulness not only typically demonstrated minimal amounts of practiced incivility as well as decreased variation in performed incivility as time passed. Notably, acted incivility was embedded in the working week and gradually reduced from Monday to Friday for those minimal in mindful living. Acted incivility stayed steady throughout the working week for individuals strong in mindfulness. Additionally, compared to their less aware colleagues, workers who exhibited uncivil behaviour responded with higher moral maturity and felt guilty about it. Improvements in feeling guilty did not, however, result in decreases in actual incivility the next workday for people with a high degree of mindfulness.

Tarraf, R., Mclarnon, M., Finegan, J. (2019). Studied how mindfulness might be used to counter the detrimental consequences of stress and strengthen the positive effects of forgiveness and civility. Findings of supervised mediation studies revealed that the mindful features of non-judgment and behaving with awareness served as stress buffers and fostered forgiveness by lowering negative affect. A component of mindfulness called being able to express one's emotions also served as a stress-relieving buffer and encouraged forgiveness by reducing

rumination. The findings support using a multidimensional mindfulness disposition paradigm since various characteristics significantly predicted results. The skills of non-judgment, observation, and description can help protect against the unpleasantness of impolite treatment.

Therefore, the current study showed the disparity between incivility without mindful practices and incivility with mindful intervention's role in educational settings.

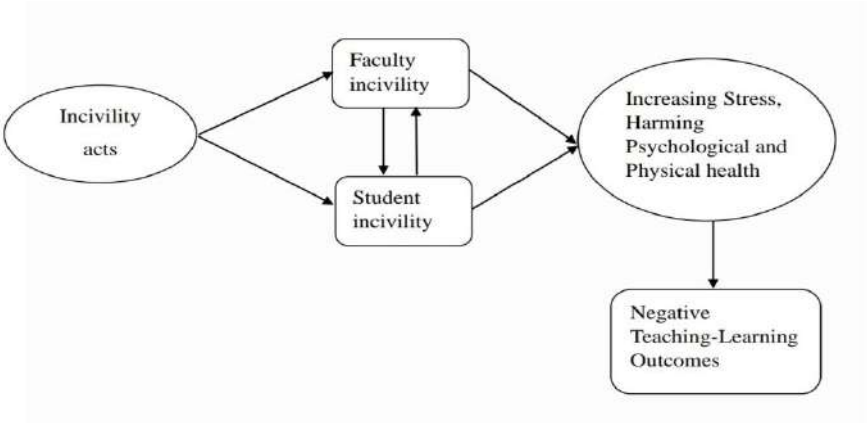


Fig1.1 Incivility without mindfulness practices

Now, the present study employs a diagram to comprehend incivility with mindfulness in educational settings.

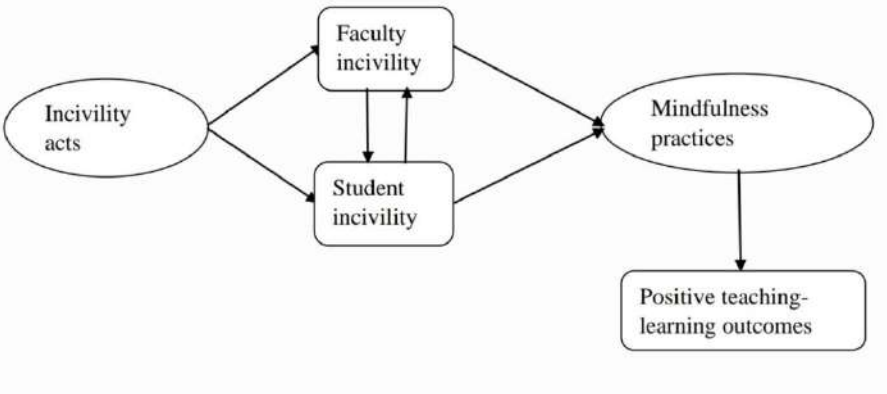


Fig. 1.2. Incivility with mindfulness practices

The diagrams depict the positive impact of mindfulness. It indicates that mindfulness practices make the teaching-learning environment healthy for all

stakeholders. If staff and students' behaviour change to be more positive and enriching regarding self-awareness, social skills, empathy, and forgiveness. It provides a more pleasant and healthy setting for educational activities. However, incivility and mindfulness are diametrically opposed concepts. Incivility is a negative aspect of society. It gives rise to high stress and unhealthy psychological and physical wellbeing.

On the other hand, mindfulness is a good feature of society that deals with a stressful situation to make it tranquil and enriched with beneficial results. The study revealed that Individuals with poor mindfulness are more uncivil than those with strong mindfulness. If mindfulness treatments for learners and teachers are employed in educational settings. As of result, it will promote favourable learning outcomes. However, the goal of education goes beyond simply providing people with the necessary information; it also aims to produce people who are self-assured, conscious, accountable, and joyful so that they may work together to create a peaceful society. Mindfulness techniques may enhance one's professional and personal progression in a number of ways. It can improve attention, interpersonal relations, efficiency, and other skills connected to resiliency. By practicing mindfulness, we may enhance the quality of our lives and also our productivity and success at work. Thus, incorporating mindfulness into daily activities promotes higher self-awareness, better social skills, greater empathy, less stress, and better attentiveness. As a result, mindfulness is among the finest methods for attaining the goal of education.

## **CONCLUSION**

This study contributes to the understanding that mindfulness is one of the critical components to lowering the acts of incivility in educational environments. The practice of mindfulness lowers stress levels and preserves tranquillity in the environment. Although, mindful practices influence routine actions that lead to uncivil workplace behaviour. It has been proven in studies that employing mindful techniques enhances individuals' relationships, performance, and overall health. Therefore, there has to be a greater emphasis on incorporating mindfulness practices into the teaching-learning environment. It will be beneficial to every participant. However, future work on mindfulness strategies to cope with uncivil behaviour in an educational environment is needed.

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## **Gender, Social Status and Food Preferences: A Case Study of Selected Villages in Rajasthan**

**Vikas Mohan<sup>1</sup> and Reema Gill<sup>2</sup>**

### **ABSTRACT**

The purpose of this research is to investigate the relationship between eating habits, gender roles, and social status in rural areas of North-West India, with a particular emphasis on the part that women play in the production and consumption of food. This study investigates the ways in which cultural and social standards influence food practices and preferences among women and men of different social and economic backgrounds by conducting ethnographic research and in-depth interviews with rural households in different regions of Rajasthan. According to the findings of this research, women's eating behaviours are frequently restricted by gender roles and expectations, which in turn restricts their access to food resources and their ability to make decisions regarding the food that they consume. In addition, it was discovered that social standing and caste play a significant role in shaping food practises and preferences, with households of higher castes typically consuming more expensive and nutritionally dense food items. In its conclusion, the study highlights the necessity of interventions that are culturally appropriate and gender-sensitive. These interventions should address the underlying social and cultural factors that contribute to gender and social disparities in food access and consumption in rural areas of Rajasthan.

**Keywords:** Food practices, gender, social status, rural India, Rajasthan, food production, food consumption, cultural norms, caste, social disparities.

### **Introduction:**

The provision of sustenance, energy, and pleasure is all accomplished through the consumption of food, which is an important component of human life. The consumption of food in India is not only essential to one's physical well-being but also integral to the culture, customs, and societal mores that are prevalent throughout the nation. Agriculture and the industries that are closely related to it

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are the primary sources of income for the vast majority of people living in India's rural regions, reflecting the country's predominately agricultural economic base. The practise of agriculture is a multifaceted endeavour that is influenced by a variety of social, economic, and cultural elements. Some of these elements include gender roles, caste, and social standing. In spite of the fact that women in rural India play an essential part in the process of producing and consuming food, their contributions are frequently overlooked and underestimated. In rural India, the purpose of this research is to investigate the relationship between dietary practices, gender roles, and social status, with a particular emphasis on the part that women play in both the production and consumption of food.

A variety of social and cultural elements in India contribute to the formation of the country's culinary customs. In India, food choices and consumption patterns are strongly influenced by a person's caste and other aspects of their social standing. On the basis of their shared traditional and religious values, members of various social castes and groups adhere to a variety of dietary customs and restrictions. For example, Brahmins, who are members of the highest caste, have traditionally adhered to a vegetarian diet and shun the consumption of both meat and seafood. On the other hand, members of the lower classes, such as the Dalits or the Scheduled classes, typically consume non-vegetarian food and are prohibited from consuming certain foods, such as milk and ghee. This is due to the fact that members of these castes are considered to be unclean. Not only do these practises of food preparation based on caste represent the cultural diversity of India, but they also contribute to the country's socioeconomic inequalities.

Another major element that shapes how people eat in India is gender. Historically, women in India have played crucial roles in both food production and preparation, but their efforts are rarely recognised or appreciated. Water, fuel, and fodder for animals, as well as the processing and storage of food grains, are all tasks traditionally performed by women. Women also perform important roles in the agriculture and food processing industries. However, due to limited access to resources like land, credit, and technology, women's participation in food production is often confined to subsistence agriculture and household consumption. This research seeks to learn more about women's roles in food production and consumption in rural India, as well as the possibilities and limitations they face in doing so.

Social status and economic factors also play a critical role in shaping food practices in rural India. Higher caste households often have greater access to



resources and consume more expensive and nutritious food items, while lower caste and economically marginalized households often have limited access to food resources and consume less diverse and less nutritious food items. This study aims to investigate the relationship between social status and food practices in rural India and to understand the factors that contribute to social and economic disparities in food access and consumption.

Overall, this study seeks to contribute to the understanding of the complex and multifaceted relationship between food practices, gender, and social status in rural India. By exploring the cultural and social factors that shape food practices and preferences, this study aims to provide insights into the challenges and opportunities for promoting gender equity and social justice in the food system. The study draws on ethnographic research and in-depth interviews with rural households in different regions of India, with a particular focus on women's experiences and perspectives. The study's findings are expected to inform policy and practice in the areas of food security, gender, and rural development in India.

### **Literature Review:**

Food practices, gender, and social status are complex and interrelated factors that shape food consumption patterns in rural India. In this literature review, we explore the existing research on the relationship between these factors and their implications for food security and nutrition outcomes.

### **Gender and Food Practices:**

Women's involvement in food production and consumption is a critical aspect of food security in rural India. Several studies have shown that women's participation in agriculture and allied activities is essential for ensuring household food security and nutrition (FAO, 2011; Kabeer, 2012). Women in rural India are responsible for the collection of water, fuel, and fodder for livestock, as well as for processing and storing food grains. Women also play a critical role in the production of fruits and vegetables, dairy products, and other food items (Joshi et al., 2010).

Research has shown that women's empowerment and gender equality are essential for improving food security and nutrition outcomes in rural India. A study by Agarwal et al. (2014) found that women's empowerment was positively associated with better dietary diversity and nutritional status among children in rural India. Similarly, a study by Kadiyala et al. (2014) found that women's

empowerment was associated with better maternal and child health outcomes in rural India.

Moreover, studies have highlighted the importance of addressing gender-based social norms and cultural practices that restrict women's access to resources and decision-making power in food production and consumption. For instance, a study by Quisumbing et al. (2015) found that interventions that aimed to challenge gender norms and empower women in agriculture had positive impacts on food security and nutrition outcomes in rural India.

However, despite their significant contribution to food production and consumption, women face several constraints that limit their participation in these activities. One of the primary constraints is their limited access to resources such as land, credit, and technology. Studies have shown that women's access to land is limited in many parts of rural India, which restricts their ability to engage in productive activities (Kabeer, 2012). Women also have limited access to credit, which makes it difficult for them to invest in agriculture and allied activities (FAO, 2011). Moreover, women's participation in agricultural extension services and training programs is often limited, which further restricts their ability to adopt new technologies and practices (Joshi et al., 2010).

In addition to these constraints, women's participation in food production and consumption is also shaped by cultural and social norms. Studies have shown that gender-based divisions of labor, where men are primarily responsible for cash crops and women for subsistence crops, limit women's access to income-generating activities and restrict their involvement in decision-making related to agriculture and allied activities (Kabeer, 2012). Furthermore, cultural norms around food preferences and taboos also limit women's access to diverse and nutritious food items (FAO, 2011).

### **Social Status and Food Practices:**

Caste and social status are critical determinants of food practices in rural India. Different castes and social groups have distinct food habits and restrictions based on their cultural and religious beliefs. For instance, the Brahmins, who belong to the highest caste, are traditionally vegetarian and avoid consuming meat and fish. On the other hand, the lower castes, such as the Dalits or the Scheduled Castes, often consume non-vegetarian food and are restricted from consuming certain food items such as milk and ghee (Chakrabarti, 2015).

Caste-based discrimination and social exclusion can have significant impacts on food security and nutrition outcomes in rural India. A study by Sahoo and Dubey (2021) found that households belonging to lower castes had significantly lower food security and dietary diversity than those belonging to higher castes in rural Odisha. The study also found that social exclusion and discrimination further exacerbated food insecurity and malnutrition among marginalized communities.

Moreover, studies have shown that economic factors, such as poverty and income inequality, can also shape food practices and preferences in rural India. For instance, a study by Bhagowalia et al. (2012) found that poverty was negatively associated with dietary diversity and nutrient intake in rural India. The study also found that household income and assets were positively associated with dietary diversity and nutrient intake.

Studies have shown that social status and economic factors play a significant role in shaping food practices and preferences in rural India. Higher caste households often have greater access to resources and consume more expensive and nutritious food items, while lower caste and economically marginalized households often have limited access to food resources and consume less diverse and less nutritious food items (Patel et al., 2018). Moreover, caste-based discrimination and social exclusion can further exacerbate food insecurity and malnutrition among marginalized communities (Chakrabarti, 2015).

### **Food Security and Nutrition Outcomes:**

Food practices, gender, and social status have significant implications for food security and nutrition outcomes in rural India. Studies have shown that gender-based disparities in food access and consumption can lead to malnutrition and poor health outcomes, particularly among women and children (FAO, 2011). Furthermore, social and economic disparities in food access and consumption can exacerbate food insecurity and malnutrition among marginalized communities (Patel et al., 2018).

Several interventions have been proposed to improve food security and nutrition outcomes in rural India. One approach is to promote sustainable agriculture practices that are gender-sensitive and socially inclusive. For instance, a study by Rao et al. (2013) found that promoting diversified cropping systems and improving access to agricultural resources among smallholder farmers in rural India had positive impacts on food security and nutrition outcomes.

Another approach is to address social and economic inequalities that limit access to food and nutrition resources among marginalized communities. For instance, a study by Raghunathan et al. (2017) found that providing targeted food assistance to socially marginalized households in rural India had positive impacts on dietary diversity and nutrient intake.

Several interventions have been proposed to address these challenges, including promoting women's participation in agriculture. The literature on food practices, gender, and social status in rural India highlights the complex interplay between these factors and their impacts on food security and nutrition outcomes. Women's empowerment, social inclusion, and sustainable agriculture practices are essential for improving food security and nutrition outcomes in rural India. Addressing gender-based social norms, caste-based discrimination, and poverty are critical for promoting equitable access to food and nutrition resources among marginalized communities.

**The main objectives of the study were:**

1. To examine the relationship between gender and food practices in rural India, including women's role in food production and consumption.
2. To investigate the relationship between social status and food practices in rural India, including the impacts of caste-based discrimination and poverty on food security and nutrition outcomes.
3. To identify the factors that influence food preferences and consumption patterns in rural India, including the role of cultural practices and social norms.

**Research Methodology:**

To fulfil the research objectives the following research methodology was used:

1. **Sampling Strategy:** A stratified random sampling technique was used to select a sample of 125 households from the five villages. The village with the highest population was selected from each of these five districts i.e. Jaipur, Alwar, Nagpur, Udaipur and Jodhpur. These five Districts were selected for study as these have the highest rural population in Rajasthan. Stratification was done based on caste, income, and geographical locations to ensure that the sample is representative of the rural population in India.

2. **Data Collection:** Data was collected through a combination of methods, including a survey questionnaire and focus group discussions. The survey questionnaire included questions related to gender roles in food production and consumption, food preferences, and consumption patterns. Additionally, questions related to caste and income were asked to examine the relationship between social status and food practices. Focus group discussions were mainly done with women in the community to explore their experiences and perceptions of food practices and the role of women in food production and consumption.
3. **Data Analysis:** Qualitative data analysis was done based on different themes and Nvivo was used for reaching conclusions
4. **Ethics:** Ethical considerations such as informed consent, confidentiality, and privacy of the respondents was considered during data collection and analysis. Additionally, researchers were sensitive to the cultural practices and norms of the communities being studied.
5. **Data Interpretation:** The findings from the study were interpreted to draw conclusions and to make recommendations which can contribute to the existing literature on food practices, gender, and social status in rural India. The research provided insights into the relationship between gender and food practices, including the role of women in food production and consumption. It also examined the impact of caste-based discrimination and poverty on food security and nutrition outcomes. Finally, the study was able to identify the factors that influenced the food preferences and consumption patterns in rural India, including the role of cultural practices and social norms.

### **Result and Discussion:**

For first objective, the study found that caste-based discrimination significantly affects access to resources, such as land, water, and credit, which impacts food production and consumption. Marginalized communities, such as Scheduled Castes and Scheduled Tribes, face significant discrimination and have limited access to resources, affecting their food security and nutrition outcomes. The study also found that poverty is a significant factor that affects food practices in rural India. Poor households have limited access to nutritious food, leading to malnutrition and health problems.

The study found that there is a significant relationship between social status and food practices in rural India. The study found that social status is a critical factor that affects access to resources and agency in food practices. Marginalized communities, such as Scheduled Castes and Scheduled Tribes, face significant discrimination, limiting their access to resources and agency in food practices. The study also found that women from marginalized communities face additional barriers to accessing resources and agency in food practices due to gender-based discrimination.

There is a need to address caste-based discrimination and poverty to improve food security and nutrition outcomes in rural India. The study recommends interventions that address caste-based discrimination, such as affirmative action policies, to improve access to resources for marginalized communities. The study also recommends interventions that address poverty, such as food subsidy programs, to improve access to nutritious food for poor households.

Gender-sensitive interventions that promote women's empowerment in food practices should be encouraged. Women from marginalized communities face additional barriers to accessing resources and agency in food practices due to gender-based discrimination. Interventions that address gender-based discrimination and promote women's empowerment in food practices can improve food security and nutrition outcomes for women and their households.

Overall, it could be seen that complex and interrelated issues of social status, caste-based discrimination, poverty, and gender-based discrimination exists in food practices in rural India. Interventions that address these issues comprehensively and in an integrated manner can improve food security and nutrition outcomes for marginalized communities in rural India.

For third objective, the study findings highlight the factors that influence food preferences and consumption patterns in rural India. The study found that food preferences and consumption patterns are influenced by various factors, including cultural practices, social norms, availability of food, affordability, and taste. The study also found that cultural practices and social norms play a significant role in determining food preferences and consumption patterns.

The study findings also emphasize the role of cultural practices and social norms in determining food preferences and consumption patterns. Cultural practices, such as religious beliefs and traditions, play a significant role in determining food preferences and consumption patterns. Social norms, such as gender roles and expectations, also influence food practices in rural India.

It was found that there is a need to consider cultural practices and social norms in designing interventions to improve food security and nutrition outcomes in rural India. Interventions that recognize and respect cultural practices and social norms can be more effective in promoting behavior change related to food practices. For example, interventions that promote the use of traditional crops and cooking methods can be more effective in promoting healthy eating habits than interventions that promote Western-style foods.

Interventions are needed that improve access to nutritious food and promote healthy eating habits. The study found that availability of food and affordability are significant factors that influence food practices in rural India. Involvements that improve access to nutritious food and promote healthy eating habits, such as school feeding programs and community gardens, can improve food security and nutrition outcomes in rural India.

Overall, the study findings highlight the complex and interrelated factors that influence food preferences and consumption patterns in rural India. Interventions that consider cultural practices and social norms and improve access to nutritious food can improve food security and nutrition outcomes in rural India.

### **Conclusion:**

In conclusion, the study aimed to investigate the relationship between gender, social status, and food practices in rural India, with a focus on the role of women in food production and consumption. Through a mixed-methods approach, the study found that gender and social status significantly affect food practices in rural India and that cultural practices and social norms play a crucial role in shaping food preferences and consumption patterns.

The first objective aimed to examine the relationship between gender and food practices in rural India. The study found that women play a critical role in food production and consumption, but they face significant gender-based barriers to accessing resources and agency in food practices. Gender-sensitive interventions are needed to address these barriers and promote women's empowerment in food practices.

The second objective aimed to investigate the relationship between social status and food practices in rural India, with a focus on caste-based discrimination and poverty. The study found that caste-based discrimination limits access to resources for marginalized communities, affecting their ability to produce and access adequate and nutritious food. Poverty also limits access to food, leading

to malnutrition and health problems. Interventions are needed to address caste-based discrimination and poverty to improve food security and nutrition outcomes in rural India.

The third objective aimed to identify the factors that influence food preferences and consumption patterns in rural India, including the role of cultural practices and social norms. The study found that cultural practices and social norms play a crucial role in shaping food preferences and consumption patterns. Interventions can leverage cultural practices and beliefs to promote the consumption of nutritious foods and address social norms that hinder access to adequate and nutritious food, particularly for marginalized communities.

Overall, the study highlights the need for a comprehensive and integrated approach to address the complex and interrelated issues of gender, social status, cultural practices, and social norms in food practices in rural India. Future research could focus on exploring the effectiveness of various interventions aimed at improving food security and nutrition outcomes in rural India, including gender-sensitive interventions, interventions to address caste-based discrimination and poverty, and interventions that leverage cultural practices and beliefs to promote the consumption of nutritious foods.

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## **MAHATMA GANDHI'S ALL-INCLUSIVE CHILD EDUCATION AND PEACE: APPROACHES, CURRICULUMS AND METHODS**

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### **ABSTRACT**

This article explores Mahatma Gandhi's philosophy of child education with a specific focus on its approaches, curriculums, and teaching methods. According to him, self-realization is the highest aim of education. Instead of textbook learning, he emphasized practical learning in a child's mother language. Gandhi was a practical idealist and the core objective of his educational philosophy was to achieve the spiritual development of children, incite their curiosity to know the unknown, and make them better citizens of the country. Gandhi's educational perception was to establish peace in the world by practicing social harmony, sacred duties, justice, and solitude. He believed that the pursuit of peace is inherited and should introduce children to the law of nature and religious studies as a part of their education. Moreover, Gandhi dreamt of an amalgamation of both technical and moral education with a methodology focusing on practical learning. He considered practical learning very effective in contrast to rote learning and capable of making a self-reliant Indian nation.

### **Introduction**

Mohandas Karamchand Gandhi, respectfully called "Mahatma" (the great soul) was India's most revered social activist and anti-colonialist leader who launched a nationwide non-violent passive resistance (Satyagraha) movement and was reckoned as the father of his country (Debjani and Docker, 2008; Nanda, 2021). Gandhi gleefully dedicated his entire life to eradicating the evils of society and reforming the social and political system that debilitated India (Suresh, 2015). His dream was the reformation of the Indian education system in such a way as

to benefit all Indians with the ability to achieve self-reliance, freedom, and peace (Dehury, 2006).

Many Indian scholars, thinkers, and social reformers strongly advocate for imparting child education in the mother tongue, viewing it as a catalyst for faster and more effective learning. They think, if the medium of instruction is in their mother tongue then children can express themselves better and dropout rates will fall significantly in the rural regions of India (Anparthy, 2020; Rama Moorthy, 2020). Alongside this, they believe that the Indian education system needs to embrace technology and introduce skill development courses in the school curriculum for holistic learning to help the country escape the curse of unemployment (Chakrabarty, 2016; Pawar, 2020; Rawal, 2019; Goswami, 2019; Nishank, 2020). On July 15, 2015, the government of India launched the first Skill India Development Mission to train Indian youth in the sector of vocational education. This mission encompassed the establishment of a national skills university, the creation of 2,500 multi-skilling institutes, and the transformation of polytechnic institutes into community colleges (Dhoot, 2015; Goswami, 2019).

Despite these efforts, the majority of Indian youths are rendered unemployed every year owing to the failure of the formal education system to provide skill-based education (Hiranadani, 2020). In comparison to other developed countries, only 5% of Indian students between the ages of 19 and 24 receive vocational education (Mitra and Singh, 2020). India's obsession with the English-based method of imparting education is endangering the mother tongue in the educational institution and depriving children of proper absorption of knowledge (Ali, 2009; Mody, 2015). Mahatma Gandhi's philosophy of education becomes more relevant in these aspects. He was the first person to realize the urgency of developing a practical education system in India to develop children morally and intellectually. He emphasized the inclusion of productive works in the formal education system and the need for pupils to be tutored in their mother tongue for clearer retention of knowledge (Rao, 2018; Tandon, n.d; Selvan and Devanesan, 2020).

In this connection, Gandhi came up with his "Basic Education" model that merges both practical knowledge and theoretical knowledge and prioritizes the mother tongue as the means of imparting instructions (Tandon, n.d; "Mahatma Gandhi and His Views", 2019; Bala, 2005; "Wardha Scheme of Education", n.d;

Prakasha, 1985). This basic education helps one to become self-sufficient gradually. The National Education Policy 2020 of India reflects several core ideas of Gandhi's approach to child education. It establishes the mother tongue as the core medium of education and spells out incorporating vocational education into the academic curriculum (Mitra and Singh, 2020; Gupta, 2020). It is crucial to acquaint them with the principles of Gandhi's educational philosophy to make children realize the value of nurturing creativity, make them conscious morally and spiritually, and develop self-reliance through productive works since their childhood to inspire them to explore the world beyond their classrooms.

The first section of this chapter analyzes the sources from which Mahatma Gandhi found inspiration to develop practical education and practice social harmony in their mother tongue as a part of their education. The second section of this study analyzes different crucial aspects of the approaches, curriculums, and methods of Mahatma Gandhi's child education philosophy.

### **Operational Definition**

#### ***Child Education***

The classical conceptualization of child education is a process where children receive education throughout their adolescence period. It starts at the early stage of the development of kids and incorporates different modules, programs, and activities that help to increase their knowledge, abilities, and skills. These experiences prepare them to adapt to any situation they confront in the later stages of their life (Best Value School, 2020; "What Is Early Childhood", n.d; "What Is Early Child Education?", n.d).

Scholars' and philosophers' thoughts on child education have evolved over time. Earlier scholarly theories on this issue generally emanated from religious perspectives. Martin Luther, a famous German theologian of the 16<sup>th</sup> century, believed that the primary goal of education was to make children able to read. Therefore, he vociferously advocated for compulsory education for all children ("The History and Theory of Early Childhood Education", n.d; Harran, 2004). John Amos Comenius also advocated "universal education" for all children alike that would enable them to rise above any prejudices and reach the level of perfection that God had intended for men. However, he was against the practice of teaching children grammar and making them memorize ("The History and Theory of Early Childhood Education", n.d; Mahoney, n.d; Terzian, n.d).

This practice of achieving experience through sensory education developed by Comenius inspired many later theorists of child education, especially Maria Montessori (Mahoney, n.d). Maria Montessori, an Italian educational pioneer, put utmost importance on experiential learning, also known as “hands-on” learning, as an effective method for absorbing knowledge, which can produce a deeper understanding of language, technology, music and social interactions (Lorina, 2018; “About Montessori Education”, n.d). Like her predecessors, she also spoke of maintaining a secular ambiance in the classrooms and advocated for allowing children the opportunity to engage in activities like gardening, building, speaking politely, and doing social work in the community that would aid in developing their character (“Theories of Early childhood”, n.d; “About Montessori Education”, n.d).

American philosopher John Dewey also emphasized a "hands-on" approach that encouraged children to actively engage with their social and cultural environment. His child-centered approach advocates for an interdisciplinary curriculum that would connect multiple subjects and make schools freely accessible for all children equally. He believed that manual training, art, science and technology, nature study, and similar subjects should be prioritized (Novak, 1960; Jordan, n.d; Lorina, 2018). B.F. Skinner, another prominent figure, also emphasized the importance of association in promoting active learning among children and youth (Cherry,2020; “Burrhus Frederic (B.F.) Skinner”, n.d). The core ideas of these educational theories correspond with that of the “whole child education” approach that aims at preparing children for the challenges of real life prioritizing their holistic developmental needs. It aims to engage children in learning and connect them to the school and broader community (“Whole Child Education”, n.d; “The Whole Child Approach to Education”, n.d.). It also advocates for allowing children to participate in extracurricular activities (Paget, 2019).

This paper frames “child education” as a holistic process of educating children in academic, intellectual, moral, and practical fields that help develop their knowledge, morality, civic sense, scientific attitude of mind, and dexterity. It espouses an all-round curriculum that alongside different core disciplines, also incorporates different productive works and value education, and makes knowledge free and accessible to all children.

### **The inspiration behind Mahatma Gandhi's Philosophy of Child Education**

Mahatma Gandhi got the inspiration to reimagine and experiment with the traditional structure of child education from his life experiences and explorations. His educational experiments in South Africa were particularly pivotal in this regard. During his residence, Gandhi's persona, beliefs, and philosophical ideas earned him several disciples (Tandon, n.d; Dehury, 2006; Thomson, 1993). Gandhi established the Phoenix settlement, followed by the Tolstoy Farm in 1910, to teach them the basic doctrines of Sarvodaya and train them in the arena of moral knowledge, core academic subjects, and manual skills (Deshmukh, 2010; Shekhar, 2019; Gandhi, 1937a; Flower, 2008; "Tolstoy Farm", n.d; Bhana, 1975).

Subsequently, during his visit to Montessori schools in 1915, he was greatly fascinated by the self-directed orderliness of the young pupils. The type of education they received enthused Gandhi to believe that children could be taught through the law of nature (Bogen, 2017; Bylund, 2011). Furthermore, observing the discrimination embedded in the British-style education system in India, he felt compelled to instigate constructive reforms in the system and transform it into one that is more rooted in Indian culture (Dehury, 2006; Selvan and Devanesan, 2020).

Mahatma Gandhi's concept of imparting holistic knowledge through combining productive works, intellectual education, and academic education originated and bloomed through his educational experiments in the Phoenix Settlement and the Tolstoy Farm. On the farm, the settlers received an education that centered around moral character building, self-help, and abstention from discrimination and was trained in basic survival skills and manual works such as cloth weaving and farming coupled with studies of social justice, peace, and harmony (Flower, 2008; Deshmukh, 2010). At the Tolstoy Farm, vocational training was introduced to the young residents to provide boys and girls with opportunities for all-round development (Gandhi, 1937a). They were also encouraged to engage in activities like – general laboring, cooking, carpentry, sandal-making, scavenging, sweeping, water fetching, messenger works, games, and other recreational activities that are not only morally productive but also inculcate in them the sense of social service and citizenship ("Tolstoy Farm", n.d; Bhana, 1975). Here, the teachers imparted the students' knowledge of geography, history, arithmetic, and writing. "Bhajans" (hymns) and "interesting stories" were also included in

the curriculum. Thus, they were taught the values of tolerance, brotherhood, self-sacrifice, and community welfare (Bhana, 1975).

When it comes to the spiritual development of children and an effective education system for them, Maria Montessori's perception always gave inspiration to Mahatma Gandhi. She believed that the creation of a peaceful world should begin with nourishing the inner values of a child (Hook, 2015; "Montessori and Gandhi", 2016). Montessori believed that the traditional rote learning method is very much detrimental to children's psychological development. Hence, the Montessori method of education speaks of providing children with a prepared environment equipped with elements beneficial for their development that provide them the opportunity to engage in any work of their choice ("The Montessori Method", n.d). Mahatma Gandhi was very much impressed by this method and wanted this model to be implemented in India.

Greatly alerted to the futility of the alien British style of education, Gandhi was motivated to institute an education system reflective of Indian culture and tradition. Following the subjugation of the Indian sub-continent, the British rulers introduced an imperial, and rather alien education system in India known as the 'Downward Filtration Theory' replacing the age-old indigenous education system (Bansal, 2017; Tandon, n.d; Selvan and Devanesan, 2020; Anwar, 2020). In this system, education was imparted to only a handful of elite Indians who would, acting as the agents of the government, educate the masses (Bansal, 2017). Mahatma Gandhi strongly believed that the colonial masters had rendered the education system futile and prohibitively expensive. It effectively harmed the traditional unique and all-inclusive holistic educational system of India (Dehury, 2006; Tandon, n.d; Selvan and Devanesan, 2020; "Wardha Scheme of Education", n.d).

This devious system created a bar and widened the difference between the educated and the non-educated; sparking class consciousness and an insatiable lust for Western materialistic lifestyle (Tandon, n.d; "Wardha Scheme of Education", n.d). Gandhi's moral compass compelled him to recognize that this education system was luring Indian children and youth away from their own culture and language. Hence, to revive the uniqueness of India's traditional education system that upholds India's culture, history, and tradition, he came up with his Basic Education, also known as *Nai Talim* or New Education to educate

children in their mother tongue in both theoretical and practical spheres (Dehury, 2006; Selvan and Devanesan, 2020).

This basic education gave a thrust to the existing education system of India. According to the model of the educational philosophy of Gandhi, following the Wardha Conference of 1937, the Dr. Zakir Hussain committee outlined an education plan in 1938 known as the Wardha Scheme of Education that incorporated all the ideas of Gandhi's Basic Education (Maheshwari and Agarwal, 2019).

### **Mahatma Gandhi's Philosophy of Child Education**

#### ***The approach of Mahatma Gandhi's Educational Philosophy***

For Mahatma Gandhi, the ultimate purpose of education is the all-round development of the body, mind, morality, and spirit of children and not just literacy or knowledge of different things. Though his philosophy on education was activity-oriented, the main purpose was to make them better human beings. Gandhi wanted children to seek truth and peace – and proper education is the best means to achieve this goal (Dehury, 2006; Chattopadhyay, 1986; Kumari and Raghuvansh, n.d). In his opinion, education that cannot teach pupils the values of harmony, brotherhood, and humanity is utterly useless (Shree, 2020; Tandon, n.d; Selvan and Devanesan, 2020; Chattopadhyay, 1986). He emphasized the development of human personality, the advancement of a culture of peace, and the preservation of discipline. Mahatma Gandhi outlined the basic education system amalgamating traditional disciplines and manual work to prepare children to become morally sensible, independent, socially constructive, and economically self-sufficient (Tandon, n.d; Selvan and Devanesan, 2020).

Another crucial aspect of the all-around development of children is developing them into responsible citizens of the country. Gandhi wanted all children to have a clear understanding of their rights, responsibilities, and obligations they have as members of society. Therefore, he stressed cultivating in children the habits and attitudes of cooperation and neighborliness at home, at school, and in the community through a proper education system (Dehury, 2006). His "Basic Education" places premium importance on teaching children the values of cleanliness, health, citizenship, and concern about their duties and responsibilities. By doing so, these children would evolve into valuable assets of society, devoted to preserving communal harmony and fostering peace (Tandon, n.d; Selvan and Devanesan, 2020).



Moreover, Mahatma Gandhi hoped to encourage children to nurture creativity, inquisitiveness, scientific attitude, and adaptability by imparting to children an activity-oriented holistic education. Consequently, this leads to the simultaneity of the functions of the mind, heart, hand, and eyes in a correlated manner (Dehury, 2006). Gandhi wanted children to be able to make use of any article that was used in day-to-day life and develop the ability to adjust to any situation they were put in (Chattapadhaya, 1986).

Gandhi's all-inclusive education combines both knowledge and work encourage children to develop a scientific attitude and provokes intellectual curiosity to know the unknown and test the phenomenon of life by the standard of truth (Dehury, 2006). It also bestows learners with the necessary skills and attitudes to successfully adapt to any changing situation (Tandon, n.d). Various evaluative reports on the basic schools almost unanimously acknowledged that compared to the English Medium Schools, the children in basic schools were more intellectually mature, active, cheerful, self-reliant, displayed predilection toward habits of co-operative work and had better-developed power of self-expression (Dehury 2006).

The seeds of positive peace are ingrained in Gandhi's idea of Ahimsa, that is, nonviolence education (Kumari and Raghuvansh, n.d; Field, 2006). Mahatma Gandhi always emphasized that in order to combat unrest and make the world more peaceful, we must start with children who are naturally inclined toward harmony (Gandhi, 1931 b; Bogen, 2017) Thus, he opined that children can be taught through laws of nature that is consistent with and uphold human dignity (Bogen, 2017). According to Gandhi, no education system can be successful and ensure peaceful coexistence until it combines morality and ethics. This can be possible by introducing young students to religious education, which would empower them to cultivate virtues such as forbearance, tolerance, and reverence in their character (Kumar, 2007).

Peace and progress can never be achieved when the masses are excluded from development endeavors. The essence of Mahatma Gandhi's philosophy on education was imbued with the hope of spreading education among the common masses. He has always dreamed of a classless and casteless society, where all services would have equal status and all would earn equal wages (Gandhi, 1956g; "Wardha Scheme of Education", n.d). This dream is achievable only when education is imparted among the masses of all classes ("Wardha Scheme

of Education". n.d). That is why Gandhi has always been against the British "Filtration Theory of Education" that aimed at educating the classes, who would then pass on their knowledge to the masses (Bala, 2005; Selvan and Devanesan, 2020).

In Gandhi's opinion, the most effective means of fostering a classless society was to restore the dignity of labor ("Gandhi-Marx-Mandela", 2018). Hence, he had always been vocal about teaching children the value of labor by establishing an education system that would consider manual labor central to its curriculum ("Wardha Scheme of Education", n.d). Mahatma Gandhi demanded free and compulsory education for seven years, which is one of the fundamental pillars of his "Basic Education" scheme. This scheme is aimed at educating boys and girls in productive, creative, and socially useful work irrespective of any distinction of caste or class (Subramaniam and Raja, 2020; Selvan and Devanesan, 2020, Tandon, n.d).

It was the desire of Mahatma Gandhi to empower the Indian masses via education that led him to construct his approach to child education. He recognized the impracticality of expensive education for the impoverished masses of the country, and this realization deeply concerned him (Tandon, n.d; "Wardha Scheme of Education", n.d). That is why he stressed imparting free and compulsory primary education to all children in the village so that even the poorest level can afford to gain knowledge without any hindrance (Selvan and Devanesan, 2020).

Later, after realizing the futility of a centralized implementation plan for the education system, he proposed a comprehensive yet decentralized model that would endow village panchayats with the authority to implement this model. They, alongside other local bodies, and teachers would prepare the syllabus, curriculum, and objectives while the center coordinates and guides the work of the states so that national policies could advance from the grassroots. In addition, the curriculum materials and activities must be made inexpensive for the ordinary Indian people, and these must be produced using indigenous, inexpensive common objects of ordinary Indian life (Dehury, 2006). Moreover, Mahatma Gandhi consistently emphasized the idea of rendering education self-supporting, particularly tailored to the needs of rural India (Tandon, n.d; "Wardha Scheme of Education", n.d). To him, vocational education was the most appropriate method to make Indian villages self-sufficient units ("Mahatma

Gandhi and His Views”, 2019). Hence, to empower this large section of people and their successive generations to achieve economic independence and self-sufficiency, Mahatma Gandhi advocated for an activity-focused education system.

Nevertheless, it is beyond doubt that all the masses of a nation cannot be educated unless women are granted the right to receive education. In an era when traditional Indian society largely opposed female education, Gandhi openly demanded education for women. His steadfast belief was that women possessed equal mental capacity as men and were entitled to the same rights as men (Sharma, 2016). Men and women complement each other and share life’s joys and sorrows equally (Doley,2020). He was aware of the fact that it is the inferior social status that stands in the way of them becoming literate (Sharma, 2016). He underscored that only through proper education could women elevate themselves from their subordinate positions, assert their rightful rights, and lead lives of dignity.

Mahatma Gandhi advocated for mother education because he believed that educated mothers could provide an effective education to their children. In his opinion, the development of a nation depends, to a great extent, on women – thus he necessitated the education of women (Selvan and Devanesan,2020). That is why he advocated for free and compulsory education for boys and girls aged between 7 and 14 years in his “Basic Education” proposition. Likewise, male and female adolescent students (aged between 15 and 18) should be offered vocational education with the same curriculum (Selvan and Devanesan,2020; Tandon, n.d).

### ***The curriculum of the Education System Espoused by Gandhi***

Mahatma Gandhi believed that to ensure the all-round development of children via education, the curriculum of institutes needed to be holistic. It must ensure a perfect combination of theoretical, practical, and spiritual knowledge, and edify pupils in the vocational or technical field along with the academic and intellectual knowledge that they receive from textbooks (“Mahatma Gandhi and His Views”,2019; Bala, 2005). He proposed starting the process by training children in the field of crafts and other manual works as a prime means of achieving intellectual development and self-sufficiency (“Wardha Scheme of Education”, n.d; Tandon, n.d). An introduction to productive work through the

“learning by doing” method would instigate curiosity and creativity in the children (Dehury, 2006; Dubey, 2017).

Gandhi never put less emphasis on the importance of knowledge in different branches of learning; nor did he lose sight of spiritual education. Hence, his proposed Basic educational ways included instructions on core subjects of academic knowledge and core values of life along with manual activities, children should be introduced to work experience, and be encouraged to participate in activities like agriculture, weaving, carpentry, and several other skills (Dubey, 2017). They will be taught the value and skill of medical care, personal cleanliness and health, community cleanliness and health, self-help, social training, speech training, nature study, art and music, and spiritual development (Dehury, 2006). Vocational training will start at the secondary level, with the same curricular content for both male and female adolescents aged 15 to 18. As a continuation of this, tertiary-level education may lead to professional training in a university (Dehury, 2006; Tandon, n.d). Gandhi also spoke of launching degrees for mechanical or other engineers which will be attached to different industries

Mahatma Gandhi’s prime goal in advocating for such an all-encompassing curriculum was to fulfill his long-cherished dream of allowing Indians to become self-sufficient. He is one of the earliest proponents of technical education and felt the necessity to combine formal education with industry needs to make India achieve self-sufficiency (Dehury, 2006; Dubey, 2017; “Wardha Scheme of Education”, n.d). Gandhi believed that this process of offering self-sufficiency among Indians should begin with children. An activity-centered education system would enhance their capacity to earn their livelihood by resorting to any industry in the future or opting for business. They would earn while learning and learn while earning, and to achieve this aim, he suggested merging formal disciplines with industry needs (Dubey, 2017; Tandon, n.d). However, fearing that overemphasis on self-sufficiency may play down the significance of theoretical knowledge, the Dr. Zakir Hussain Committee replaced complete self-support with partial self-support so that oral work, drawing, and expression work do not lose their salience (“Wardha Scheme of Education”, n. d). Moreover, some critics referred to the risk of exploiting children’s labor by schools (Bawa, n. d).

### **Method of Mahatma Gandhi's Approach to Child Education**

To fulfill his dream of reviving the Indian culture-oriented education system, Mahatma Gandhi proposed to make the mother tongue the medium of education. Educating children via their mother tongue helps them realize themselves and the knowledge of God and opens their eyes to the ultimate reality of the world (Jalpa, 2017; Bawa, n.d; Gandhi, 1928 i). He deprecated the foreign medium of education, believing that this only turned children into crammers and imitators, put immense pressure on their minds, and robbed them of their creativity ("Speeches and Writings of Mahatma Gandhi", 1916 a). To be precise, Gandhi was against the use of English as a medium of education in India. He believed that English created and widened the gulf between those who knew English (chiefly the elites) and those who did not (the masses) (Venkatesh,2019). But those who gained knowledge in their vernaculars could turn their knowledge into an asset for the nation ("Speeches and Writings of Mahatma Gandhi",1916 a). Education in their mother tongue would enable students to successfully absorb knowledge and help them understand the rich heritage of people's ideas, emotions, and aspirations (Jalpa, 2017; Bawa, n.d; Gandhi, 1928i).

Mahatma Gandhi staunchly believed that people gained more useful and superior knowledge from practical, first-hand experience than from books (Gandhi, 1958c). He was specifically averse to rote learning educational methods and considered them defective (Tandon, n.d). To him, it was utterly pointless to stuff children's minds with all sorts of unnecessary information (Dehury,2006; Chattopadhyay, 1986). Experiential knowledge titillates a learner to actively engage with his/her environment, develop curiosity, and investigate in-depth the realities of life ("What Is Experiential Education?", 2014). On the other hand, a textbook does not have the merit of teaching a child about his or her surroundings (Gandhi, 1921d). This is not to say that Gandhi was totally against the use of textbooks; indeed, they were included in the structure he proposed for "Basic Education" (Dehury, 2006). During his stay at Tolstoy farm, he used to narrate to his students, in his language, the lessons that he learned and understood from the textbooks in the first place. This, Mahatma Gandhi believed, enabled them to learn and understand better than they would've from the textbooks (Gandhi, 1927e; Bhana, 1975). The Dr. Zakir Hussain Committee, when entrusted with the responsibility to prepare a detailed syllabus of studies for Basic schools went a step further and advocated for conducting education

through concrete life situations relating to craft or social and physical environment (Prakasha, 1985; “Wardha System of Education”, n.d).

Nevertheless, school sanitation programs, the celebration of national festivals and birthdays of national heroes arranging students’ assemblies to discuss school affairs on parliamentary lines, organizing school courts, games, and sports competitions, educational excursions – are some examples of activities that are pertinent to the social environment of children. Likewise, activities relevant to the physical environment of children include planned excursions and outdoor trips; observing plants, trees, birds, animals, and insects; examination of local soil, rock, and minerals; visits to vegetable, fruit, and flower gardens; planting trees, etc. However, most of the basic schools limited the correlational method to crafts only – partly due to Mahatma Gandhi’s attaching unique significance to crafts and partly owing to a lack of trained teachers in this field (Prakasha, 1985).

At the same time, the hands-on experience gained by students through these activities enhances their ability to acquire skills and effectively apply them in practical, real-world situations (Thote and Gowri, 2020). The introduction of work to the curriculum allows children to learn from their social and economic environment (“Experiential Learning: Gandhiji’s NaiTalim”, n.d). Through inquiring, inferring, and reflecting on these environments, children are empowered to employ in real life the theories they assimilate from the textbook (“Education with Experiential Learning”, 2019). That is why; Gandhi put much stress on providing children with the opportunity and encouragement to learn from experience and learn from doing as methods of imparting education (Tandon, n.d).

According to Mahatma Gandhi, the success and wholesomeness of education depend on the freedom of teachers in designing and executing the curriculum. Gandhi was against the idea of the state or authorities dictating and informing the teacher’s method and course of education. This is one reason why he never supported prescribed textbooks – for he believed that when teachers taught pupils from textbooks, they only disseminated information, not originality. Teachers should be able to fully employ their intellect and conscience while educating children (Thomas, 2009). They need to be given the freedom to conduct experiments for education and materialize their plan and ideas (“Wardha Scheme of Education”, n.d).

Teachers ought to establish their image before students as an epitome of virtue and wisdom. They must be well-trained, efficient, knowledgeable, and skilled (Joseph, 2013; Bawa, n.d). Gandhi believed that it is the teachers who shape their students' character and soul. They, by dint of their character, can inform their students from afar (Gandhi, 1927e). Therefore, teachers need to be the possessors of consummate righteousness. They should be polite, pious, and humble, and not just tutor but guide their students in the path of knowledge (Joseph, 2013). Teachers should be patriots and should display before their pupils a penchant for non-violence and truth. They should have a love for labor and lead their lives in a simplistic manner (Bawa, n.d).

### **Conclusion**

Mahatma Gandhi was inspired by his experiences and excursions in life to rethink and experiment with the conventional framework of child education. In terms of approach, he contends that rather than focusing only on reading or general information, education should aim to develop children's bodies, minds, morals, and spirits. The principles of hygiene, health, citizenship, and care for one's obligations and responsibilities were given top priority in his "Basic Education" model. As a result, they would become important members of society who would be committed to preserving peace and harmony in their neighborhoods. He put up a detailed yet decentralized plan, giving rural panchayats the power to carry it out. The center would coordinate and direct the activities of the states so that national policies can follow a bottom-up approach. Gandhi advocated for women's education, firmly believing that educated mothers could provide their children with a more effective and enlightened education.

Moreover, Gandhi suggested a curriculum that would ideally include academic, practical, and spiritual knowledge while also educating students in technical or vocational disciplines in addition to the academic and intellectual knowledge they get from textbooks. His primary motivation behind advocating for such a comprehensive curriculum was to actualize his enduring vision of fostering self-sufficiency among Indians. A system of education focused on activities would improve students' ability to support themselves in the future by working in any field or starting their own business. He proposed fusing formal disciplines with the requirements of industry in order to attain this goal so that they would both earn while learning and learn while earning.

In terms of method, according to Gandhi, the mother tongue should serve as the primary medium of education, since it helps children come to terms with who they are and enlightens them about the true nature of the universe. On the other hand, he claimed that the foreign method of instruction just made kids into crammers and imitators, subjected their minds to tremendous stress, and robbed them of their ability to think creatively. According to Gandhi, the independence of teachers to create and implement the curriculum is essential to the success and well-being of education. He opposed the idea of the government or other authority dictating to teachers how to educate and what to teach. This resistance was one of the reasons why he was not in favor of mandatory textbooks.; in his opinion, when teachers relied solely on textbooks as a teaching tool, they were simply disseminating information, not creating anything new.

Mahatma Gandhi's principles and philosophies are beneficial resources for future generations. It has the merit of inspiring juvenile minds to explore the world that lies beyond their textbooks, and develop their dexterity by indulging in any productive activity, thus making it more interesting so they can cultivate themselves as responsible citizens. Now it is over to us to familiarize them with the precious ideas of Gandhi's educational perception and constructively channel them to try as much as possible to practice them in their lives.

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## **CHANGING FACE OF CORPORATE SOCIAL RESPONSIBILITY & DEVELOPMENT OF INDIAN ECONOMY SINCE 1972**

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### **ABSTRACT**

Corporate social responsibility and the development of the Indian economy had led to various impacts on the business since 1972. India is the first country to demand corporate social responsibility via statutory provisions. Moreover, it was observed that social change in the public-private partnerships in the ongoing economy has led to a huge loss in India. Previously the corporate social responsibility activities did not implement any technologies and therefore the company used to take time which leads to a negative impact on the economy. However, in the last five years, India has upgraded and implemented many technologies and that consumes less time which leads to having a great impact on the company.

**Keywords:** Development of the Indian Economy, Corporate Social Responsibility, Economic responsibility, Sustainable development

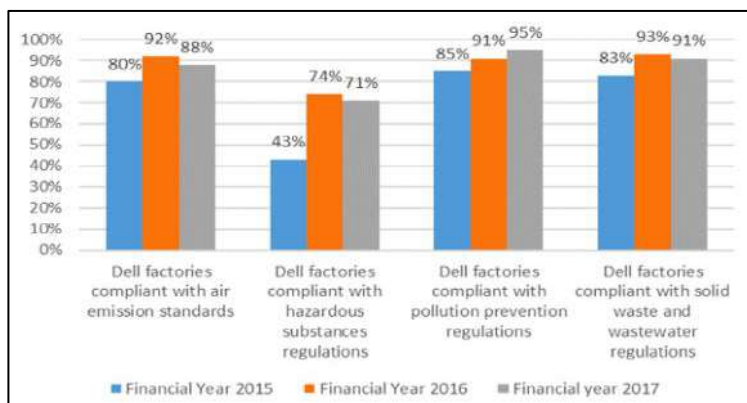
### **1. Introduction**

Corporate social responsibility leads to a positive impact on an organization in order to enhance economic growth. Moreover, the primary purpose of Corporate social responsibility is to provide all sorts of economic pieces of information to their employees in order to satisfy the needs and requirements of the customers. In further addition, Corporate social activities help the organization to enhance its brand image by providing better quality products to its customers in order to develop the economic rate in the marketplace. However, Corporate social responsibility is also considered to be an innovative strategy in order to enhance the organizational growth rate. In this research study, mainly focuses on the change in corporate social responsibility and practices that have led to enhanced economic development since 1972 in the marketplace.

## 2. Review of literature

### 2.1 Corporate social responsibility practices in the Indian economy

Corporate social responsibilities help to provide all sorts of better services in order to enhance economic growth. Moreover, in the historical period, corporate social responsibilities had an essential role because earlier the companies used to face huge losses as the demand rate was not so high and the strategies that were made by the company did not attract the customer's needs (Chakraborty *et al.* 2019). In addition to that at that time, the activities of corporate social responsibilities implemented some advanced strategies and their changing practices leads to a great impact on the economic growth rate of the organizations.



**Figure 2.1: Graphical representation of CSR and its financial performance**

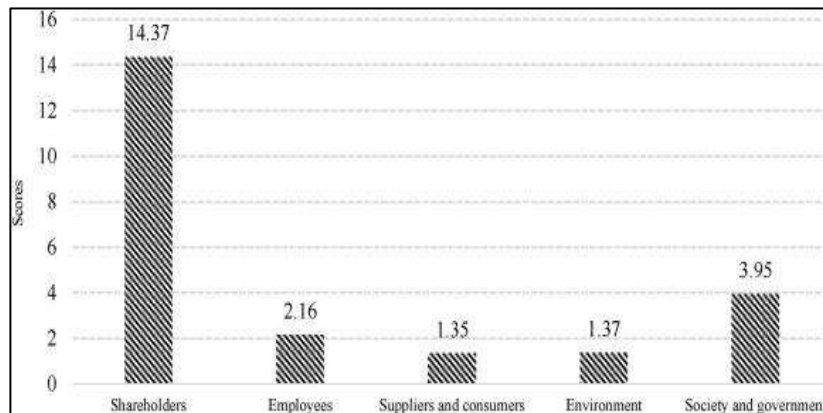
(Source: Matten *et al.* 2020)

In accordance with the above figure, it represents the financial performance and the CSR activities that help in to enhance the financial growth rate in an organization based on 2015 to 2017. Moreover, the above figure it is showing the financial rate of the Dell company in 2015 that financial rate rapidly increases to 92%. In 2016, due to the low rate of demand, it decreases to 43% whereas in 2017 financial rate increased to 93% (Matten *et al.* 2020). Thus, the practice of Corporate social responsibility helps to enhance the strategies and that leads to a great impact to increase the economic growth rate of the organization.

### 2.2 Effects of CSR on the green development

The green revolution of Corporate social responsibility leads to enhancing innovative strategies in order to reduce all the issues that are faced by organizations. Moreover, corporate social activities help the economy to enhance

its economic growth rate in the marketplace (Hoque *et al.* 2018). The main purpose of corporate social responsibilities helps to provide all the innovative strategies that lead to a great impact on the organizations, employment rate as well as among shareholders.



**Figure 2.2: Impact of Corporate social responsibilities that leads to having a positive impact on the organization**

(Source: Lee *et al.* 2019)

In accordance with the above figure, it represents the impact of corporate social responsibilities on the employees, the government, and the shareholders of the organization. Moreover, in the Indian economy, corporate social activities help to enhance innovative strategies that lead to a great impact on the organizational rate. Furthermore, as per the above figure, it represents the economic rate of Corporate social activities in order to enhance the economic growth rate of the organization (Lee *et al.* 2019). However, Quality production in an organization in order to enhance the supplier rate is one of the approaches that support the company to assemble some additional advantages of CSR such as, attracting more customers and partners to the business and it also helps the business to become sustainable. On contrary, the rate of quality in a company helps in enhancing the manufacturing process which not only helps to improve the production rate but also leads to enhancing the economic growth rate in an organization. Thus, the Corporate social activities plan an innovative strategy in order to enhance the reputation of the brand in the marketplace.

### **3. Research Aim and Question**

#### ***Aim:***

The primary purpose of the research is to analyses the changes in corporate social responsibility and their practices that lead to a great impact on the development of Indian economic growth. Thus, this research also helps to determine the green revolution that is contributed by Corporate social responsibility in order to enhance the strategies to develop the economic growth of the organization.

#### ***Questions:***

Question 1: What is the concept of changing the face of Corporate social responsibility in economic development?

Question 2: What is the impact of the green revolution on Corporate social responsibility in an organization?

Question 3: What are the challenges of Corporate social activities in order to enhance the economic growth of an organization?

Question 4: What are the recommendations to mitigate all the issues that are faced by the organizations of Corporate social activities

### **4. Research Objective**

To analyses the concept of changing the face of Corporate social responsibility in the economic development

1. To analyses the impact of the green revolution on Corporate social responsibility in an organization
2. To understand the significant challenges of Corporate social activities in order to enhance the economic growth of an organization
3. To provide a suitable recommendation to mitigate all the issues that are faced by the organizations of Corporate social activities

### **5. Research methodology**

The present research is about the changing face of Corporate social responsibility and the development of the Indian economy since 1972. Moreover, the researcher chooses to analyses the data by implementing the primary data collection method in order to gather all sorts of real-time pieces of information in order to make the research more significant. A primary survey has conducted among the employees of the company and 115 members actively

participated in the survey. Furthermore, all the data that has been collected here in order to enhance the innovative strategies in the companies that lead in the changing face of corporate social responsibility in order to enhance the economic growth rate of the organization. However, the survey has been done on the employees in order to enhance the production rate of the organizations and can have all sorts of relevant pieces of information to develop the Indian economical rate (Koleva, P. 2021). Howsoever, after conducting the primary survey the researchers conducted SPSS in order to understand the validity and reliability of collected primary data from a software tool method. Therefore, in terms of collecting all the data from the survey helps to prove a brief understanding of the concept of Corporate social activities that leads to enhancing the production rate of an organization. In this research, the positivism method has been used in order to determine the Corporate social activities that lead to a positive impact on an organization (Aggarwal *et al.* 2019). Thus, the primary survey in the research methodology helps to gather all sorts of relevant pieces of information in order to enhance the strategies of corporate social responsibilities by enhancing the economic growth rate of the organizations.

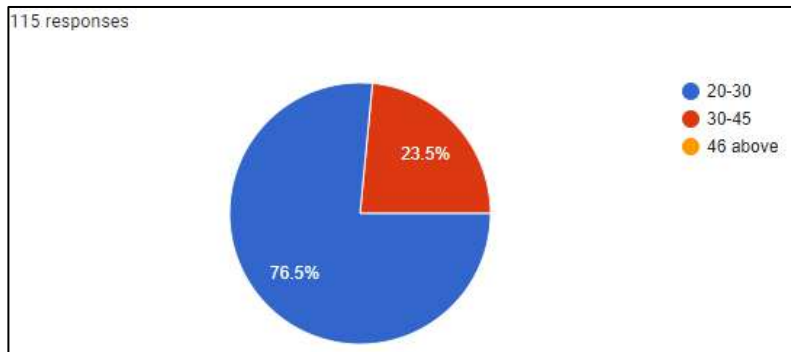
## **6. Significance of the study**

The main significance of the study helps to determine the changing face of corporate social responsibilities in order to enhance the economic development in the organizational rate. Moreover, the policies of corporate social responsibilities lead to a great impact on Indian companies to improve the employment rate and that helps to satisfy the needs of the customer requirement (Verweijen *et al.* 2019). In further addition, this research also helps in providing some recommended strategies with the potential in order to acquire better CSR advantages in the future. The overall research study allows the researcher to accumulate and highlight some useful information regarding Corporate social responsibility that leads to enhancing the development of the Indian economy.

## 7. Result and discussion

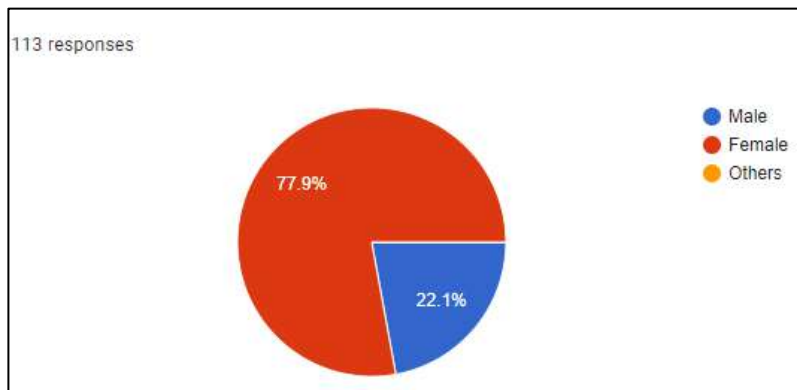
### Survey analysis:

#### Question 1: What is your age?



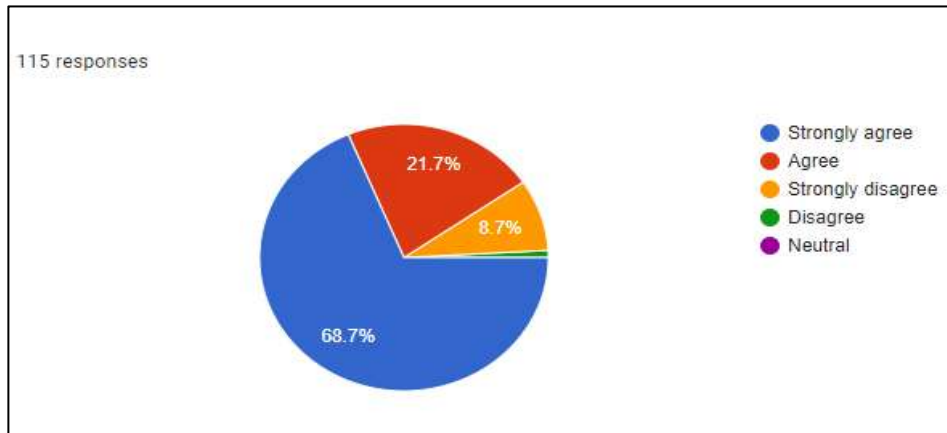
In accordance with the above survey, at first, the employees were asked about their age in order to align all sorts of data that will help them to determine the strategies. Moreover, by conducting a survey it is analyzed that the employees of age in between 20-30 majorly participated in the survey which is 76.5%.

#### Question 2: What is your gender?



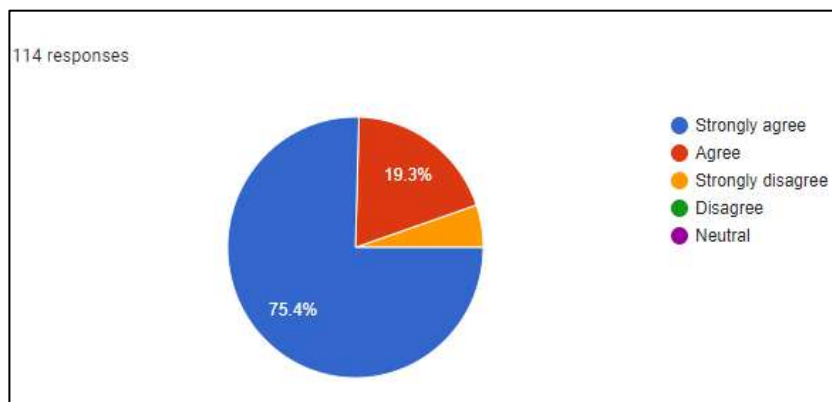
In accordance with the above survey, the employees were asked about their gender in order to gather information about the activities of the corporate social responsibilities. Moreover, from the survey, it can be analyzed that 77.9% of female employees actively participated in the survey.

**Question 3: Do you believe that CSR is important for businesses to attract employees and develop the economy?**



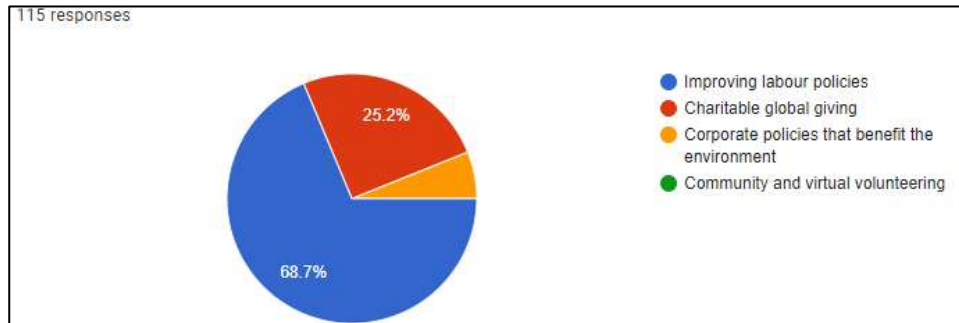
According to the above survey questions it was asked about the importance of CSR activities in the business in order to enhance the country by attracting customers. 10 questions have been asked out of which only 115 participants have actively participated in the survey in order to provide pieces of information about the importance. However, almost 68.7% of employees strongly agreed with the survey.

**Question 4: Do you believe that CSR has contributed to green development in the Indian economy to green development in Indian economy?**



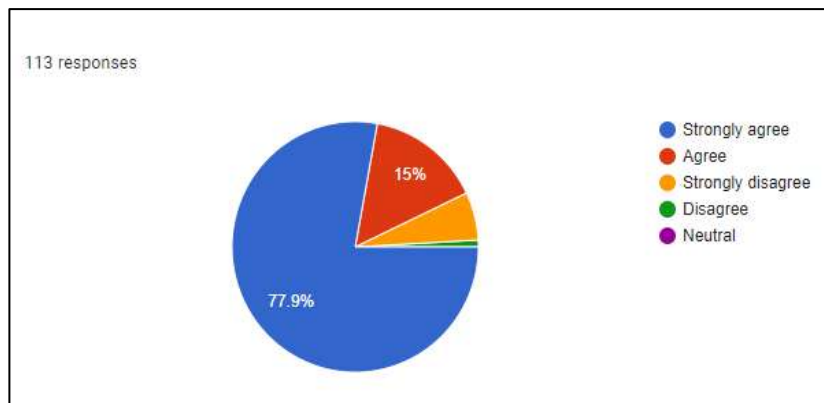
In accordance with the above survey questions, it has been analyzed that 75.4% of people strongly agreed with the survey that corporate social responsibilities have contributed to the green development of the Indian economy in order to enhance the economic growth structure.

**Question 5: What is the most effective social contribution made by CSR according to you?**



According to the above survey, 10 questions have been conducted out of which only 115 participants have actively participated in the survey. Moreover, the question was asked about the most efficient social contribution that is made by Corporate social responsibility. Where 68.7% of employees have suggested that the efficiency of CSR leads to order to improve the labor policies.

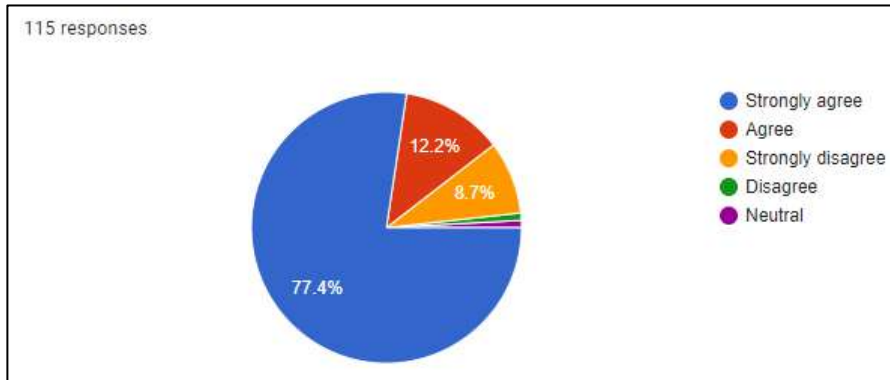
**Question 6: Does CSR have a stable policy to develop the economy according to you?**



According to the above survey question, 115 participants actively participated in the survey. 77.9% employees have strongly agreed with the fact that corporate social responsibility has a stable policy in order to develop the economic growth rate of the economy.

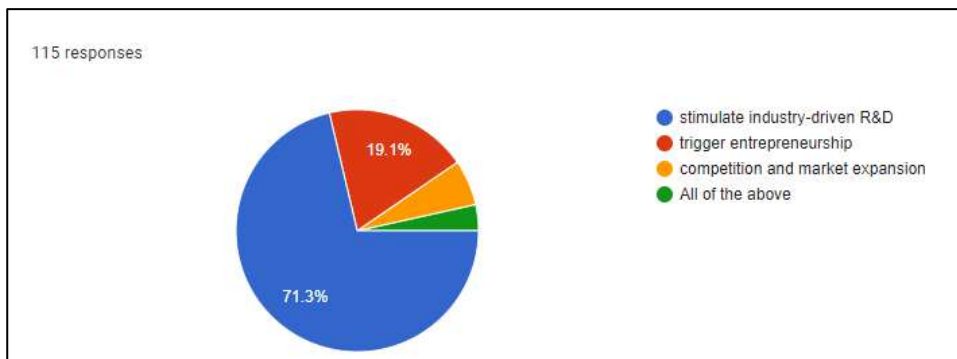


**Question 7: Does social responsibility conflict with the economic objectives of a business?**



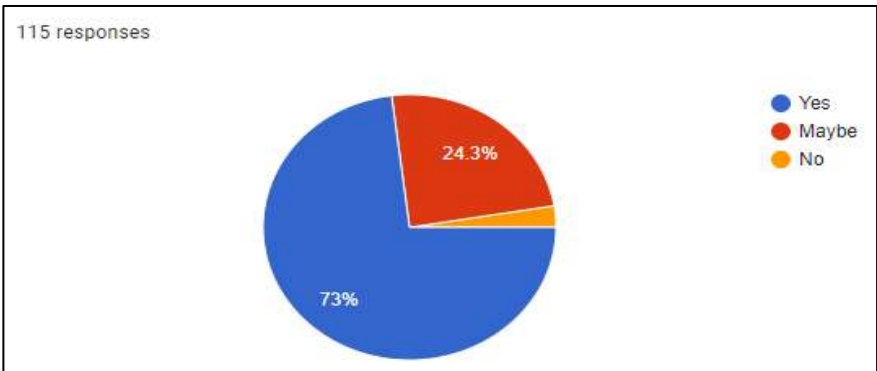
According to the above survey questions it has been asked about social responsibility conflict within the economic objectives in the organization where 77.4% of employees strongly agree with the questions. Because the social conflict will lead to a great impact in order to enhance the economic growth rate of the organizations.

**Question 8: How does CSR help in the economic development of an organization?**



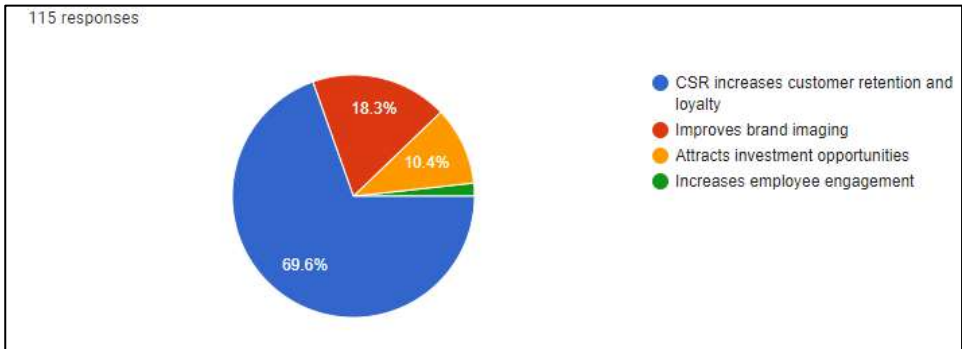
According to the above survey questions, where 115 participants actively participated in the survey in order to understand the impact of CSR on economic development. Moreover, 71.3% strongly agreed with stimulating industry-driven R&D in order to enhance the economic development of organizations.

**Question 9: Does CSR help to improve the SCM of the Indian economy?**



In accordance with the above survey questions, it was asked about the social responsibilities that help in the SCM of an Indian economy. Howsoever, out of 115 participants, 73% of the employees have agreed with the fact that it helps in the SCM of an Indian economy.

**Question 10: What is the impact of CSR on the Indian economy?**



According to the survey questions, it was asked about the impact of CSR in an Indian economy where 69.6% of employees strongly agreed with the fact that it increases customer retention and loyalty in order to have a great impact on the economic growth rate of the organizations.

**Statistical analysis:**

**Reliability statistics**

Reliability Statistics	
Cronbach's Alpha	N of Items
.894	10

**Figure 7.1: Reliability statistics**

In accordance with the above figure that represents the reliability statistics in order to analyses the changing face of corporate social responsibilities and their development in the Indian economy from the survey. However, the value of Cronbach's Alpha ranges from 0.70 to 0.90 as per the survey questions. Thus, over here, in accordance with 10 questions that have been conducted in the survey, the statistics of Cronbach's Alpha value is 0.894.

The significant value of ANOVA with Cochran's test is 0.00 and is said to be valid by analyzing the statistical data through SPSS.

### ANNOVA TEST

ANOVA						
		Sum of Squares	do	Mean Square	F	Sig.
do?	Between Groups	.019	2	.010	.054	.947
	Within Groups	19.450	110	.177		
	Total	19.469	112			
What_is_the_most_effective_Social_contribution_made_by_CSR_according_to_you?	Between Groups	16.341	2	8.171	37.229	.000
	Within Groups	24.580	112	.219		
	Total	40.922	114			
Does_CSR_have_a_stable_policy_to_develop_the_economy_according_to_you?	Between Groups	44.940	2	22.470	85.086	.000
	Within Groups	29.314	111	.264		
	Total	74.254	113			
How_does_CSR_help_in_the_economic_development_of_an_organisation?	Between Groups	19.756	2	9.878	23.942	.000
	Within Groups	46.209	112	.413		
	Total	65.965	114			

**Figure 7.2: ANNOVA Statistics**

In accordance with the Anova test, the dependent variables that have been chosen by analyzing the survey are; "What is your gender, what is the most effective Social contribution made by CSR according to you, Does CSR have a stable policy to develop the economy according to you, how does CSR help in the economic development of an organization" whereas the rest part of the questions is said to be dependent variables. Moreover, the significant value of question no 2 is more than 0.947 and in the other part of the independent variables in question 5, the significant value is 0.00, in question 6 its value is 0.00 and in question 8 its value of significance is 0.00.

## **8. Conclusion and policy recommendation**

In accordance with the above research study, it can be concluded that the changing face of corporate social responsibilities in order to enhance the values and ethics of the organization is highly necessary for the present generation. The significance of CSR is that it instils values in the company and helps in bringing upliftment to the Indian economy. The big MNCs need to follow CSR policies in order to achieve decorum in the company and align their employees with the goals and responsibilities of the company. The CSR practices help employees to build trust in the company since they get the leverage to lodge a complaint against any misconduct in the organization. The proper safety and security of employees could be achieved due to the adoption of CSR policies. The CSR policies also help in bringing a green revolution to the economy that ultimately results in saving the environment and adopting eco-friendly practices by the companies.

### **Recommendation 1: Adopt transparency in the system**

The system needs to be made transparent by the usage of CSR policies so that maximum profit generation could be achieved. The need for a transparent relationship is that any form of the problem could be conveyed to the higher authority with ease and suitable solutions would be implemented in the company on a regular basis. Critical and innovative thinking would get encouraged as well due to a transparent relationship that would help the business to prosper and gain a competitive advantage in the global market (Luetz, *et al.*2019). Furthermore, transparency would help in building a strong hierarchical system in which proper information flow would occur strongly. Transparency would help an organization to build trust with its clients and hence the growth of long terms business relationships could be achieved.

### **Recommendation 2: Implement strong leadership skills in the organization**

Strong leadership skills need to be implemented so that the employees could be properly directed in order to achieve a stable company with a developed USP. Product variation and quality control could be achieved due to strong leadership qualities. Due to the influence of strong leaders, the employees get motivated to work diligently in order to make significant profits on behalf of their organization (Maqbool *et al.* 2019). The teamwork activities also get developed due to the influence of strong leaders which results in brainstorming activities and the growth of innovative culture in the business ecosystem. As a result, the

company develops a competitive advantage and makes huge market expansion with the assistance of skillful leaders.

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## **SCHOOL CLIMATE AS AN IMPORTANT COMPONENT IN SCHOOL IMPROVEMENT & EFFECTIVENESS**

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### **ABSTRACT**

This study aims to discover what forms of climate exist in schools and contribute to the expectations for school atmosphere across different stakeholders. Open climate, autonomous climate, controlled climate, familiar climate, parental climate, and closed climate are the six main components of a school's climate. Understanding these components can help educators a better educational environment for pupils, teachers, and staff, boost academic and social-emotional growth, and provide insight into the ethos and character of a particular institution. The descriptive research design was used in the study. The stratified random selection approach was used to choose 160 senior secondary schools students from the Ghaziabad District of Uttar Pradesh State in India. S. P. Singh and A. Imam (2015) created the School Climate Scale, which was used to collect data. The study determined that senior secondary school climates differed significantly for male and female pupils in government and private schools.

**Keywords:** School Climate, Dimension of school climate, Climate improvement, Climate effectiveness, government schools and private schools.

### **1.0 Introduction**

#### **1.1 Background of the Study:**

Senior secondary school age is the period of 14-18 years. Young academics are developing into imaginative people who are getting ready for their future roles in



society. New accomplishments and experiences are common during the school years. Respect should be shown for the needs and preferences of each Student. School climate is "based on patterns of people's experiences of school life and reflect norms, goals, values, interpersonal relationships, teaching and learning practice, and organisational structures," according to the Indian National School Climate Centre. Spending a few seconds at a school facility may sometimes give you a feel of its climate. Observing interactions between students and faculty might offer insight into how students feel about their institution. However, it can be challenging to pinpoint a school's general climate, especially when different individuals or groups within a school may have wildly divergent views of the learning environment.

Researchers and school administrators are paying more attention to the school climate because they perceive it as a data-driven approach to enhancing learning environments. This strategy aids teachers, parents, and students in establishing safer, more interesting learning environments (**Rousmaniere, 2013**). A positive school atmosphere requires relationship safety, teaching and learning, institutional environment, and school improvement methods. Fostering a supportive environment promotes cooperation across educational institutions and inspires mutually beneficial cooperation among students, as highlighted by **Gregory et al. (2013)**.

## **1.2 School Climate**

The school's psychological and physical makeup, which represents those factors that are more changeable, sets the stage for teaching and learning. It also plays a big role in efforts to improve academic achievement and implement school reform. A good schooling programme needs a number of key components, one of which is a healthy school atmosphere. Educational achievement is influenced by the environment of the classroom, the attitudes of the teachers, and parental support. As instructional leaders, administrators may help students comprehend the goal and vision of the school and create an enjoyable learning atmosphere **Brand et al. (2009)**.

## **1.3 Components of School Climate**

The climates of Open Climate, Autonomous Climate, Controlled Climate, Familiar Climate, Parental Climate, and Closed Climate were taken into consideration in the "School Climate scale" created by S. P. Singh and A. Imam (2015). Understanding each of these six components may aid educators in using

them to improve a school's climate for students, teachers, and staff, boost academic and social-emotional growth, and provide insight into a school's culture

#### **1.4 Rationale of the study**

Effective learning only occurs when pupils are given a suitable and comfortable setting in the classroom. The school has long been recognised as a significant aspect of the child's education because of the fundamental function that their learning environment plays in moulding the innate potentialities of the individual. The variety and flexibility of teachers' roles and the resources they make available for the child's education greatly influence the child's education and accomplishment. The current educational system calls for a value-based learning environment with multitask leadership. An education centre in India's NCR, particularly in the Ghaziabad district, shows exceptional secondary student accomplishment. This inspired the researcher to look at the connection between the work values of secondary school heads and various school cultures. The study's findings, according to the researcher, should be helpful to anyone working in school administration. Therefore, it is believed that the current investigation is necessary.

#### **1.5 Problem statement**

The organisational atmosphere and eventual results of the schools in terms of their performance are determined by the behaviour, attitude, and relationships that the head and teachers display at work. Secondary schools come in a range of organisational climates, from those with an embracing, positive, and encouraging attitude that fosters some production to those with a stressful, demoralising atmosphere that fosters little to no productivity. As a result, it appears that the organisational environment of schools has an impact on the well-being of schools, the effectiveness of their instructors, and the academic accomplishment of students. The research topic that the investigator chose is **“School Climate as an important component in School Improvement & Effectiveness”**

#### **1.6 Objectives of the Study**

1. To study the gender-related differences in the school climate of government and private senior secondary school Students with respect to their gender.

### 1.7 Hypotheses of the Study

1. There is no significant difference in school climate between male and female students of government and private senior secondary schools.

### 1.8 Delimitation of the Study

The following restrictions were taken into account when conducting this investigation.

1. The research of the study was restricted to senior secondary school pupils in the Ghaziabad area of Uttar Pradesh state, India.
2. The current study solely included XI and XII, standard students.
3. It also considered gender (male or female), on the school climate of government and private senior secondary school students.

### 2.0 Review of Related Literature

**Maxwell, Reynolds, Lee, Subasic, and Bromhead (2017)** discovered a link between students' perceptions of the school atmosphere and academic success and the higher school students' perceptions of the school atmosphere, the higher their success scores in numeracy and writing areas. However, perceptions of the school atmosphere had no effect on reading achievement. **Sharma (2017)** studied the relationship between organisational climate and students' performance in rural and urban schools. They found that rural school students are more favourable than urban school students and that the majority are high achievers. **Fan and Williams (2018)** looked at how academic success and school environment related, finding that student incentives were a key mediating factor. The study's findings demonstrated that drive and self-efficacy both acted as mediators between environment and success. **Ariyanto (2019)** examined how senior high school students in Jember felt about the school environment during a history class. 375 students provided the data, which was gathered. The study's findings revealed some significant disparities. Another finding of this analysis was that the school's atmosphere had a significant impact on how students learned.

**Kaur & Kaur (2022)** conducted a study of academic achievement and school climate among secondary school students. They found that there was a significant and positive relationship between school climate and academic achievement, with boys being more social and girls being more emotional. With the above objective in mind, the research seeks answers to the following questions:

Q.1 Which factors affect the school climate of senior secondary school students?

Q.2 what is the most significant effect of demographic variables like gender (male or female), on the school climate of government and private senior secondary school students?

### **3.0 Research Design**

#### **3.1 The method used for this study**

To investigate the school environment of senior secondary school pupils, the researcher used a descriptive cum normative survey technique of research.

#### **3.2 Area of Study**

The sample for this study was exclusively drawn from Ghaziabad district, Uttar Pradesh state and Country India.

#### **3.3 Population for the Study**

Students in grades XI and XII make up the study's population for survey research of Ghaziabad district, Uttar Pradesh state and Country India.

#### **3.4 Sample and sampling technique**

The researcher chose a sample from the population using a stratified random sampling approach. 160 students from different schools make up the sample. in Ghaziabad district, Uttar Pradesh state and Country India.

#### **3.5 Tools used in the Study**

A tool developed by S.P. Singh and A. Imam (2015) titled as "School Climate Scale" was taken for this research study. 18 components make up this measure, which is broken down into six categories: open climate, autonomous climate, controlled climate, familiar climate, parental climate, and closed climate.

#### **3.6 Techniques of Data Analysis**

The survey method was used to gather data. The scores were interpreted in accordance with the specified aims and hypotheses using descriptive and inferential statistics.

#### **3.7 Statistical Analysis**

The aims and hypotheses were analysed using descriptive and inferential methods, including t-tests for differences and measures of central tendency.

#### 4.0 TESTING THE HYPOTHESIS:

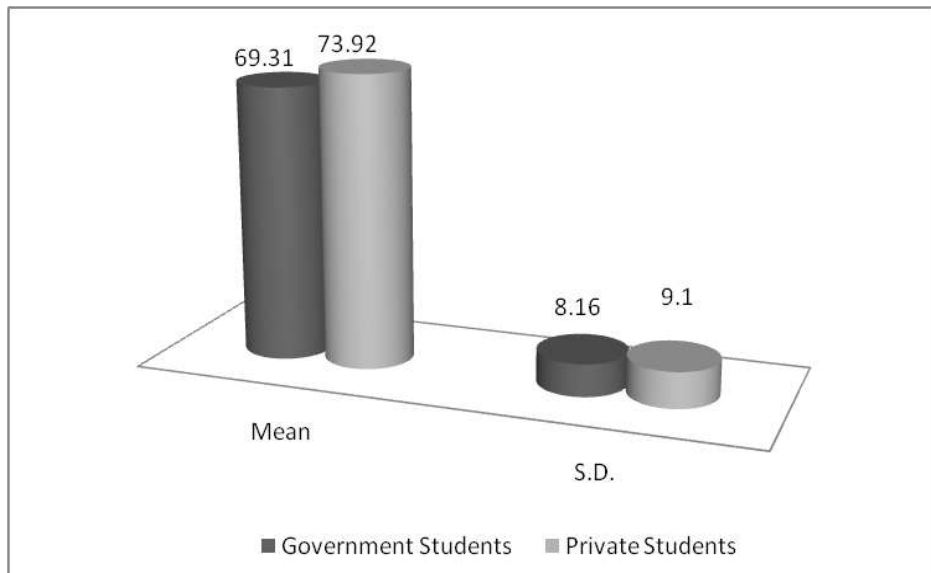
**Hypothesis - 1:** There is no significant difference in School Climate between boys and girls students of Government and Private Senior Secondary Schools.

**Table 4.1:** Values of t for Average Scores of types of school over School Climate in Sr. Secondary School Pupil

Sr. No.	Group Compared	N	Mean	S.D.	df	"t" Value	Level of Significance
1.	Government Students	84	69.31	8.16	158	3.3797	Significant at 0.01 level
2	Private Students	76	73.92	9.10			

**Analysis:** From Table 4.1, it can be observed that the critical value on the t-table at a 0.05 level of significance is 1.97, and the 0.01 level of significance is 2.60.

**Interpretation:** According to the findings, hypotheses there is no significant difference in School Climate between the students of government and private senior secondary schools are rejected.

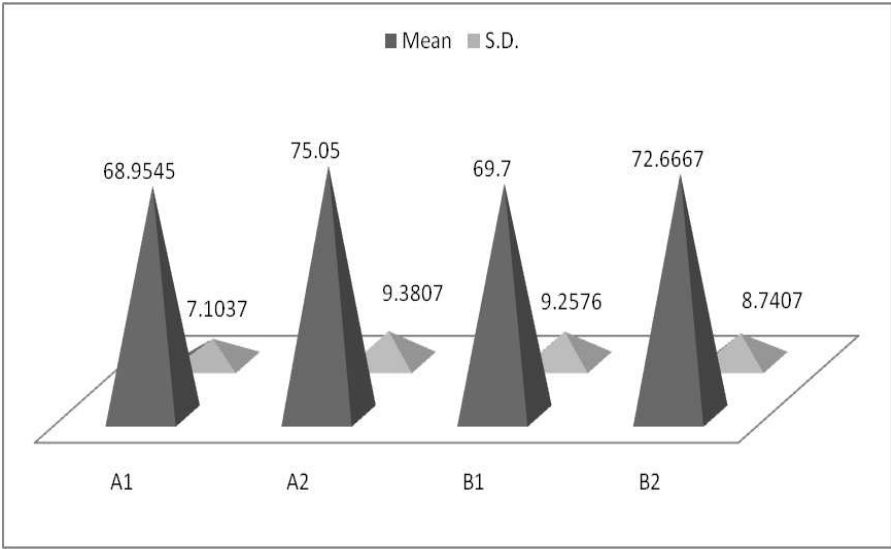


**Figure 4.1:** Mean Scores for Interaction Effect on School Climate among government and private senior secondary schools students

**Table 4.2:** Descriptive statistics of independent variables

Variables →	A <sub>1</sub>	A <sub>2</sub>	B <sub>1</sub>	B <sub>2</sub>	Pooled Total
Observations N	44	40	40	36	160
Mean	68.9545	75.0500	69.7000	72.6667	71.5000
S.D.	7.1037	9.3807	9.2576	8.7407	8.8970

Where A<sub>1</sub>: Govt. senior secondary schools male students,  
A<sub>2</sub>: Pvt. senior secondary schools male students  
B<sub>1</sub>: Govt. senior secondary schools female students and  
B<sub>2</sub>: Pvt. senior secondary schools female students.



**Figure 4.2:** Mean & S.D. scores of School Climate between government and private senior secondary school male and female students

**Table 4.3:** One-way ANOVA of independent variables

Source	Sum of squares (SS)	df	Mean SUM Square (MSS)	F statistic	p-value
Between-treatments	967.7909	3	322.5970	4.3316	0.0058
Within-treatments	11,618.2091	156	74.4757		
Total	12,586.0000	159			

**Interpretation from Anova:**

**H<sub>0</sub> hypothesis,** Since  $p\text{-value} < \alpha$ ,  $H_0$  is rejected. The averages of certain groups are seen to be unequal. To put it another way, there is a substantial enough statistical difference between certain group averages. P-value equals 0.00579462,  $[p(x \leq F) = 0.994205]$ . The test statistic F equals 4.331574, which is not in the 0.01 level of acceptance:  $[-\infty: 3.9096]$ . It's possible that other multiple comparisons tests, such as the Bonferroni multiple comparison, may be used to determine which of the pairs of treatments are substantially different from each other. The Bonferroni observed - statistic for all relevant =6 pairs of treatments is shown below.

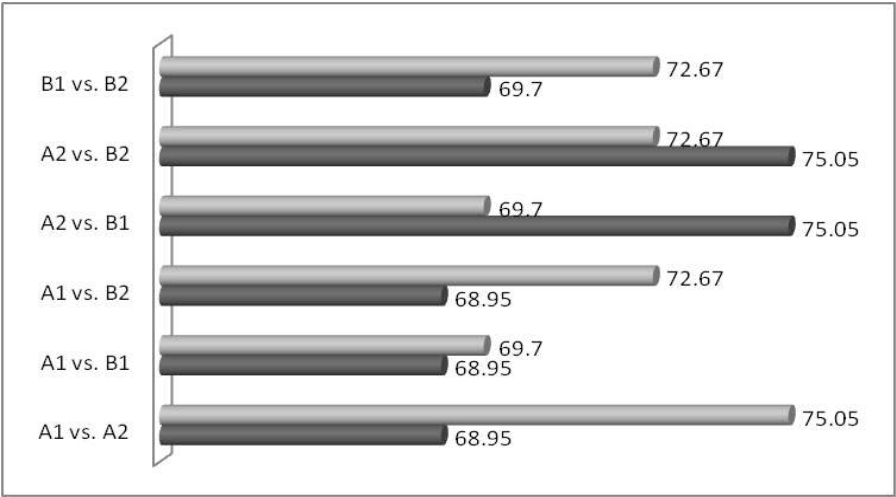
**Table 4.4:** Multiple Comparison tests of independent variables

Sr. No.	Group Compared	N	Mean	S.D.	df	"t" Value	Level of Significance
1.	A1 vs. A2	44	68.95	7.10	82	3.3757	Significant at 0.01 level
		40	75.05	9.38			
2.	A1 vs. B1	44	68.95	7.10	82	0.4162	No Significant
		40	69.70	9.26			
3	A1 vs. B2	44	68.95	7.10	78	2.0961	Significant at 0.05 level
		36	72.67	8.74			
4	A2 vs. B1	40	75.05	9.38	78	2.7724	Significant at 0.01 level
		40	69.70	9.26			
5	A2 vs. B2	40	75.05	9.38	74	1.2021	No Significant
		36	72.67	8.74			
6	B1 vs. B2	40	69.70	9.26	74	1.4964	No Significant
		36	72.67	8.74			

**Analysis:** From Table 4.4, it can be observed that the mean and SD scores of male and female students were then calculated and the t-value was calculated. The critical value on the t-table at a 0.05 level of significance is 1.97, and the 0.01 level of significance is 2.60.

**Interpretation:** According to the findings, the following three hypotheses are rejected for each of the four groups: there is no significant difference in the school climate between government and private senior secondary school male students (A1 vs. A2); government male and private female (A1 vs. B2) senior

secondary school students; private male and government female (A2 vs. B1) senior secondary school students; However, it is agreed that there is no significant difference between the school climate of government male and female (A1 vs. B1), private male and female (A2 vs. B2) senior secondary school students, and government and private female (B1 vs. B2) senior secondary school students.



**Figure 4.3:** Mean Scores for Interaction Effect of male and female on School Climate among senior secondary school students

**5.0 Discussion of Findings**

The following findings are given below obtained from the above statistical analysis and the interpretation. The study determined that senior secondary school climates differed significantly for male and female pupils in government and private schools. Mir & Bhat (2018) Students in secondary schools generally felt that the school atmosphere was moderate. Compared to male secondary school pupils, female students felt that the school atmosphere was more positive. The perceived school atmosphere and the academic success of secondary school pupils were shown to be significantly correlated. School atmosphere and students' academic progress in secondary schools have a substantial and favourable association, according to Kaur and Kaur (2022). The school atmosphere has a big influence on student enrollment, academic progress, and control, according to Ranjan (2022). Government schools are more lenient whereas private schools are more controlled. Students in upper secondary



education who attend private schools feel more control, but those who attend government institutions see more permissiveness.

## **6.0 Conclusion**

The efficacy of a school is complex due to various dimensions including administrative performance, leadership traits, teacher morale, trust levels, culture, parental involvement, community support, teachers' effectiveness, teacher loyalty, and student academic performance. It consists of instrumental and expressive activities. The school atmosphere, climate typology, and staff function are crucial factors in assessing a school's effectiveness. Meeting social needs, staff personality, socio-psychological behavior patterns, and interactions between principal and teachers also influence its effectiveness.

## **7.0 Recommendations**

The government should improve libraries and laboratories, organize co-curricular activities, provide rural students better opportunities, provide practical work, and establish counseling centers. Teachers should adopt effective teaching methods, and principals should investigate school climate to improve learning results and teacher job satisfaction.

## **8.0 Educational Implications**

Government schools have lower mean scores than private schools due to outdated teaching techniques, poor associations, teacher workload, lack of motivation, inexperienced staff, inadequate infrastructure, crowded classrooms, insecurity, and heavy homework. To improve, decisions on hiring, budget allocation, communication, infrastructure, and training programs should be made.

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## NAVIGATING LITERARY FREEDOM: AN ANALYSIS OF THE FREEDOM OF LITERATURE BILL, 2016, AND ITS CONVERGENCE WITH THE PROVISIONS OF THE INDIAN PENAL CODE

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### ABSTRACT

*This paper delves into the complex realm of literary freedom within the context of India's legal framework, primarily focusing on Section 292 of the Indian Penal Code, which pertains to obscenity. The discussion is centered around the proposed Freedom of Literature Bill, 2016, presented to safeguard freedom of speech and expression, particularly in literature, against stringent restrictions. Through a meticulous analysis of landmark cases, such as Ranjit D Udeshi v. State of Maharashtra and Devidas Ramachandra v. State of Maharashtra, the paper evaluates the constitutional validity of Section 292. The study emphasizes the challenges in defining 'obscenity' and the need for a balanced approach, considering both public morality and artistic freedom. While advocating for judicial objectivity, the paper critiques the Bill's outright repeal of Section 292, proposing instead a nuanced approach, involving enhanced judicial review and alignment with contemporary moral standards. The analysis underscores the delicate balance required between societal morals and artistic expression, suggesting that outright repeal might be premature, given the evolving nature of both society and law. Ultimately, the paper advocates for a more measured and context-specific approach, ensuring the preservation of artistic and literary freedom while safeguarding public sensibilities and order.*

**Keywords:** *Literary freedom; Obscenity laws in India; Freedom of Literature Bill, 2016; Artistic expression and public morality; reasonable restrictions.*



**INTRODUCTION:**

Literary freedom, an instance of freedom of expression especially for the purpose of creation of literature, derives its existence from the basic right of freedom to speech and expression. Since, the right of freedom of expression is a right recognized across constitutions<sup>1</sup> and even in international legislations like the ICCPR<sup>2</sup>, literary freedom, especially in this era dominated by telecommunication seems like a collective right of a civilized society which, for the purpose of ensuring plurality and creativity should be fundamentally protected by the law. But like every right which confers upon the people certain duties along with the liberties, the right to freedom of expression does also come along with certain restrictions which in essence are, to a great degree common in the legislations which confer such right. These restrictions generally talk of three aspect. Firstly, the right of the other individuals i.e. the freedom of expression must be restricted beyond the point it starts hurting the beliefs or reputations of other. Secondly, the right of the society i.e. the freedom of expression must be restricted beyond the point it starts disturbing the public morality and public order and thirdly, the right of the state, i.e. the freedom of expression must be restricted if it can be detrimental to the security of the nation.

Since literary freedom is a form of freedom of expression, the scope of these restrictions extend to literary freedom as well. In the Indian context, these restrictions, apart from being envisaged expressly in the constitutional provisions, are also imposed through several penal provisions like Section 292, 295 A, 298 of the Indian Penal Code<sup>3</sup>. At the outset, it must be noted that these sections in essence protect the collective right of the society as they deal with materials which can be detrimental to public morality or can outrage religious feelings and is but for the effect of such expression, that it specifically dealt by the penal laws of the country. This paper attempts to analyze the constitutional validity of such penal provisions and the possible changes consistent with the constitutional provisions in the light of The Freedom of Literature Bill, 2016<sup>4</sup> with the help of the several landmark cases which have led to the development of the jurisprudence behind the same.

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<sup>1</sup> Article 19(1)(a), Constitution of India.

<sup>2</sup> Article 19, UN General Assembly, *International Covenant on Civil and Political Rights*, 16 December 1966, United Nations, Treaty Series, vol. 999, p. 171

<sup>3</sup> The Indian Penal Code, 1860

<sup>4</sup> The Freedom of Literature Bill, 2016

**FREEDOM OF LITERATURE BILL :**

The Freedom of Literature was introduced as a private member bill by Mr. Shashi Tharoor, Member of Parliament, seeking substantial changes in the penal provisions regarding books or other objects which fell within the definition of obscene and acts or expressions which could outrage or hurt religious feelings. Although it also dealt with the related provisions of Cr.P.C<sup>5</sup>, I.T Act<sup>6</sup> Customs Act<sup>7</sup> but this paper shall limit its ambit to the amendments which the bill seeks to Section 292 of the IPC<sup>8</sup>.

The bill as the name suggests, was introduced with the intent to highlight the importance of ensuring literary freedom in the light of the right of freedom of speech and expression as provided under article 19(1)(a) of the Constitution of India. Since the intent of the legislator, as highlighted in several cases, can be gathered from the statement of object and reason, a superior understanding of the bill can be drawn from the statement of object and reason of the bill which presses hard to recognize the importance of dissent and expression of opinions, howsoever irreverent or even unpopular, so that the law does not become an instrument of suppression of reform and progress in the society.

Further, the statement of objects and reasons distinguished between the needed constitutional morality with the to be discarded majoritarian morality and highlighted the non-congruence among the ideas of banning of literature works and democracy. It also prescribed substantial judicial oversight for the purpose of preventing the use of powers of censorship for political expediency<sup>9</sup>.

With the above discussed objects and reasons, the bill, in its second chapter, sought the following amendments to the Indian penal:

1. Section 292, 295A, 298 of the Indian Penal Code, shall be omitted.
2. In section 293 of the Penal Code, for the words "under the age of twenty years any such obscene object as is referred to in the last preceding section", the words, "under the age of eighteen years any obscene object" shall be substituted.

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<sup>5</sup> The Code of Criminal Procedure, 1973

<sup>6</sup> The Information Technology Act, 2000

<sup>7</sup> The Customs Act, 1962

<sup>8</sup> Ibid.

<sup>9</sup> Statement of Objects and Reasons, The Freedom of Literature Bill, 2016

The amendment suggested in Section 293, merely seeks a change in age from the existing twenty years to eighteen years. This purpose of this amendment can be traced to the increased exposure of the internet and other mediums of information especially among the teenagers. But this paper confines itself to the other suggested amendments for the purpose of this paper, the amendment suggested in section 293 is not substantially pertaining to the literary freedom in the society, especially in the light of Article 19 1 a of the Constitution of India.

#### **“OBSCENITY” AS UNDER SECTION 292:**

The section 292 of the IPC is a comprehensive section as it not just prescribes the punishment for the sale, hire, distribution, public exhibition, circulation, import, and export of obscene books, pamphlets, writings or any other such objects but also defines within itself the word “obscene” for the purpose of this section. Further, the section also brings under its ambit any person who takes part or receives profit from any business in which “he knows or has reason to believe that any such obscene objects are, for any of the purposes aforesaid, made, produced, purchased, kept, imported, exported, conveyed, publicly exhibited or in any manner put into circulation.”<sup>10</sup>

Thus the wordings of the section make its scope sufficiently large to cover all the practical situations in which an offense under the purposive interpretation of the section can be committed.

Yet the first sub section of the section which defines the word “obscene” is what primarily concerns this paper. As per the defining sub section, “a book, pamphlet, paper, writing, drawing, painting, representation, figure or any other object, shall be deemed to be obscene if it is lascivious or appeals to the prurient interest or if its effect, or (where it comprises two or more distinct items) the effect of any one of its items, is, if taken as a whole, such as to tend to deprave and corrupt persons who are likely, having regard to all relevant circumstances, to read, see or hear the matter contained or embodied in it.”

Questions on the constitutional validity of the section are no more nascent by nature and even date back to the 1960’s. One of the earliest landmarks cases bringing into question the validity of Section 292 was that of *Ranjit D Udeshi v. State of Maharashtra*<sup>11</sup> where it was argued that the section was void as being

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<sup>10</sup> The Indian Penal Code, s. 292

<sup>11</sup> AIR 1965 SC 881

an impermissible and vague restriction on the freedom of speech and expression guaranteed by Article 19(1)(a) and is not saved by clause (2) of the same article.

The apex court in this case upholding the constitutional validity of the section finding it to be within the reasonable restrictions for the purpose of public morality and decency. The court further went on to distinguish between the intention of the material to arouse sexual desires with the tendency of the material in question to do the same. On the question of vagueness of the word “obscene”, the court held that the word has been borrowed from English statutes and can be well understood in the light of the Hicklin test, the essence of which can be derived from the following paragraph of Chief Justice Cockburn in the famous case of *Regina v. Hicklin*<sup>12</sup>.

“I think the test of obscenity is this, whether the tendency of the matter charged as obscenity is to deprave and corrupt those whose minds are open to such immoral influences, and into whose hands a publication of this sort may fall ... it is quite certain that it would suggest to the minds of the young of either sex, or even to persons of more advanced years, thoughts of a most impure and libidinous character”<sup>13</sup>

Further, the court on the question of discarding or modifying the Hicklin test which was being applied uniformly at the time, held that since the test makes the court the judge of whether the impugned material has the potential to deprave and corrupt the morals of the people on a case to case basis. It then relying on the following passage of Lord Goddard Chief Justice in the Reiter case<sup>14</sup>, observed that treating with sex in a manner offensive to public decency and morality (and these are the words of our Fundamental Law), judged of by our National standards and considered likely to pander to lascivious prurient or sexually precocious minds, must determine the result in a given case.

“The character of other books is a collateral issue, the exploration of which would be endless and futile. If the books produced by the prosecution are indecent or obscene, their quality in that respect cannot be made any better by examining other books”<sup>15</sup>

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<sup>12</sup> LR 3 QB 360

<sup>13</sup> Ibid.

<sup>14</sup> Reiter v. Sonotone Corp., 442 US 330 (1979)

<sup>15</sup> ibid

Lastly, on the question of whether a part of a work which could potentially be one depraving morality if seen in isolation, should be adjudged as being obscene, We may now refer to Roth case<sup>16</sup> to which a reference has been made. Mr Justice Brennan, who delivered the majority opinion in that case observed that if obscenity is to be judged of by the effect of an isolated passage or two upon particularly susceptible persons, it might well encompass material legitimately treating with sex and might become unduly restrictive and so the offending book must be considered in its entirety. Chief Justice Warren on the other hand made “Substantial tendency to corrupt by arousing lustful desires” as the test. Mr Justice Harlan regarded as the test that it must “tend to sexually impure thoughts”. In our opinion, the test to adopt in our country (regard being had to our community mores) is that obscenity without a preponderating social purpose or profit cannot have the constitutional protection of free speech and expression and obscenity is treating with sex in a manner appealing to the carnal side of human nature, or having that tendency. Such a treating with sex is offensive to modesty and decency but the extent of such appeal in a particular book etc. are matters for consideration on a case to case basis<sup>17</sup>.

The validity of the section was further questioned in case of Director General of Doordarshan and others v. Anand Patwardhan & Anr<sup>18</sup> where the Hicklin test was further upheld and simplified to the following three point test:

1. Whether the average person, under the contemporary community standard would find the impugned work, when taken as a whole, to be one which appealing to the prurient interests
2. Whether the work depicts or describes sexual conduct in a patently offensive manner
3. Whether the work as a whole lacks serious literary, artistic, political or scientific value.

The court relying on *Bobby Art International v. Om Pal Singh Hoon*<sup>19</sup>, and *K.A. Abbas v. Union of India*<sup>20</sup> emphasized that the catch word while applying any law like the present one should be reasonable restriction. In the reference to the

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<sup>16</sup> Roth v. United States, 354 US 476 (1957)

<sup>17</sup> Ibid.

<sup>18</sup> Civil (Appeal) No. 613 of 2005, judgment delivered on 25 August, 2006

<sup>19</sup> SLP (Civil) No. 8211/96, judgment dated 01.05.1996

<sup>20</sup> AIR 1971 SC 481

facts of the case where a particular documentary film, in order to portray the miseries on different classes and social injustice incorporated within itself scenes of crime and violence against women which could be considered if seen in isolation, nowhere either had the intent or even the tendency to encourage the viewers to subscribe to such practices.

The three-prong test upheld in the *Doordarshan*<sup>21</sup> was further referred in the *Ajay Goswami v. Union of India*<sup>22</sup>, where the court relying on its judgment in the *Samaresh Bose v. Amal Mitra*<sup>23</sup> emphasized on the need of the objectivity needed to be applied by the judges of the court in the light of the contemporary moral standards and an effort to understand the artistic or literary value which the author is trying to pass on. Further, in the light of the *Miller's test*<sup>24</sup> being applied by the American courts, the court upheld that nudity *per se* is not obscene.

Apart from this, one of the observations of the court which potentially gives rise to an argument of doing away with the bill was that since in American courts it is the jury who decides in such cases on the basis of the summing up of the laws on the subject by the judges unlike in India where the job rests solely on the judges. In the application of the above discussed objectivity some subjectivity of the judge will always influence the judge, and this could even be detrimental to the alternate point which the author of such content intended to pass on to the public.

In presence of legislations like Indecent Representation of Women (Prohibition) Act, 1986 and provisions like Section 13 of the Press Council Act, the application of Section 292 with such discretionary powers of the judges opens door for arbitrariness and possibilities of unreasonable suppression of expressions.

#### **RECENT DEVELOPMENTS:**

One of the recent judgments on the subject was again delivered by Justice Dipak Mishra in *Devidas Ramachandra and Tujlapurkar v State of Maharashtra*<sup>25</sup> where the apex court dwelled upon terms like poetic license and liberty of Perception and Expression.

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<sup>21</sup> Supra, note 19.

<sup>22</sup> Writ Petition (Civil) No. 384 of 2005

<sup>23</sup> AIR 1986 SC 967

<sup>24</sup> Supra, note 16

<sup>25</sup> Criminal Appeal No. 1179 of 2010

The facts of the case being that a poem which was published way back in 1994 in a magazine which was for the purpose of private circulation among the members of an Union, could in the ultimately give rise to the framing of charge under Section 292 against the author, publisher and the printer. The questions which were for the consideration were as follows:

- a) Whether there could be a reference to a historically respected personality
- b) Could that reference be by way of allusion or symbol
- c) Could that allusion be resorted to in a write-up or a poem
- d) Whether the conception and concept of poetic license permits adopting an allusion
- e) Whether any of the above could involve ascribing words or acts to a historically reputed personality which could appear absent to a reader

The learned senior counsel Gopal Subramaniam submitted before the court that the expression “Poetic license” is neither a concept nor a conception because the idea of poetic freedom is a guaranteed and an enforceable fundamental right and this court should not detract and convert it into a permissive license.

On poetic license, the court observed that there is no authority which could give license to a poet, and thus the freedom of writing cannot be in question.

The court specifically on the question of reference to a historical character or person held that howsoever respected such a person may be, the courts cannot add ingredients to an offence and if such allusion in mind of the reader, passing the Hicklin test and other

Further on the question of constitutional validity, the court accepted the Senior counsel’s submission that when two interpretations of Article 19 (1)(a), one a restrictive approach and the other a modern/liberal approach are possible, the latter should be adopted, for by adopting the said approach, the fundamental right to freedom of speech and expression is guarded and any attempt to overreach the same is kept in check. It also referred to the judgment of the court in the *Shreya Singhal*<sup>26</sup> case where Section 66 A of the IT Act was upheld, as it only brought under its ambit acts which could never fall under the expressions “decency” or “morality. Thus the court holding that constriction is permissible under Article 19(2) upheld the constitutional validity of Section 292.

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<sup>26</sup> (2013) 12 SCC 73

**CONCLUSION:**

In the light of the cases discussed and the concepts referred to therein, it can be well understood, that there is definite requirement of some degree of restriction on the freedom of speech and expression, how so ever literary, poetic or artistic it may be. But banning or restricting literary objects just because they depict some form of nudity can also not be the solution. There need to be struck a balance between the morals of the public and poetic/artistic freedom. There can be certain arguments made in favour of the bill and out of them, as the paper highlights, one of the strongest being that absolute objectivity of the judges in application of Section 292 is a situation far from reality. But this can be catered to by increased purview of judicial review over such matters. Further, there exists a need for uniformity in application of tests like the Hicklin test along with adoption of the contemporary moral standards of the society. If the courts ensure that they have the objectivity needed to apply the three prong Hicklin test, specially bringing itself at par with the contemporary moral standards, then the application of the section will continue to only restrict freedom of expression for the purpose of public good. The bill does not seek an amendment of the section but rather seeks to completely repeal it. This on the basis of the above discussion, is an extreme step for which the society and the institutions within it are not ready. Although there are other legislations which limit indecent representation of women, yet this penal provision still has a crucial role in preventing acts which could be detrimental to public order and the Apex court has time and again, by upholding the constitutional validity of section 292 affirmed this view.



## **THE CULTURE OF SANTAL COMMUNITY IN THE DISTRICT OF BIRBHUM**

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### **ABSTRACT**

The Santals, who are the descendants of pre-dravidian people, migrated to East India around three centuries ago and have managed to preserve their language, culture, and traditions. They are the third largest tribe in India, with a majority of them residing in West Bengal, Orissa, and undivided Bihar. In Birbhum, West Bengal, the Santal tribes make up 5.5 percent. Santals comprise 51.8 percent of the tribal. Similar to other tribes, the Santals believe in four types of supernatural powers, including benevolent spirits for worship at the family and community level, protective spirits to prevent ill occurrences, malevolent spirits that control diseases in the community, and ancestor spirits. The Santals have their own village council, which consists of a headman (majhi haram), an assistant headman (jog-majhi), a priest (nacke), and a messenger (godet). This village council holds significant influence over illnesses and the management of diseases. Additionally, the Santals have faith in folk medicine and follow a specific treatment pattern that involves worshipping the gods (Bongas) to remove the causative factors.

**Keywords:** Culture, Festivals, Bonga, Karam

### **The Culture & Festivals of Santal Community in the district of Birbhum**

The structure of the Santal community's culture is consistent throughout. They do not possess any written records of their lineage, relying instead on the wisdom and guidance of their elderly members. Their religious beliefs emphasize an inner existence, while acknowledging the existence of a spiritual realm inhabited by spirits and other supernatural entities. The Santal community divides the world into two main categories, referencing ghosts, deities, ancestral spirits, and other paranormal beings. It is important to note that gods and other

supernatural entities are believed to have origins that are non-human, whereas ancestor spirits and ghosts are believed to have human origins. Ghosts hold a lower status compared to ancestor spirits. The benevolent ancestor spirits watch over their descendants and safeguard them from harm, while the Santal community attributes diseases, accidents, and other tragedies to the interference of ghosts. They believe that gods hold greater power than both ghosts and ancestors.

The Santal community holds strong beliefs in the existence of supernatural forces and their role in the creation of the universe. They categorize their world into two distinct realms, hanapuri and noapuri. According to their beliefs, these supernatural powers not only exist in the present world but also age with time and eventually cease to exist. When an individual passes away, their soul departs from their physical body and embarks on a journey to the afterlife, where the souls of their ancestors reside. In this realm, the departed soul merges with others to protect and guide their future generations.



### **Santal Culture**

The Santal people have a unique belief system where ancestral spirits, known as Haprams, hold a significant place. These Haprams are considered as integral members of the Santal family and are revered accordingly. Within their sacred dwelling, there exists a special area where the spirits of their ancestors reside. During religious festivals and rituals, the Santals pay homage to their Haprams alongside other deities known as Bongas. As part of their ritual, a few drops of their local spirits are spilled in honor of their ancestral spirits, a practice known as kadar in their own language. The Haprams are believed to guide and protect their descendants, influencing their actions and ensuring their well-being.

Moreover, they are believed to bless the living members with children, wealth, and good fortune. However, if the rites and rituals for the Haprams are neglected, it is believed that the spirits become enraged, leading to tragic consequences for the family.

The Santal community also follows the belief in Churgins, alongside Haprams. These wandering spirits, known as Churgins, can be found in various inhabited regions of the planet. Within the Santal society, there are eight distinct subgroups of Churgins, namely Baghat, Daini, Pangri, Bhulah Chandi, Churni, Draha, and Khut. The Bhagat people dwell deep within the jungle, while the blind Pangri reside along riverbanks. The Daini make their homes in the jungle beneath the creepers. The Bhulah and Bhulah Chandi occupy the small shrubs as their abode. The Churni reside in areas where the Santal discard their waste. Under the shade of large trees is where the Draha and Khut find their dwelling places.

The Maran Buru holds a significant position among the Santals as the chief Bonga, according to their beliefs. It was the Maran Buru who taught them the art of brewing rice beer and instructed them to offer it as a tribute whenever they called upon his name. Hence, during every celebration, the Santals make it a point to present beer to the Maran Buru as a mark of respect. On the other hand, the sacred grove within each Santal community is governed by the Jaher Era, the spirit of the grove. Comprising of natural trees and boulders, this grove is considered to be untouched and pure. The Jaher Era is revered as the mother goddess of the Santal society, symbolizing the nurturing and protective qualities associated with her role.

In Santal society the household's oldest member worships the Orak Bonga. The oldest member of the extended family worships the Orak Bonga in his home, with the help of the other family members who split the cost. Every household has a sacred space known as a MajhirThaanin their language, which is overseen by the Orak Bonga. Although the Santals offer animal sacrifices in honour of their Haprams, the manner of worship varies from lineage to lineage.

Although the female members are not allowed to worship, they are able to keep the common subclan's members closely knit together through this rite. Every subclan has a different god. The way that animals are sacrificed varies from one sub-clan to the next. For instance, Sada Murmu members provide their Abge Bonga one black cock, one white cock, and a she pig of any colour, while San Murmu members offer the Abge Bonga a spotless pig and a red cock.

**Saket Bonga-** also known as the tutelary Bonga of the ojhas or the medicine man, is another Bonga. The ojha is revered in Santal society because it is thought that he has kept the Bongas inside, which aids him in warding off negative influences. The Santals are familiar with an illness's natural course, but when a condition manifests strangely and does not improve with standard care, it is said to be the result of the Bonga's wrath or the presence of an evil spirit.

Every hamlet has a unique alter called Majhithan in the centre. The bonga is venerated by the Majhi Haram in Majhithan, but the Naeki worship the bonga in Jaher. The primary deity of the Santal tribe is Sing Bonga, also known as the Sun God. According to the Santal, Sing Bonga is the god Almighty, along with his wife, the Moon, and his three offspring, the Stars, who govern the earth's day-and-night cycle, the seasons, and their way of life. Earth, heaven, humans, animals, and the natural world are all created by this Sing Bonga.

According to the Bengali calendar, Santals worship the Sun God (Sing Bonga) on the day of the new moon in the month of Falgun (February–March). The Santal people observe this ceremony with pomp and splendour, but on the day of worship, the day begins with a fast.

Two goats and twenty-four pigeons are the minimum number of animals that must be sacrificed in order to satisfy the Sun God, according to mythology. Rice and locally brewed alcohol are other components needed to appease the Sun God.

The Santal people's homes are inhabited by the god Orak Bonga. The Orak Bonga, according to Santals, is a deity present in every household. This deity serves as a bond between all family members, and they all strive to improve their households and protect the sanctity of the Orak Bonga. In their home's Bhitar, the Santals perform rituals in honour of Orak Bonga.

**Maghsim Festival** – The first month of santal calendrer is Magh. In the month of Magh santal community organizes 'Maghsim' festival. Five members of the village after assembling to discuss the date of 'Maghsim' worship and finalized the date. The festival is basically organizing to maintain the peace and harmony of the community. The date which is fixed for 'Maghsim' festival the village 'Godeth' goes to each of the santal families and collect one KG rice for each of the families a chicken, sale and assembled those collection at the state of worship. All the village people assemble there. 'Naike' worship the 'Maghsim' and offer bali for each of the family before the god (Marang Buru). After

completion of worship, they prepared food (Khuchri) for all the people assemble of lunch.



### Maghsim Festival

The festival 'Maghsim' has also a very interesting significance. It is for making the goodbye to the old and approach for coming the new. Not only that after this festival new village assembly of santal community is constituted.

**Baha festival-** The meaning of 'Baha' is flower. The baha festival is organized in the month of 'Falgun' on the date of 'dol purnima'. As such the environment of baha festival very conducive and quiet. During this festival santal people make them well dressed with flowers of Saal and Palash on the head of their Khopa. On that day they do not take the liquor from mohua flower because they believe that without the permission of God that should not be taken. After this festival they use to take liquor prepared from mahua flower or any short.

Baha festival is generally organized for two days. During Baha festival all the families of santal communities clean their houses by using cow-dong. They wash their cloth and dresses for participating in the festival with clean dress. The unmarried youths maintain specific custom during Baha festival and the unmarried girls follow different types of ritual during the festival. On the second day according to santal community some super natural power effects some of the persons. Those persons go to forest for collecting the flower of saal and return the premises of the festival with those saal flower. Another ritual has been found in Baha festival, all the families of a santal village come to the stage of the festival with some worship components such as, Ghat, Flower, Rice, Mahua Flower and Milk. Those articles are used for worship of the God Marang Buru.

They offer chicken meat to God of Marang Buru. At the end of the festival all the santalpeople start to play with water as such the festival of spring (Basanta Utsav). Instead of colour water the santalpeople use water to enjoy the Basanta Utsav.



**Baha Banga Holi Saal flower distribution**

**Mong More festival** – this festival is organized in the month of Baishakh and Jaista after five years gap to save the santal community from draught, famine and pandemic disease. Earlier they offer cow or buffalo to the Mong More God during worship but this system has been changed with the time.

**Festival Ear Sim** – the festival Ear Sim is organized at the beginning of the month of Asher. The santal community worship Ear Sim God before the cultivation of paddy, so that the production of rice would be very good free from attack of any insects and there would be no problem in the cultivation of paddy.

**Festival Harar Sim** – The festival of Harar Sim is organized in the month of Shraban. After cultivation of paddy when the complete field starts to greenery with paddy. They start Harar Sim festival to protect the paddy from the insects they worship Harar Sim Marang Buru. So that the growth of the paddy would be strong with deep green and the amount of production would be high.

**Festival of Sima Bonga** – this festival is to please the God of Sima Bonga. It is believed of the santal community is that the anger of Sima Bonga may create the serious problems and may destroy of the production of cultivation. As such

during the beginning and the end of paddy cultivation the festival of Sima Bonga is organized to please the Sima Bonga God. 'Naike' offers blood from his body to satisfy the Marang Buru. As such the Santal community is very serious about the worship of Sima Bonga either they presume that there would be any danger in cultivation due to the anger of Sima Bonga.

**Festival Sing Bonga** – Sing Bonga is the Sun God the sources of all energy. This festival is organized of five to ten years interval. Santal community worship Sing Bonga for good rainfall, good harvesting, free from disease and maintaining peace in the community.



### **Orak Bonga Festival**

**Karam Puja** – In the month of Bhadra karam puja occurs of santal community. This festival can be classified into six categories, (1) Majhi Karam, (2) Dangua Karam, (3) Guru Karam, (4) Chela Karam, (5) Mara Karam, (6) Bonga Karam.

**Majhi Karam** – Majhi Karam is organized by village head of santal community that is why it is called majhikaram. This festival is most popular in santal community. As because the santal people of the village actively participate in this festival.

**Dangua Karam** – Dangua Karam means unmarried in santal community. To organize marriage ceremony for unmarried boys and girls this festival is organized.





### **Dangua Karam**

**Guru Karam** – for the beginning of education from the guru or ojha the santal boys and girls worships the guru that why this karam is call guru karam.

**Chela Karam** – at the end of the education from the teacher or guru the students that is disciple they organized a function for respect of guru is called Chela Karam.

**Mara Karam** – after the death of a person belong to rich status in santal community they pray for the peace of the sole of the body and organized a festival is called Mara Karam.

**Bonga Karam** – suddenly on the roof prepared with straw if a karam tree has grown then the santal community believe that there may originate the God of karam, this karam is called Bonga Karam.





### Jaya Karam

**Chhata Festival** – At the last day of Bhadra month the santal community organized Chhat festival. This festival is not to satisfy any God rather it is organized by the santal people to take leisure after a hard labour. In this connection they assembled at the festival.



### Chhata Festival

## Conclusion

The santal community always follow a democratic principle in their socio-cultural and inter-personal relationship. The santal people follow a very simple lifestyle as because they are having low level of aspiration in economic and other areas. Generally, they prefer to earn their livelihood from day-to-day activities and with this earning they are happy and enjoy their life. In their festival and ritual, happiness, mishap and problems, worship of super natural power etc. they worked for those occasions jointly and enjoy altogether. The member of village assembly of santal community called 'Godeth'. 'Godeth' informed all the village people by using Dhamsa sound to all the occasions. So that they would be aware about the programme.

The culture of Santal community is uniform in nature. They lack any written documentation of their ancestry. They take advice from the elderly members of the Santal community and make every effort to follow their rules. The santal community divided the world into two major divisions. They make reference to ghosts, Gods, ancestral spirits, and other paranormal creatures. In addition, Gods and other supernatural beings have non-human origins, whereas ancestor spirits and ghosts have human origins.

The santal people maintain different festivals all over the year and all the village people participate in those festival. They have some ritual which they follow according to their cultural identity and in many occasions at the end of the festivals the santal people take local haria and enjoy with spirit and happiness.

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